

2017 - 2018

DIVERSITY & INCLUSION YEAR-IN-REVIEW



President's Advisory Team for Diversity & Inclusion

CALVIN COLLEGE

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A Word from the Executive Associate to the President for D & I

Compiling the information in this report was an activity that inspired hopeful optimism that the college as a whole values diversity and inclusion AND a tangible reminder of the work that still needs to be done. There is a lot of good news in this report: our college community is more diverse, the number of cultural competency opportunities were numerous and many report having a positive Calvin experience. This is not surprising to me because many – from the president and cabinet to faculty to support staff to students – have been working to make this place where we work and live one that is welcoming and inclusive.

However, I would be remiss if I did not acknowledge that fact that our community is still broken. While many have a great experience, too many report feeling alienated and experiences of discrimination. Some – students and employees alike – have left campus because it has just been so difficult for them to be fully themselves. They have experienced one too many micro-aggressions, or they were on the receiving end of blatant discrimination, or they were tired of having to a-l-w-a-y-s explain that racism, sexism, and other forms of oppression still exist or they were disappointed with the pace of change. I take these things seriously and as the executive associate to the president for diversity and inclusion, I take these things personally. I take these things personally because they are an affront to what it means to be a Christian community and because my primary job is to build institutional capacity for Calvin to become an inclusively excellent institution. When there is a failure in our community, it is hard for me not take it personally.

Calvin's journey for becoming an inclusively excellent institution is well underway. And as with any long journey we need to know where we are going and to take note of the signposts and mile-markers along the way. This document begins with a proposed vision for diversity. You will note that a portion of the vision statement is an adaptation of the college's mission statement and incorporates a clear reformed lens. I like the vision statement because it grounds the vision in faith, acknowledges the need for lament, and calls us to Shalom. I hope you like the vision statement as well.

The majority of this report is a set of mile-markers. The Inclusive Excellence Scorecard – found on pages 4 and 5 provides a tally of over forty indicators or mile-markers. Following the scorecard are narratives that add context to the items in the scorecard. The narrative mile-markers include points of celebration, progress indicators, assessment summaries, and reports. Many of these items are brief in content as they are shorter versions of longer documents.

I am would not be surprised if you, the reader, find yourself saying, "why didn't she include such and such?" I acknowledge that this year-in-review report is not comprehensive. It is simply another mile-marker on Calvin's journey on the road to inclusive excellence. Enjoy the journey.

 - Chair, President's Advisory Team for Diversity and Inclusion

A Proposed Vision for Diversity

Guided by the biblical narrative of creation, fall, redemption and restoration, Calvin College strives to pursue God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together.

Calvin College equips members of the college community
to think deeply about diversity,
to act justly when they encounter injustices both locally and globally,
and to live wholeheartedly as Christ's agents of renewal, restoration and conciliation in the world.

We embrace diversity in God's creation,

- seeking to reflect the diversity in the Body of Christ within our college community;
- valuing each person as created in the image of the triune God and thus intended for community;
- respecting the complexity of human identities; and
- recognizing human difference as central to an education that fosters critical thinking, empathy and dialogue.

We lament human brokenness,

- observing that individuals and social systems have and continue to oppress people locally and globally;
- recognizing and repenting our past and current participation in unjust social systems;
- grieving our thoughts, words and actions that diminish, caricature or isolate one another;
- repenting of both our actions and inactions that leave members of our community feeling unsafe or unwelcomed.

We reconcile with one another,

- bridging divisions that separate people from one another and from God;
- partaking in courageous conversations where varied perspectives are welcome;
- challenging unjust systems of power, privilege and oppression; and
- building and sustaining social structures that foster the common good and the Body of Christ.

We embody shalom,

- anticipating restored creation, where people from every nation, tribe and language worship God and live in harmony;
- pursuing human flourishing in our relationships, curriculum, staffing, resource allocation and corporate actions;
- affirming that all things hold together in Christ, to the glory of God, and through the working of the Holy Spirit; and
- working alongside others with compassion, confronting our own and others' injustice and sharing hope in Christ's justice and mercy.

Adapted From <<https://www.nwciowa.edu/about/vision-for-diversity>>

INCLUSIVE EXCELLENCE SCORECARD 2.0: Calvin College 17 -18

The *Inclusive Excellence Scorecard* is a tool used by the college to monitor and assess diversity and inclusion efforts. The scorecard is updated annually.

Two sets of icons represent the progress and movement related to targets *and* the previous year.

Icon Key:

% of Target	no target	≤50%	51% ≤	100%	Movement	increase	same	decrease

Institutional Dynamism

Focus on progress on institutional indicators

Progress Indicator	17-18	Target	Status
Percentage of “on schedule” or “completed” Theme IV (Strengthening Diversity and Inclusion Efforts) Strategic Plan 2019 Scorecard Goals	89%	80%	
Percentage of seven recommended West Michigan President’s institutional policies in place (WMPCC – goal 6)	57%	100%	
Location of Calvin College along the Multicultural Organizational Development (MCOB) 6-point continuum?	3	5-6	
Percent of Calvin community agreeing that, “Calvin is an academic community that is committed to inclusive excellence. ”	83%	80%	-----

Learning and Engagement

Focus on participation in cultural competence enhancing activities and outcome of participation

Progress Indicator	17-18	Target	Status
Percent senior administrators (cabinet members and their leadership teams) completing Cultural Competence Professional Development (CCPD) activity.	100%	100%	
Percent of cabinet members scoring “Moderate” or “High” on Cultural Intelligence (CQ) Action	90%	80%	
Percent of faculty completing Cultural Competence Professional Development (CCPD) activity.	63.8%	80%	
Percent of faculty completing CCPD activity indicating personal growth , increased awareness, and/or increased knowledge.	67%	80%	
Percent staff completing Cultural Competence Professional Development (CCPD) activity.	86.5%	80%	
Percent of Staff completing CCPD activity indicating personal growth , increased awareness, and/or increased knowledge.	96%	80%	
Number of students participating in off-campus semester programs	193	n/a	
Number departments/ offices offering CCE Designated courses	10	n/a	
Number of Cultural Competency Professional Development events	115	n/a	
Number of diversity-focused events	221	n/a	
Percentage of campus community making an effort to educate themselves about other groups. (Climate Survey)	87.0%	80%	

Access and Equity			
<i>Focus demographic profile of campus community and the flourishing of under-represented groups</i>			
Progress Indicator	17-18	Target	Status
Percent of female senior administrators (cabinet members and their leadership teams)	43.1%	n/a	○ ↔
Percent of senior administrators (cabinet members and their leadership teams) identifying as people of color	10.4%	n/a	○ ↔
Percent of full-time students identified as AHANA	16.2%	n/a	○ ↑
Diff. in first-year retention rates of AHANA students and college avg.	-3.2%	0	○ ↑
Difference Six-year graduation rates of AHANA students and college avg.	-11.6%	0	○ ↑
Percent of full-time students identified as International	11.8%	n/a	○ ↑
Diff. in first-year retention rates of International students and college avg.	+1.8%	0	○ ↑
Difference in Six-year graduation rates of International students and avg.	+7.6%	0	○ ↑
Percentage of full-time students identified as female	54.3	n/a	○ ↓
Diff. in first-year retention rates for female students	+2.3	0	○ ↓
Difference in six-year graduation rates of female students and college avg.	+3.1	0	○ ↑
Percent of students with a disability	17.4%	n/a	○ ↑
Percent of CRC students	30.6%	n/a	○ ↓
Percent of Pell-eligible students	22.0%	n/a	○ ↑
Percent diversity hires	28.3%	n/a	○ ↓
Percent of full-time female faculty	34.1%	n/a	○ ↓
Percent of full-time faculty of color	9.8%	n/a	○ ↔
Percent of full-time faculty of color retained from previous year	100%	90%	⊕ ↔
Percentage of full-time female staff	54.9%	n/a	○ ↑
Percentage of full-time staff of color	14.2%	n/a	○ ↑
Percent of full-time staff of color retained from previous year	83%	90%	● ↓

CAMPUS CLIMATE			
<i>Focus on how campus life is experienced</i>			
Progress Indicator	17-18	Target	Status
Percent difference between employees of color and white employees favorably responding to the BCW survey question, "I would recommend Calvin College to others as a good place to serve"	+3.0	0	○ ↓
Percent of students feeling that the campus is inclusive	67%	Asked on student senate survey	
Percentage of People of Color who felt racial discrimination	2.0%	These questions were on the 2017 Climate Survey. The question asked, "How often in the past year have you felt discriminated against or harassed at Calvin about your _____. The aspiration is that no one would feel harassed nor discriminated against.	
Percentage of Females who felt gender discrimination	13%		
Percentage of people who felt political affiliation discrimination	26%		
Percentage of people who felt religious affiliation discrimination	8%		
Percentage of people who felt sexual orientation/ gender identity discrimination	4%		
Percentage of people who felt ability/disability discrimination	4%		

Celebrations

Ecclesiastes 3 reminds us that there is a time for everything. This includes a time for celebration of both individual achievements and institutional recognitions of diversity and inclusion efforts. Taking time to celebrate should not be interpreted as a declaration that there is no more work to be done to strengthen Calvin's diversity and inclusion efforts. On the contrary, the work continues. However, in the midst of the continuing work, it is good to take the time to note the signposts of progress and continued commitment. Taking time for celebrate

Individual Recognitions

Diversity and Inclusion Staff Award

The Diversity and Inclusion Award recognizes a staff member who has demonstrated a personal commitment and exemplary effort toward helping the college achieve its diversity and inclusion goals. The 2018 award went to Thea Brophy. The 2017 award went to Jo Cooper and the 2016 award went to Paul Ryan.

FEN Award for Teaching Excellence

The annual *From Every Nation* Award for Excellence in Teaching recognizes innovative and effective efforts of Calvin College faculty to promote a multicultural, anti-racist curriculum. It rewards the development and utilization of creative, original, effective teaching and materials that reflect any of the themes of *FEN*. The 2018 recipient was Kaori Schau (Germanic and Asian languages). The 2017 recipient was Eric Washington and the 2016 recipient was David Smith.

Alumni Awards

At the 2017 Maroon and Gold Gala, Willie J. Jennings '84, was recognized with the Distinguished Alumni Award. Jennings is associate professor of systematic theology and Africana studies at Yale University Divinity School. An outstanding theologian in the areas of liberation theologies, cultural identities and anthropology, Jennings' award-winning *The Christian Imagination: Theology and the Origins of Race* is a landmark in the field.

Institutional Recognitions

US News & World Report

U.S. News & World Report is a digital news and information company that empowers people to make better, more informed decisions about important issues affecting their lives. Focusing on Education, Health, Personal Finance, Travel, Cars and News & Opinion, USNews.com provides consumer advice, rankings, news and analysis to serve people making complex decisions throughout all stages of life. In addition to Calvin College's recognition as #1 overall among Midwest regional colleges in its 2018 *Best Colleges Guidebook*, Calvin College was ranked sixth on "The Best Foreign Student Factor" list for the total percentage (11% in 2016-2017) of international undergrads and ranked #1 on the *U.S. News & World Report's* "Best Colleges for Veterans' Midwest Regional Colleges list. To be included on the Best Colleges for Veterans list, institutions must be certified for the GI Bill, participate in the Yellow Ribbon Program, and have more than 20 students using GI Bill benefits.

The Institute of International Education (IIE) Open Doors Report

The mission of the Institute of International Education is to “help people and organizations leverage the power of international education to thrive in today’s interconnected world.” Each year the IIE creates its Open Doors report which is comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities. Calvin College ranked 3rd, behind St. Olaf College and University of Richmond, among baccalaureate colleges for total study abroad students in the 2017 Open Doors Report and 5th for the total number of international students among baccalaureate colleges;

Grants

Immigration and Refugee Faculty and Alumni Group

Calvin Center for Christian Scholarship (CCCS) & the Calvin Alumni Association partnered to organize a year long study group - "Developing Christian Perspectives Intercultural Perspectives on Immigrants and Refugees" for 2017-2018. The association was the fifth study team to be funded as an endeavor under the rubric “Developing Christian Perspectives. The study team of twelve was co-chaired by Pennylyn Dykstra-Pruim and Tim Baldwin

Pathways to Healthcare Careers Grant

Calvin College is collaborating with the Grand Rapids African American Health Institute (GRAAHI) and six west Michigan colleges and universities to create “Pathways to Careers in Healthcare” for area students of color. The W.K. Kellogg Foundation awarded GRAAHI a nearly \$400,000 18-month planning grant to explore pathways to healthcare careers for students of color. The Pathways to Healthcare Careers initiative directly addresses the challenges in West Michigan’s healthcare landscape through three stated goals: diversity in healthcare professions will mirror diversity in our community by 2040, establishment of a cadre of African American and Latinx healthcare leaders in West Michigan by 2040; and increasing early exposure to advanced healthcare practice careers throughout the K-12 experience.

Kuyper Institute for Global Faculty Development

Thanks to a generous gift from Rimmer and Ruth de Vries, President Le Roy and President Medenblik (Calvin Theological Seminary) are pleased to announce the formation of the Kuyper Institute for Global Faculty Development. This institute will facilitate the college and the seminary's work together to enable faculty, staff, and Christian leaders world-wide to deepen their understanding of a Reformed tradition. The institute will include a reimagined Kuyper Center (formerly located at Princeton Theological Seminary) that will continue the tradition of awarding an annual Kuyper Prize and hosting an annual Kuyper lecture and conference. In addition, the de Vries gift provides seed money for a program that will further equip staff and faculty at Calvin College and Calvin Seminary with a Reformed understanding of faith and cultural engagement. The institute will also engage Christian faculty and leaders from around the world in this vision by supporting seminars, conferences, and independent projects, and by sharing access to digital teaching and scholarly resources.

Compositional Diversity

Focus on the demographic profile of the campus community and the flourishing of under-represented groups. Indicators emphasize race, ethnicity, and gender composition, as well as, retention, graduation rates, and integration into institutional leadership.

Calvin's Racial and Ethnic Demographic Profile: Fall Day-10 2017

Full-Time Faculty and Staff

Race/Ethnicity	White	Black/ AA	Hispanic	Asian Am.	Am. Indian	2+ Races	Non- Res Alien
Faculty 259	231 (89.2%)	7 (2.7%)	4 (1.5%)	15 (5.8%)	--	----	2 (0.7%)
Staff 424	364 (85.8%)	29 (6.8%)	12 (2.8%)	8 (1.9%)	--	6 (1.4%)	2 (0.5%)

The proportion of employees of color at the start of the 2017-2018 academic year was 12.76%. Last year at this time, the proportion was 11.67%, and in 2013, the proportion was 9.09%. Over last year, the number of staff of color increased by four and the number of faculty of color decreased by one.

All Students US - Citizenship Students: White and AHANA

Race/Ethnicity	White	Black/ AA	Hispanic	Asian Am.	Am. Indian	2+ Races
	2,693 (70.0%)	119 (3.1%)	203 (5.3%)	175 (4.6%)	4 (0.1%)	120 (3.2%)

The proportion of AHANA students at the start of the 2017-2018 academic year was 16.2%. Last year at this time, the proportion was 14.7%, in 2013 the proportion was 13.0%, and in 2008 the proportion was 6.4%

All Students - Other Citizenship Students: Selected Regions

Region	Canada	Africa	Asia	C/So. Am	Europe
	37 (1.0%)	102 (2.7%)	272 (7.1%)	33 (0.9%)	11 (0.3%)

The proportion of International students at the start of the 2017-2018 academic year was 11.8%. Last year at this time, the proportion was 10.6%, in 2013 the proportion was 10.1%, and in 2008 it was 7.7%

Calvin's Gender Profile: Fall Day-10 2017

Full-Time Faculty, Staff, and Students

Note:

	Faculty	Staff	Students
Female	84 (34.1%)	240 (54.9%)	2,084 (54.3)
Male	162 (65.9%)	197 (45.1%)	1,756 (45.7)

2017 Fall Day 10 Report Highlights

Link to 2017 Day 10 Report Tables <https://calvin.edu/offices-services/enrollment-research/reports/archives/2017/2017+Fall+Day+10+Report+%281%29.pdf#page=6>

Overall Enrollment Trends (Table 1)

The total number of students enrolled at Calvin for the fall of 2017 is 3,840, a decrease of 78 students from last fall and down 150 from the year before. The Traditional Undergraduate Full Time Equivalent (FTE) enrollment stands at 3,559, down 82 from last year. (Traditional undergraduates are students working on their first bachelor's degree and are not enrolled in a degree program at another institution. Calvin Prison Initiative students are also excluded.) Ninety-three percent of Calvin's total enrollment is enrolled full time, while the number of part-time students stands at seven percent, stable compared with last year, but up from 2-3 years ago. The addition of our Prison Initiative students has contributed to the increase in the overall part-time numbers.

Table 1 also shows that the male/female ratio of Calvin students tilts slightly more toward female students, but comes in this year somewhat more balanced than in recent years, at 54.3% female and 45.7% male. Again, the addition of our all-male prison student population has contributed to a slightly higher male percentage over the past few years. Calvin's gender composition is somewhat more balanced than at four-year private (not-for-profit) institutions nationwide, where the undergraduate female percentage is generally around 58 percent.

The number of AHANA, or U.S. ethnic/racial minority, students at Calvin grew substantially, from 575 in 2016 to 621 this year. AHANA students now represent 16.2% of our student body, more than double the 268 AHANA students (6.4%) enrolled in 2008.

Slightly more than one-half of our students are from Michigan (53.2%), with another 16% coming from neighboring Great Lakes states of Indiana, Illinois, Ohio, and Wisconsin. The number of International students has also risen substantially, increasing from 414 in 2016 to 445 in 2017, now representing nearly 12% of the student body.

The percentage of students from the Christian Reformed Church decreased from 32.4% in 2016 to 30.6% this year, continuing a trend where we have been declining roughly two percentage points per year. The percentage of students with at least one parent being a Calvin alum, at 33%, is also down slightly compared with last year's 34%.

Diversity Awards (Table 4)

The overall percentage of our incoming FTIAC class (First Time In Any College) awarded one of our diversity awards comes in at 35.8%, somewhat higher than last year's 31.5% and is up significantly from 22.5% awarded in 2013-2014. The number of First Generation awards was 63,

the number of Mosaic Awards was 283, and the number of Entrada Awards was 72. The number of diversity awards in each category was higher than the previous year.

Demographic Characteristics of Students (Tables 5, 6 & 7)

Both students' place of residence and their citizenship provide insight into the regional distribution, diversity and international flavor of our student body. For detailed counts of students by residence see Table 5, which shows that Calvin students come from 45 different states, 5 Canadian provinces and 65 other foreign countries. After Michigan (53.2% of all students), the top five states/provinces represented are Illinois (8.7%), California (3.7%), Indiana (3.3%), Ohio (2.2%), and Wisconsin (1.7%). South Korea is the country outside of North America sending us the most students (76), with Ghana next at 57 students, China with 39, India with 27, and Thailand with 22.

The 37 Canadian citizens reported in Table 6 represent 1% of our student body, a percentage that has decreased from 2% (81 students) just four years ago. The top five non-North American countries represented by our International students based on their citizenship are South Korea (169 students), Ghana (56 students), China (39 students), India (27 students), Nigeria (18 students), Honduras (12 students), Indonesia and Ethiopia (9 students each). The international flavor of Calvin's student body also benefits from the presence of 97 North American students who come to Calvin with experience living abroad, as well as 80 U.S. students with dual citizenship.

Table 6 includes the distributions of U.S. students by race/ethnicity. The number of AHANA students (Ethnic and Racial minorities) at the college is 621, up 46 over last year, and up in percentage from 14.7% to 16.2%. Some of these overall increases are fueled by growth in Calvin's Prison Initiative. However, Traditional Undergraduate AHANA are also showing increases, from 14.5% in 2016 to 15.6% in 2017. The largest consistent increase among AHANA subgroups over the past few years are among Hispanics, jumping from 137 in 2013 to 203 in 2017.

Religious affiliations of students (Table 7) show Christian Reformed students comprising 30.6% of the student body, down about two percentage points from 32.4% last year. The second largest group of students affiliates with a nondenominational church (16.0%). Other denominational families frequently represented are Reformed and Presbyterian, each accounting for between six and eight percent of the student body, while Baptists and Other represent another six percent each.

Retention and Graduation Rates (Table 8)

This year's FTIAC retention rate of 86.7% is two percentage points higher than the rate posted last year, reversing a two-year decline in first to second year retention. The highest retention rates (based on four-year averages) can be found among the following subgroups: alumni children (92.7%), students who are Christian Reformed (91.0%), International students (89.4%),

students from Christian High Schools (89.3%), and Top Scholarship recipients (89.2%). AHANA retention, at 83.5%, is up nicely from last year and Access program participant retention came in at 76.0%, up substantially for a second year in a row.

The six-year graduation rate of the 2011 FTIAC class, at 72.1%, is down substantially compared with last year's reported rate of 75.9%. Higher graduation rates among the 2011 cohort (using four-year averages) are found among Top Scholarship recipients (81.6%), Alumni children (81.3%), Christian Reformed students (78.9%) Christian High School students (77.4%), and Females (77.0%). Male student graduation rates consistently lag behind those of their female counterparts by roughly seven percentage points. Graduation rates for AHANA students this year, at 60.5%, came in slightly higher than last year's 56.9%, while Access program participants also improved this year, from 38% to 47%.

New Students: FTIAC and Transfer (Table 9)

The incoming class of 2017 FTIACs numbers 889, a decrease of 20 students (-2%) from last year's class of 909. Incoming transfers number 76, up one from last years' 75 transfers. The number of enrolled FTIACs that are Christian Reformed (242) is down compared with last year (265), representing 27% of the class. The number of the class having one or more parents that are alumni has also declined, from 293 in 2016 to 273 in 2017. In terms of where the new class of FTIACs comes from geographically, a slightly larger percentage is from Michigan (51.2% in 2017 vs. 49.8% in 2016).

In terms of the types of High Schools FTIACs attended, the overarching trend over the past ten years has been one of increasing numbers from public high schools and fewer from Christian high schools. In 2017 that trend continued after a small hiatus in 2016. We saw 48 fewer FTIACS enrolling from Christian High Schools in 2017. The numbers from our Key West Michigan Christian are down slightly (from 218 to 203) after a rebound year in 2016.

The number of International students in the FTIAC class grew nicely from 113 last year to 126 this year. AHANA students, at 145 in this years' class, represent 16.3% of the class compared with 133 students (14.6%) in 2016 and 168 students (17.8%) in 2015. The number of Access Program students in the FTIAC class is up somewhat at 87 this year compared to 75 the prior year.

Enrolled to Admitted Yields (Table 10)

Our yield of FTIACs this year (percentage of admitted students that enrolled) increased from 30.6% last year to 33.1% this year, nearly matching the yield of the 2015 class. The highest enrollment yields among FTIACs this year are among Key West Michigan Christian High School students (59%), Christian Reformed Church members (56%), and Alumni children (56%). Yields of AHANA students increased notably this year after a particularly low yield in 2016, while our female yield (31%) bounced back nicely after a relatively low yield last year (27%). International student yields dropped noticeably (from 40% to 33%), potentially reflecting the more unwelcome political climate relative to non-U.S. students.

FTIAC GPAs and Test Scores (Table 11 & 12)

The academic strength of this fall's entering first-year class, in terms of HS GPA and test scores, has remained consistent with recent classes. Mean GPA came in slightly higher at 3.77 compared with last years' 3.71, while the mean ACT score remained the same, at 26.4. Mean combined SAT score decreased somewhat, from 1,175 to 1,142 (when converting the New SAT score to the Old SAT). The 25th and 50th percentiles of HS GPAs are up slightly compared with last year, while the 75th percentile is about even. The ACT Composite 75th percentile is up from 29 to 30, while the 25th and 75th percentiles of SAT scores widened slightly--lower at the 25th percentile and but about even at the 75th percentile. The percentage of enrolled FTIACs graduating in the top 10% of their high school class, at 28%, edged down from 30% last year.

Faculty Composition (Tables 13 & 14)

The number of full-time teaching faculty at Calvin this fall is 246, down 6 from last fall. An additional 104 part-time faculty brings the total faculty number to 350. The percentage of faculty that are full-time stands at 70.3% compared to over 80% as recently as 2011.

The number of full-time male faculty increased by one from last year while the number of full-time female faculty dropped by seven, resulting in a two point increase from last year in the percent male, at 65.9%.

The number of AHANA (ethnic minority) full-time faculty, at 24, dropped by one from last year. They represent 9.8% of the total number of full-time faculty—roughly the same percentage as last year (9.9%).

The percentage of full-time faculty with a terminal degree remains similar to last year at 89.8%, which is a high point compared with the prior nine years. The college-wide number of students per faculty member (based on teaching duties) continues to inch slightly up, to 15.8 to 1 in Fall 2017 compared with 15.4 to 1 last fall.

Cultivating Cultural Competency

Cultural competence means having the capacity to function effectively in varied cultural contexts. Cultural contexts include race, gender, ethnicity, national origins, ability, social class, and other social identities. Cultural competence building is a transformative process and takes place over an extended period. Over the 2017-2018 academic year, over two-hundred diversity-related events were organized primarily for the Calvin community; however, several were also available for the public to attend. While a single event or experience can improve attitudes, knowledge, and skills, no single event or experience can address the full scope of cultural competency.

Faculty and staff are required to participate in at least once Cultural Competency Professional Development activity once every year as part of a larger expectation of continual professional development. The chart below represents the completion rates for faculty and staff.

Entity reporting completion of CCPD Activity	Academic Year 2017 - 2018	Academic Year 2016 - 2017
All Faculty	63.8%	28.2%
All Staff	85.9%	56.9%
Academic Division	66.3%	30.1%
Administration & Finance Division	94.6%	64.9%
Advancement Division	100.0%	100.0%
Enrollment Management Division	87.3%	42.9%
People, Strategy, & Technology Division	100.0%	50.0%
President's Office Division	100.0%	100.0%
Student Life Division	97.3%	81.2%

Students are required to satisfy the Cross-Cultural Engagement (CCE) requirement before graduating from Calvin. On-campus and off-campus courses that carry CCE credit are different each term. However, a significant number of students satisfy the CCE requirement by studying abroad during the fall and spring semester and interim.

Board of Trustee members are also required to Cultural Competency Professional Development. The requirement for the Board of Trustees is usually satisfied during one of the regular gatherings of the board. In May 2018, the development session provided a window into the AHANA and international student experience and the context for Calvin's approach to supporting and engaging students of color. The session featured staff from the intercultural student development office.

2017-2018 Diversity and Inclusion Events

Date	Event	Title *denotes CCPD Credit Option	Sponsor/ Office	Audience
July 6	Perkins Leadership Fellows	July 6 – August 2: Programing for first generation students.	Enrollment	New Students
Multiple	Search Committee	* <i>Implicit Bias & Unconscious Bias</i> session	EAPDI/ HR	Search com
Multiple	CORR Caucus Group	* <i>Caucus Group discussion for CORR Alum</i>	CSR	CORR Alum
Aug	Orientation	International Passport Orientation	Student Life	Students
Aug. 27	Orientation	Impact Orientation (AHANA Students) >29th	Student Life	Students
Sept. 5	Art Exhibit	Stirring the World: German Printmaking in the Age of Luther (Sept. 4 – Oct. 14)	Center Art Gallery	Public
Sept. 7	Chapel	Belong – Sounds of Gospel Worship	Campus Min.	All Campus
Sept. 11	Lecture	*What can Catholics and Protestants Learn from One Another Today?	Calvin Seminary	
Sept. 12	Book Group	* <i>Waking Up White</i> discussion Sept 12 – Nov 14	EAPDI	Fac & Staff
Sept. 12	CJLI Event	*DACA: Lament into Action	Student group	Students +
Sept. 12	CCPD Workshop	*The Diverse Classroom: ICQ and Managing Diversity Flashpoints (Sept 12 & 19)	EAPDI	Faculty
Sept. 13	Art Showcase	Artprize Nine w/Calvin: Equity not Equality	Art/Art History	All Campus
Sept. 13	Art Showcase	German Filmabend - Kaddisch für einen Freund	German	Students
Sept. 14	CALL Class	*Let's Talk About Race (Sept 14 – Oct 5)	EAPDI	Alum +
Sept. 14	Chapel	Belong – Sounds of Korean Worship	Campus Min.	All Campus
Sept. 16	Art Showcase	Muntu Dance Theatre	SAO	
Sept. 18	Lecture	*Is DACA Constitutional? Constitutional Structures and the Limits of Presidential Authority"	office of the Dean of Research and Scholarship; the Constitution Series is sponsored by the College Democrats, the College Republicans, the Henry Institute, the Political Science Department, and the Pre-Law Program.	
Sept. 20	Webinar	*Inclusive Excellence Webinar Summit	PST	PST/PATDI
Sept. 20	CCPD Lunch & Learn	*America Divided documentary & Discussion	EAPDI	Fac & Staff
Sept. 21	Chapel	Belong – Sounds of Latino Worship	Campus Min.	All Campus
Sept. 21	French Film Festival	*Hope – Movie & Discussion	French Dept.	Students
Sept. 21	Lecture	*Love, Money and HIV in East Africa	Nagel, Hist, IDS	Public
Sept. 21	Caucus	*CORR Alumni Caucus (meets monthly)	CSR	CORR Alumni
Sept. 25	Sexuality Series	*Relationship Challenges for Millennials	Sexuality Series	All Campus
Sept. 25	Sexuality Series	*Follow Your Heart w/out Losing Your Mind	Sexuality Series	All Campus
Sept. 26	German Chapel	German Chapel	German Dept.	Students
Sept. 27	French Film Festival	*Good Luck Algeria – Movie & Discussion	French Dept.	Students
Sept. 28	French Film Festival	*Rosalie Blum – Movie & Discussion	French Dept.	Students
Sept. 28	Chapel	Belong – Sounds of American Folk Worship	Campus min.	All campus
Sept. 29	Department Lecture	*Bias in the Workplace	Engineering	Students
Sept. 29	Department Lecture	*Urban Biodiversity: It's about People	Biology	All Campus

Oct. 5	Chapel	Belong – Sounds of Gospel Worship	Campus Min.	All Campus
Oct. 9	Institute Lecture	*A Tale of Two Councils: The Political Role of Christian Councils in Ghana and South Africa	Nagel Institute	All Campus
Oct. 9	Disability Awareness	*Speak with Your Hands	Student Success	All Campus
Oct. 10	Disability Awareness	*Minds Matter	Student Success	All Campus
Oct. 11	German Chapel	German Chapel	German Dept.	Students
Oct. 11	Disability Awareness	*Student / Alumni Panel: Awareness	Student Success	All Campus
Oct. 11	Book Group	* <i>Waking Up White</i> discussion Oct. 11 - >	Physical Plant	Fac. & Staff
Oct. 12	Chapel	Belong – Sounds of Korean Worship	Campus Min.	All Campus
Oct. 12	German Theaterabend	German 362 students perform Kindertheater	German Dept.	Students
Oct. 12	Disability Awareness	*Disabilities Across Cultures	Student Success	All Campus
Oct. 12	International Ed Wk	Celebration - Wear Your World	ISDO	All Campus
Oct. 13	Disability Awareness	*TED Viewing Party – Disability Awareness	Student Success	All Campus
Oct. 13	International Ed Wk	Celebration - International Food Festival	ISDO	All Campus
Oct. 13	International Ed Wk	Celebration - Bollywood Dance Party	ISDO	All Campus
Oct 13	Biology Seminar	*Unnatural Causes: Place Matters – Movie & Discussion	Biology Dept.	All Campus
Oct. 14	Lecture	*Justice & The Mountain: A Series on Biblical Justice, Race, and Resilience. Part 1: Blessed Are the Poor in Spirit	MSDO	All Campus
Oct. 15	LOFT	Worship - International Worship Night	Campus Min.	All Campus
Oct. 16	Chapel	Believe – UnLearn Week	Campus Min.	All Campus
Oct. 16	Discussion	*Worship and Culture Collegial Conversations	CICW	CICW staff
Oct. 16	UnLearn Week/ 365	*Calvin is Sneaky: What Latin@ Students Say about How They Relate, Communicate, & Learn	MSDO	All Campus
Oct. 16	UnLearn Week/ 365	*By the Numbers: The Progress We’ve Made – Calvin Then and Now	Institutional Eff. & Analytics	All Campus
Oct. 16	UnLearn Week/ 365	*Growing Pains: How a Church and a School Changed	CRCNA ORR	All Campus
Oct. 17	Discussion	Worship and Culture Collegial Conversations	CICW	CICW Staff
Oct. 17	UnLearn Week/ 365	*Diversity is ...	Calvin Seminary	All Campus
Oct. 17	UnLearn Week/ 365	*Implicit Bias	CICW	All Campus
Oct. 17	UnLearn Week/ 365	*Gook – Movie and Discussion	SAO	All Campus
Oct. 18	UnLearn Week/ 365	*Racial [Re]Conciliation: Examining White Privilege and White Supremacy	Service Learning	All Campus
Oct. 18	Unlearn Week/ 365	Social Issues Information Fair	CJLI	All Campus
Oct. 18	UnLearn Week/ 365	*P-AAA-nel: Being Asian at Calvin	MSDO	All Campus
Oct. 18	UnLearn Week/ 365	*The Big Sick –Movie & Discussion	SAO	All campus
Oct. 19	Chapel	Belong – Sounds of Latino Worship	Campus Min.	All campus
Oct. 19	CCPD workshop	*WMPCC Report Review for Leadership	Financial Service	Financial Sv

Oct. 19	UnLearn Week	*Lunch and Learn	Calvin Seminary	All Campus
Oct. 19	UnLearn Week	*Calling In, Calling Out: Navigating Campus Climate at Calvin	MSDO	All Campus
Oct. 19	UnLearn Week	*Arabian Nights Scene and Talk Back: Tackling Cultural Stereotypes	CAS	All Campus
Oct. 20	UnLearn Week	*Moving from Knowledge to Action and Healthy Coping in Justice Advocacy	Center for Wellness	All Campus
Oct. 24	CCPD Workshop	*Diversity & Inclusion in the Calvin Classroom.” Teaching and Learning Network	Provost Office	Select Faculty
Oct. 26	Chapel	Belong – Sounds of American Folk Worship	Campus min.	All Campus
Oct. 26	Lecture	*Review, Reflect, Resolve: Education and International Development Work	Education Dept.	All Campus
Oct. 28	Conference	*She Leads Summit	Calvin Seminary	Public
Oct. 30	Film & Discussion	*The March Toward True Equality Continues – Sheryl Sandberg	Campus Involvement	All Campus
Oct. 31	German Chapel	German Chapel	German Dept.	Students
Oct. 31	CCPD workshop	*WMPC Report Review for Leadership	Student Life	Student Life
Nov. 1	French Chapel	French Chapel	French Dept.	students
Nov. 2	Chapel	BeLong - Sounds of Gospel Worship	Campus Min	All Campus
Nov. 3	Theater Series	The Arabian Nights – play Nov. 3-4, 9-11	CTS	Public
Nov. 6	Film & Discussion	*Leading through the Uncomfortable- Bryan Stevenson	Campus Involvement	All campus
Nov. 6	Discussion Panel	*Race, Politics, Faith and Athletics	Kinesiology	Coaches & Athletes
Nov. 7	CCPD Workshop	*CQ: Cultural Intelligence	EAPDI	Fac/ Staff
Nov. 7	Sexuality Series	*Porn Panel: Our Stories	Sexuality Series	All Campus
Nov. 8	Chapel	BeHold – Drum Circle	Campus Min	All Campus
Nov. 9	Chapel	BeLong – Sounds of Korean Worship	Campus Min	All Campus
Nov. 10	Observance	Veteran’s Day: Flag Raising service	Student Life	All Campus
Nov. 13	Sexuality Series	*LGBT+ workshop for a safer campus	SAGA	All Campus
Nov. 14	German Chapel	German Chapel	German Dept.	Students
Nov. 15	French Chapel	French Chapel	French Dept.	Students
Nov. 15	CCPD	*Lunch & Learn – America Divided	EAPDI	Fac/ Staff
Nov. 15	German Filmabend	Esterhazy and Mauerhase	German Dept.	Students
Nov. 16	Chapel	BeLong – Sounds of Latino Worship	Campus Min.	All Campus
Nov. 16	Nursing Seminar	*Listening to the Voice of Burton Heights Neighborhood	Nursing Dept.	All Campus
Nov. 17	College Visit	International Student Visit Day	Enrollment	PreCollege
Nov. 19	Performance	Gospel Choir concert	Music Dept.	All Campus
Nov. 20	Sexuality Series	*LGBT+ workshop for a safer campus	SAGA	All Campus

Nov. 21	Dutch Chapel	Dutch Chapel	Dutch Dept.	Students
Nov. 29	Display	Notable Native American Leaders display	MSDO	Public
Nov. 30	Film and Discussion	*Miss Navajo (UnLeran365)	MSDO	All Campus
Nov. 27	Film and Discussion	*German culture presentations	German Dept.	All Campus
Nov. 27	Sexuality Series	*LGBT+ workshop for a safer campus	SAGA	All Campus
Nov. 29	German Chapel	German Chapel	German Dept.	Students
Nov. 30	Chapel	BeLong – Sounds of American Folk Worship	Campus min.	All campus
Nov. 30	German Theaterabend	German 362 students perform Theater	German Dept.	Students
Dec 1.	Lecture	*Food Consumption Patterns in East and Southern Africa" by Michael Dolislager	Economics Dept	All Campus
Dec. 4	Lecture	*These Are My People: Understanding Operationalized Ethnicity in Kenya	Political Sci	All Campus
Dec. 5	CCPD Workshop	*End of the Semester Diversity Update	EAPDI	All Campus
Dec. 5	Lecture	*Tell Me How You'd Feel If I Was Gone? Advocating for the Care of Black Women."	English	All Campus
Dec. 7	Celebration	Christmas around the world	MSDO	Students
		Fall 2017 Total 106		

Date	Event	Title *denotes CCPD Credit Option	Sponsor/ Office	Audience
Jan 4	Jan Series	*Unnatural Causes: Is Inequality making us sick	Advancement	Public
Jan 4	Discussion	*Feminism Discussion Group (multiple dates)		All campus
Jan 9	Jan Series	*Detroit Dirt: Zero Waste from the ground up	Advancement	Public
Jan 10	Jan Series	*Confident Pluralism	Advancement	Public
Jan 11	Caucus	*CORR Calvin Alumni Caucus	CSR	CORR Alum
Jan 12	Lecture	*MLK Observance at Handlon	CPI	Handlon Students
Jan 13	Movie	*Marshall	SAO	All campus
Jan 14	Conference	MLK Leadership Weekend	Pre-College Prog	PreCollege
Jan 15	Chapel Celebration	*MLK Chapel: Remembering MLK AND MLK March	MSDO	All campus
Jan 15	Lecture	*The work that is still to be done	MSDO	All campus
Jan 15	Jan Series	*Why are all the Black Kids still sitting together	Advancement	Public
Jan 16	Jan Series	*Behind the Beautiful Forever - Mumbai	Advancement	Public
Jan 18	Jan Series	*Hamilton, Hope and Change	Advancement	Public
Jan 23	Jan Series	*Still waters run deep: Dementia & humanness	Advancement	Public
Jan 25-27	Worship Symposium	*Worship Symposium (multiple sessions)	CICW	Public
		Interim 2018 Total 16		

Date	Event	Title *denotes CCPD Credit Option	Sponsor/ Office	Audience
Multiple	Caucus	*CORR Alumni Caucus (meets monthly)	CSR	CORR Alumni
Multiple	Book Group	*The Hate You Give	Physical Plant	Phys. Plant
Feb 1	chapel	Sounds of Korean Worship	Campus Min.	All Campus
Feb 1	Theater	The Amish Project (multiple dates)	CTC	Public
Feb 2	Lecture	*Global Health and Justice	Biology dept.	All Campus
Feb 6	Spanish Chapel	Spanish Chapel	Spanish dept.	Students
Feb 6	CCPD	*The Diverse Classroom: ICQ & Flashpoints	EAPDI	Fac/ Staff
Feb 7	German Chapel	German Chapel	German Dept.	Students
Feb 7	Conference	*Faith & International Development Conf. (8-10)	Student Group	Public
Feb 8	chapel	Sounds of Navajo Worship	Campus Min.	All Campus
Feb 8	Lecture	Passport to Adventure: Week in Paris	CALL	Call Student
Feb 12	German Filmabend	German Filmabend - Jenseits der Stille	German Dept.	Students
Feb 13	Spanish Chapel	Spanish Chapel	Spanish	Students
Feb 13	CCPD	*The Diverse Classroom: ICQ & Flashpoints	EAPDI	Fac/ Staff
Feb 13	Discussion	Intergroup Dialogue: Talking across divide	CJLI	Students
Feb 14	French Chapel	French Chapel	French Dept.	Students
Feb 14	BLK Hist Month	Blues, R&B concert – Valerie June	MSDO	All Campus
Feb 15	Chapel	Sounds of Latino Worship	Campus Min.	All Campus
Feb 15	Blk Hist Month	*“We Go High” – Mini-play	MSDO	All Campus
Feb 16	Blk Hist Month	Praize Night With Gospel Choir	MSDO/ Music	All Campus
Feb 16	Blk Hist Month	Black Panther movie (off-campus)	MSDO	Students
Feb 17	Blk Hist Month	Kinetic Connect: Hip Hop Dance Showcase	MSDO/ SAO	Students
Feb 20	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
Feb 20	CCPD	*Embrace – Book Group (meets 4 times)	EAPDI	Fac/ Staff
Feb 20	Lecture	*Let’s Talk about Masculinity	Sexuality Series	All Campus
Feb 21	Lecture	*China and the Silk Road in the Mongol Empire	Asian Studies	All Campus
Feb 21	CCPD	*Lunch and Learn: America Divided Video	EAPDI	Fac/ Staff
Feb 22	Chapel	Sounds of Gospel Worship	Campus Min.	All Campus
Feb 22	Lecture	*Autism Spectrum Disorder: The New Developmental Melting Pot or Distinct Disorder?	Health lecture series	All Campus
Feb 23	Celebration	Entrada Scholars Program 2017 Reunion	Pre-College	Students
Feb 23/24	Movie	Coco	SAO	Students
Feb 23/24	Celebration	Rangeela	Student Group	Public
Feb 27	German Chapel	German Chapel	German Dept.	Students
Feb 27	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
Feb 27	Lecture	*Exploring Masculinity	Sexuality Series	All Campus
March 1	Chapel	Sounds of Korean Worship	Campus Min.	All Campus
March 6	Spanish Chapel	Spanish Chapel	Spanish	Students

March 6	Lecture	*Giving an Account of the Hope in Mandela	Nagel Institute	All Campus
March 7	Lecture	*What is Happening with Gender	Sexuality Series	All Campus
March 7	Lecture	*Dr. Mary Ma: The Remaking of Churches in China	Asian Studies	Public
March 8	Chapel	Sounds of American Folk Worship	Campus Min.	All Campus
March 8	Lecture	*Gender Stories	Sexuality Series	Public
Mar 12	Lecture	*Putin, Russia, and the New Cold War – Great Discussions Global Discussion Series	Advancement	Public
Mar 13	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
Mar 13	Lecture	*Dr. Nie – Development of China’s online game industry	Asian Studies	Public
Mar 14	French Chapel	French Chapel	French Dept.	Students
Mar 14	Lecture	Workplace Sexual Harassment & Discrimination	Career Center	Students
Mar 14	CCPD	*Lunch and Learn: America Divided	EAPDI	Fac/ Staff
Mar 14	German Filmabend	Almanya - Willkommen in Deutschland	German Dept.	Students
Mar 15	Chapel	Sounds of Latino Worship	Campus Min.	All Campus
Mar 15	CCPD	*Engaging International Students	ISDO	Fac/ staff
Mar 19	Lecture	*South Africa at the Crossroads – Great Discussions Global Discussion Series	Advancement	Public
Mar 22	Lecture	*Prison Reform – With Warden Burton	CALL / Advance	Public
Mar 26	Lecture	*Global Health: Equity, Ethics, and Eradication	Advancement	Public
Mar 26+	Art exhibit	Mere Objects interactive art exhibit	Art Gallery	Public
Mar 25	Travel - Offsite	Alumni Travel - Peru	Advancement	Alumni
Mar 27	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
Mar 28	German Chapel	German Chapel	German Dept.	Students
April 3	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
April 5	Chapel	Sounds of Gospel Worship	Campus Min.	All Campus
April 5	Lecture	*Sexual Violence & How to Help Survivors	Sexuality Series	All Campus
April 6	Travel - Offsite	Alumni Travel – Dutch Landscapes	Advancement	Alum
April 7	Concert	Music of the Americas	Advancement?	Public
April 9	lecture	Sarah Jane Artist's Talk	Sexuality Series	Public
April 9	Lecture	International, AHANA, White students	Psychology	Public
April 9	Lecture + Dinner	*Islam and Hospitality w/ Oman Justin Meyers	Service Learning	All Campus
April 9	Asian Film in April	Wolf Child – (animated)	Asian Stu. group	All Campus
April 10	German Chapel	German Chapel	German Dept.	Students
April 10	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
April 10	CCPD	*Anti-Racism 101	EAPDI	Fac/ Staff
April 11	French Chapel	French Chapel	French Dept.	Students
April 11	Film & Discussion	*Milwaukee 50306	Soc/ SoWk	Public
April 12	Chapel	Sounds of Latino Worship	Campus Min.	All Campus

April 12	Asian Film in April	Tokyo Story	Asian Stu. group	Public
April 12	Lecture	*Kwame Alexander - FFW	Festival F & W	Public
Apr12/14	Lectures	*Festival of Faith & Writing multiple sessions	Festival F & W	Public
April 15	Concert	Gospel Choir	Music Depart	Public
April 16	Film	CALL Passport to Adventure - Guatemala	Advancement	Alum
April 17	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
April 18	CCPD	*Lunch and Learn: America Divided	EAPDI	Fac/ Staff
April 18	Asian Film in April	Balzac and the Little Chinese Seamstress	Asian Stu. group	Public
April 19	Chapel	Sounds of Korean Worship	Campus Min	All Campus
April 19	German Filmabend	Sophie Scholl - die letzten Tage	German Dept.	Students
April 20	Conference	S.T.E.P. Program	PreCollege Prog	Pre-college
April 20	Lecture	*Decadence and Destruction: The Revelry of Tang Emperor Xuanzong that Culminated in An Lushan's Rebellion"	Asian Studies	Public
April 23	CCPD	*Results of the Calvin Sexual Assault Survey	SAPT	All Campus
April 23	Asian Film in April	The Brotherhood		
April 24	Lecture	*Michel Chambon – The Chinese Rites Controversy 1636-1742	Asian Studies	Public
April 26	Chapel	Sounds of American Folk Worship	Campus Min.	All Campus
April 26	CCPD	*Stand Against Racism – Christina Edmondson	EAPDI	Fac/ Staff
April 26	Asian Film in April	Joint Security Area	Asian Stu. group	Public
April 26	Celebration	SAPT Flag Display	Sexuality Series	All Campus
April 26	Educ. Forum	*Curriculum Development for Liberia	Education	All Campus
April 27	CCPD	*Stand Against Racism (+CRC)– Austin Brown	EAPDI	Fac/ Staff
May 1	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
May 2	German Chapel	German Chapel	German Dept.	Students
May 2	French Chapel	French Chapel	French Dept.	Students
May 3	Chapel	Sounds of Gospel Worship	Campus Min.	All Campus
May 8	Spanish Chapel	Spanish Chapel	Spanish Dept.	Students
May 12	Travel - Offsite	Alumni Travel - Alaska	Advancement	Alum
May 16	CCPD	*End of the Semester Diversity Update	EPDI	Fac/ Staff
Spring 2018 Total 100				

Summary of Diversity and Inclusion & Cultural Competency Professional Development Events				
Total Fall D & I Events	105		Total Fall Cultural Competency Events	63
Total Interim D & I Events	16		Total Interim Cultural Competency Events	15
Total Spring D & I Events	101		Total Spring Cultural Competency Events	38

Campus Climate

The 2017 Diversity Climate Survey was authorized by the President's Advisory Team for Diversity and Inclusion and facilitated by the Center for Social Research at Calvin College. Both the From Every Nation document and the current strategic plan call for the college to strengthen, monitor, and assess its diversity efforts and campus climate. This survey was distributed on Monday, October 23rd, 2017 to Faculty, Staff, and Students. Reminders were sent three times: October 27th, October 30th, and November 1st. There were 29 questions (excluding consent). Response to the survey was completely voluntary. Respondents included 228 faculty, 342 staff, and 908 student. Full results are available on the Office 365 SharePoint Diversity & Inclusion Resource page or by contacting the Executive Associate to the President for Diversity and Inclusion. A brief comparison of key survey results from 2017, 2015, and 2009 follows below.

Composition of Respondents:	2017	2015	2009
# Faculty	228	248	310
# Staff	342	338	436
# Students	908	941	1455
% People of Color	17%		14%
% Female	56%		61%

I think that Calvin as a whole is a welcoming and supportive place for:

2017/ 2009		Strongly Agree	Agree	Neither	Disagree + Strong Dis.
All figures are presented as percentages	International Students	29 / 24	58 / 57	10 / 15	3 / 4
	AHANA Students	19 / 14	55 / 44	19 / 28	7 / 14
	Non-CRC	10 / 11	24 / 31	34 / 26	32 / 32

As a member of the Calvin community, I feel:

2017/ 2009		Strongly Agree	Agree	Neither	Disagree + Strong Dis.
All figures are presented as percentages	I Can describe a faith-based case for Diversity	38 / 49	49 / 43	9 / 4	4 / 4
	Welcomed at Calvin College	39 / 44	45 / 43	11 / 8	5 / 5
	College has provided adequate opportunities	31 / 35	51 / 49	13 / 12	5 / 4

How often in the past year, have you:

2017/ 2015 All figures are presented as percentages		Very Often	Often	Sometimes	Seldom/ Never
Avoided using language – negative stereotypes	Faculty	37 / 44	41 / 36	16 / 15	6 / 5
	Staff	27 / 33	46 / 42	17 / 14	10 / 11
	Student	35 / 36	42 / 41	16 / 17	7 / 6
Made effort to educate yourself About others	Faculty	17 / 21	44 / 41	35 / 37	4 / 1
	Staff	17 / 15	39 / 38	33 / 38	11 / 9
	Student	18 / 17	33 / 35	34 / 34	15 / 14
Worked with others to challenge discrimination	Faculty	5 / 7	24 / 21	34 / 36	37 / 36
	Staff	8 / 7	19 / 17	37 / 37	36 / 39
	Student	8 / 8	20 / 18	29 / 34	43 / 40
Challenged others on derogatory comments	Faculty	5 / 4	14 / 13	33 / 41	48 / 42
	Staff	4 / 5	13 / 16	41 / 46	42 / 33
	Student	9 / 10	20 / 25	36 / 36	35 / 29
Spent time learn more about own race	Faculty	4 / 8	18 / 14	24 / 25	54 / 53
	Staff	5 / 6	16 / 11	27 / 29	52 / 53
	Student	11 / 8	15 / 17	25 / 27	49 / 47
Been in situations as only person of your race	Faculty	8 / 15	9 / 7	15 / 17	68 / 50
	Staff	10 / 9	4 / 7	16 / 20	70 / 65
	Student	16 / 17	12 / 13	15 / 20	57 / 50

Observations

A quick glance at the tables above reveal that the perception of Calvin as a welcoming place for AHANA and International students has slightly improved; however, the perception of Calvin as a welcoming place for those who are not CRC has slightly decreased. People are more likely than not to report feeling welcome. Faculty, Staff and students are making efforts to learn about others, but are far less likely to spend time learning about their own race.

The full survey results, available on the [Share Point Diversity & Inclusion site](#), reveal that most people seldom experience any form of discrimination or harassment on campus. Of those who do, the top five areas were: political affiliation (26%), gender (13%), race and ethnicity (11%), age (8%) and religious and spiritual affiliation. In every form of discrimination except age, students were more likely to self-report feeling as if they were the targets of discrimination and harassment.

Calvin College Campus Survey on Sexual Violence

In April 2018 Rachel Venema, Eleanor Vander Ark, Ivanna Rodriguez, and Laura Luchies published the results of the 2017 *Calvin College Campus Survey on Sexual Violence*. The following is the executive summary of their published report.

Executive Summary

The 2017 survey on sexual violence develops a better understanding of incidence of sexual violence among Calvin College students as well as perceptions of the campus climate, including reporting behaviors, perceptions of the institutional response, perceptions of peers, and personal attitudes. The study provides information to evaluate and tailor college-wide efforts to ensure that students have access to information and services, and to create a climate that is safe and open for students to reach out for those services. This is an important step in identifying gaps in sexual violence services, policies, and prevention efforts in order to develop action plans that address student needs.

The study assessed current perceptions of the campus climate, awareness of policies, perceptions of peers, and attitudes, and past experiences of victimization (incidents that happened during the 2016-2017 academic year). The online survey was open to students 18 and over who were enrolled during the 2016-2017 academic year. The survey request was sent to 3,732 email addresses in September, 2017; of those with valid email addresses (N = 3,689), 31.0% responded. Study participant characteristics (N = 1,389) roughly matched the student body from 2016-2017; however, slightly more women and those living in the residence halls responded.

Campus Climate Areas of Strength

1. Students responded with confidence that the college would take reports of sexual assault seriously and support the person making the report.
2. Students are receiving educational training related to sexual violence. Over half of respondents had participated in an educational program or training related to sexual assault, including student leadership training, Sexual Assault Prevention Team (SAPT) residence hall training, and Every Choice online training. In 2014, one-third of respondent stated that they had received training.
3. Students report that they themselves are likely to intervene if they witness their friends engaging in sexual harassment.
4. Students demonstrate confidence in their knowledge of where to get help if they or a friend were sexually assaulted.

Campus Climate Areas of Concern

1. Only 3 (n = 89) individuals who experienced victimization stated definitively that they reported the incident to the College.

2. Despite confidence that the college would take the report seriously, respondents demonstrate lower confidence that the college would take corrective action against either the offender or the other factors that may have led to the assault.
3. Students demonstrate lower expectations for the peer culture in supporting a victim of sexual assault. While respondents generally expect that their peers would support someone making a report, they also expect that the alleged offenders and their associates would retaliate and that personal loyalties would get in the way of reporting unwanted sexual contact.
4. Students reported varied levels of confidence that their peers would intervene in an instance of sexual harassment or report other students who use force or pressure to engage in sexual contact. Of students who witnessed a situation that could have led to sexual assault, fewer than half intervened directly.
5. Nearly half (45.2%) of students disagreed that they are familiar with the college's procedures to address sexual assault, with 16.9 neither agreeing nor disagreeing.

Experiences of Victimization

Eighty-nine respondents (n = 1272) reported an experience of unwanted sexual contact during the 2016-2017 academic year; this is 7.0% of those who responded to this question. Subsequent analyses of the data revealed the following:

1. Characteristics of Victim-Survivor. Incidents of unwanted sexual contact predominantly occurred to women (91.0%), those who identify as heterosexual (87.6%), and those living on-campus (55.1%). Students identifying as LGBTQ+ (n = 91) experienced victimization at a rate nearly twice that of heterosexual respondents.
2. Type of Sexual Contact. Most experiences of unwanted sexual contact involved forced touching of a sexual nature (70.8%). Twenty percent involved vaginal intercourse.
3. Coercion. Twelve of the reported incidents involved psychological coercion or extreme pressure (13.5%); approximately one-fifth involved physical force (21.3%).
4. Alcohol. Many victim-survivors had been voluntarily drinking alcohol (37.1%); slightly more (40.4%) indicated the perpetrator's use of alcohol.
5. Who Involved. Unwanted sexual contact most often involved an acquaintance (29.2%) or a current or ex dating partner or spouse (29.2%), although approximately one in six (16.9%) involved strangers. Over one-third of incidents involved a perpetrator affiliated with Calvin College (36.7%), while over half involved a perpetrator unaffiliated with Calvin College (55.7%).
6. Location. The majority (81.0%) of incidents occurred off-campus, with over half of offcampus assaults occurring in Grand Rapids (60.3%). Twelve incidents (15.2%) occurred oncampus. Of students who lived in the residence halls during the 2016-2017 academic year, the majority of incidents occurred off-campus (71.4%); for students living in the Knollcrest East (KE) apartments or off-campus with friends, almost all incidents occurred off-campus as well.

7. Reporting. Only three of the survey respondents who experienced unwanted sexual contact stated that they used the college's formal procedures to report the incident; however, five students were unsure or preferred not to say. Of those who chose not to report the incident, the most cited reason was thinking that the incident was not serious enough to report (56.1%), followed by not wanting any action taken (44.9%).

8. Disclosure. Respondents were most likely to tell a close friend (44.9%) or roommate (28.1%). Notably, 23.6% did not tell anyone.

Diversity and Inclusion Board Development and Reports to the Board of Trustees

The Calvin College Board of Trustees met three times during the 2017 – 2018 academic year.

Board Development

Board development opportunities occur during the convening of the board. Board development takes multiple forms and on a variety of topics. Board development occurs in two ways. The first, being informed about Calvin's efforts. This happens through new board member orientation and reports to the board. The second, plenary sessions for the whole board. Guests who have a particular expertise often facilitate plenary sessions. The purpose of the plenary sessions is to enhance the cultural competency of the board members. Often the plenary sessions are adaptations of cultural competency professional development workshops offered to faculty and staff.

In May 2018, the staff of the intercultural student development facilitated the development session -- *Diversity & Inclusion from the perspective of the student experience through the lens of the Intercultural Student Development center staff*. The goal was to provide a window into the student experience, provide context for Calvin's programmatic approach, and communicate the impact of their efforts.

Board of Trustee Reports

For each convening, the executive associate to the president for diversity and inclusion prepared a report focusing on the progress of *Theme IV – Strengthening Diversity and Inclusion Efforts* of the current college strategic plan. In addition to the updates on the strategic plan goals, each report highlights one additional helpful piece of information. The October report presented the racial and ethnic demographic profile of the campus. The February report presented early findings of the campus climate survey. The May report provided a preview of the diversity-focused board development for 2018-2019.

The reports to the board comprise the final pages of this report: the October Report begins on page 27, the February report begins on page 30, and the May report begins on page 33.

Diversity and Inclusion Report to the Board of Trustees

Submitted by Michelle Loyd-Paige, Exec. Assoc. to the President for Diversity & Inclusion

October 2017

As a Christian institution in the Reformed tradition, Calvin College values and promotes diversity and inclusion. Calvin College views diversity as a theological imperative. Scripture calls us to love others as we love ourselves, to exhibit and extend hospitality, to pursue reconciliation, and to stand with the marginalized and oppressed, imitating Christ. At Calvin College, we believe that love, hospitality and reconciliation are the markers of biblical *shalom*, and are to be exhibited in all aspects of our lives.

A 2010 article by the AGB on Board Accountability* states, “A key issue trustees face is the institution’s responsibility to be inclusive in its admissions, aid, hiring practices, and board composition.” The article goes on to describe the importance of trustees engaging in exercises crafted to heighten their consciousness about diversity. I am grateful that Calvin’s trustees not only monitor the college’s diversity efforts, but also regularly participate in board sessions that heighten cultural competency and increase awareness. *<https://www.agb.org/trusteeship/2010/julyaugust/diversity-and-the-board>

In an effort to keep trustees informed of Calvin’s diversity efforts, this report provides an update of the college’s diversity efforts since the May 2017 Board of Trustee meeting. The report includes a picture of the college’s racial and ethnic demographic profile; a snapshot of Calvin’s Diversity and Inclusion Institutional Performance Metrics; an update on the progress of goals found within theme IV of the Strategic Plan Scorecard; and a bulleted list of items of focus for fall 2017. It is with gratefulness that I report that the college continues to make progress in strengthening its diversity and inclusion efforts.

Calvin’s Racial and Ethnic Demographic Profile: Fall Day-10 2017

Full-Time Faculty and Staff

Race/Ethnicity	White	Black/ AA	Hispanic	Asian Am.	Am. Indian	2+ Races	Non- Res Alien
Faculty	259	231 (89.2%)	7 (2.7%)	4 (1.5%)	15 (5.8%)	--	2 (0.7%)
Staff	424	364 (85.8%)	29 (6.8%)	12 (2.8%)	8 (1.9%)	6 (1.4%)	2 (0.5%)

The proportion of employees of color at the start of the 2017-2018 academic year was 12.76%. Last year at this time, the proportion was 11.67%, and in 2013, the proportion was 9.09%. Over last year, the number of staff of color increased by four and the number of faculty of color decreased by one.

All Students US - Citizenship Students: White and AHANA

Race/Ethnicity	White	Black/ AA	Hispanic	Asian Am.	Am. Indian	2+ Races
	2,693 (70.0%)	119 (3.1%)	203 (5.3%)	175 (4.6%)	4 (0.1%)	120 (3.2%)

The proportion of AHANA students at the start of the 2017-2018 academic year was 16.2%. Last year at this time, the proportion was 14.7%, in 2013 the proportion was 13.0%, and in 2008 the proportion was 6.4%

All Students - Other Citizenship Students: Selected Regions

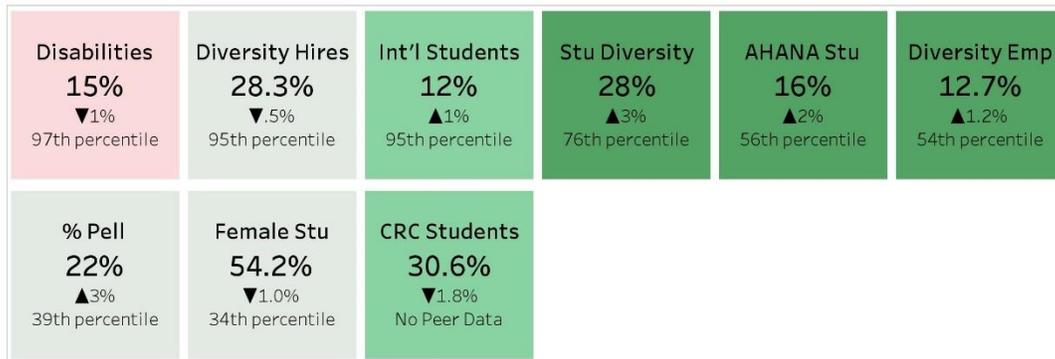
Region	Canada	Africa	Asia	C/So. Am	Europe
	37 (1.0%)	102 (2.7%)	272 (7.1%)	33 (0.9%)	11 (0.3%)

The proportion of International students at the start of the 2017-2018 academic year was 11.8%. Last year at this time, the proportion was 10.6%, in 2013 the proportion was 10.1%, and in 2008 it was 7.7%

Institutional Performance Metrics

Metrics by Category: Diversity & Inclusion

Click on KPI box to see historical and/or comparative data below. Click again to remove filter.



Strategic Plan Activities of Note since the May 2017 Board Report and Through Summer 2017

Activity Related to Strategic Plan Goals (Items with the EAPDI identified as the point person)

IV.1.a Calvin will create a set of core diversity, anti-racism, and intercultural competency workshops for all staff, faculty, administrators, and BOT members.

Scorecard Status: COMPLETED

Start Year: 14-15

Key Strategic Items Undertaken:

- Cultural Competency Professional Development Offerings: “But What Can I Do Now?” and “End of the Semester Update”
- BOT May plenary based on the book *Christians and Cultural Difference*.
- Summer Book Group: Everything I Never Told You - Celeste Ng

IV.1.b Calvin College will make clear its expectation and provide resources and opportunities so that each staff person, faculty member, administrator, and BOT member will participate in at least one of the core workshops annually.

Scorecard Status: On Schedule for Completion

Start Year: 14-15

Key Strategic Items Undertaken:

- Cultural Competency professional development opportunities posted to Calvin-News and in the Academic Bulletin.
- Two grants provided to purchase books for department-based cultural competency professional development for fall 2017.

Outcomes: As a whole, 66% of staff (down 6% from the previous year) had reported completing at least one Cultural Competency Professional Development activity at the close of the 16-17 academic year. In addition, 39% of faculty (up 6% from the previous year) had reported completing at least one Cultural Competency Professional Development activity at the close of the 16-17 academic year. We continue to work to understand the disparity between faculty and staff in completing and reporting cultural competency professional activity.

IV.1.c Calvin will develop and deploy a common language, an action plan, and other tools meant to track the community's mutual understanding of and commitment to diversity and the creation of an inclusive community.

Scorecard Status: COMPLETED

Start Year: 14-15

Key Strategic Items Undertaken:

- Development of the Diversity Climate Survey to be launched in October 2017

IV.2.a Performance appraisals for all staff, faculty, and administrators will incorporate cultural competency measures as a dimension of performance.

Scorecard Status: Not Started

Start Year: 17-18

Key Strategic Items Undertaken:

- The annual performance evaluations included cultural competency measures.
- The 360 performance evaluation used by senior administrators includes cultural competency measures.
- Job postings require applicants to demonstrate a commitment to diversity and inclusion.

IV.3.d Calvin will develop strategies and deploy administrative structures and supports that promote the retention and success of AHANA and International faculty, staff and students.

Scorecard Status: On Schedule for Completion

Start Year: 14-15

Key Strategic Items Undertaken:

- IMPACT orientation. IMPACT is a three-day program designed for incoming AHANA (African American, Hispanic American, Asian American, Native American or Bi-racial) students as well as their adult family members.
- International Passport. The International Passport is a six-day program designed for you as a new international student, as well as your adult family members. International PASSPORT eases the transition to North American culture and introduces students to Calvin through activities and creative workshops.
- Check-in meetings with select faculty and staff of color.

Focus for Fall 2017

- Developing a *Philosophy of Diversity Training* statement
- All-Campus Diversity Climate Survey (scheduled for Fall 2017)
- Development of strategy for responding to global, national, and local flashpoints rooted in cultural clashes, seeking justice, and divisive speech.

Items for Action: None

Diversity and Inclusion Resources for Consideration:

- AAC&U *Diversity & Democracy*. "The Role of Governing Boards in Addressing Campus Tensions. Spring/Summer 2017 <http://www.aacu.org/diversitydemocracy/2017/spring-summer/johnston>

AGB Board of Directors' *Review and Enhance Institutional Policies Related to Campus Climate, Inclusion, and Civility*. (Fall 2017)

https://www.agb.org/sites/default/files/legacy/u3821/statement_2017_climate_appendix.pdf

Diversity and Inclusion

Report to the Board of Trustees

Submitted by Michelle Loyd-Paige, Exec. Assoc. to the President for Diversity & Inclusion
February 2018

The landscape of higher education is changing. The impact of increasing operational costs, growing competition from for-profit colleges, lingering questions of affordability, shifting governmental regulations, lower enrollment numbers, and growing student advocacy calling for increased attention to diversity create both challenges and opportunities for the future.

Calvin College is not exempt from these challenges. Multiple initiatives are underway to navigate the challenges and to seize the opportunities presented by them with an eye towards continuous improvement. In an effort to keep trustees informed of Calvin's diversity efforts, this report provides an update of the college's diversity efforts since the October 2017 Board of Trustee meeting with particular attention to the progress of goals found within theme IV of the Strategic Plan. This report also includes a bulleted list of items of focus for Spring 2018. It is with gratefulness that I report that the college continues to make progress in strengthening its diversity and inclusion efforts.

Strategic Plan Activities of Note since the October 2017 Board Report

Activity Related to Strategic Plan Goals (Items with the EAPDI identified as the point person)

IV.1.a Calvin will create a set of core diversity, anti-racism, and intercultural competency workshops for all staff, faculty, administrators, and BOT members.

Scorecard Status: COMPLETED

Start Year: 14-15

Key Strategic Items Undertaken:

- Fall Book Group: Waking Up White – Debby Irving
- Lunch and Learn Sessions (three): America Divided Series <https://americadividedseries.com/>
- Workshops: The Diverse Classroom: ICQ and Managing Flashpoints; CQ: Cultural Intelligence; and the End of the Semester Update
- Cultural Intelligence assessments: 40 assessments provided for faculty and staff

IV.1.b Calvin College will make clear its expectation and provide resources and opportunities so that each staff person, faculty member, administrator, and BOT member will participate in at least one of the core workshops annually.

Scorecard Status: On Schedule for Completion

Start Year: 14-15

Key Strategic Items Undertaken:

- Cultural Competency professional development opportunities posted to Calvin-News and in the Academic Bulletin.

Outcomes:

- As of January 3, 2018 16% of Faculty and 15% of Staff had reported participating in a Cultural Competency Professional Development activity for the 17-18 academic year. (Note: Participation and reporting generally increases sharply during the spring semester).
- Workshop evaluations: 100% of participants Strongly Agreed or Agreed that they benefited from the workshops; 90% of participants stated the workshops increased their knowledge and awareness.

IV.1.c Calvin will develop and deploy a common language, an action plan, and other tools meant to track the community’s mutual understanding of and commitment to diversity and the creation of an inclusive community.

Scorecard Status: COMPLETED

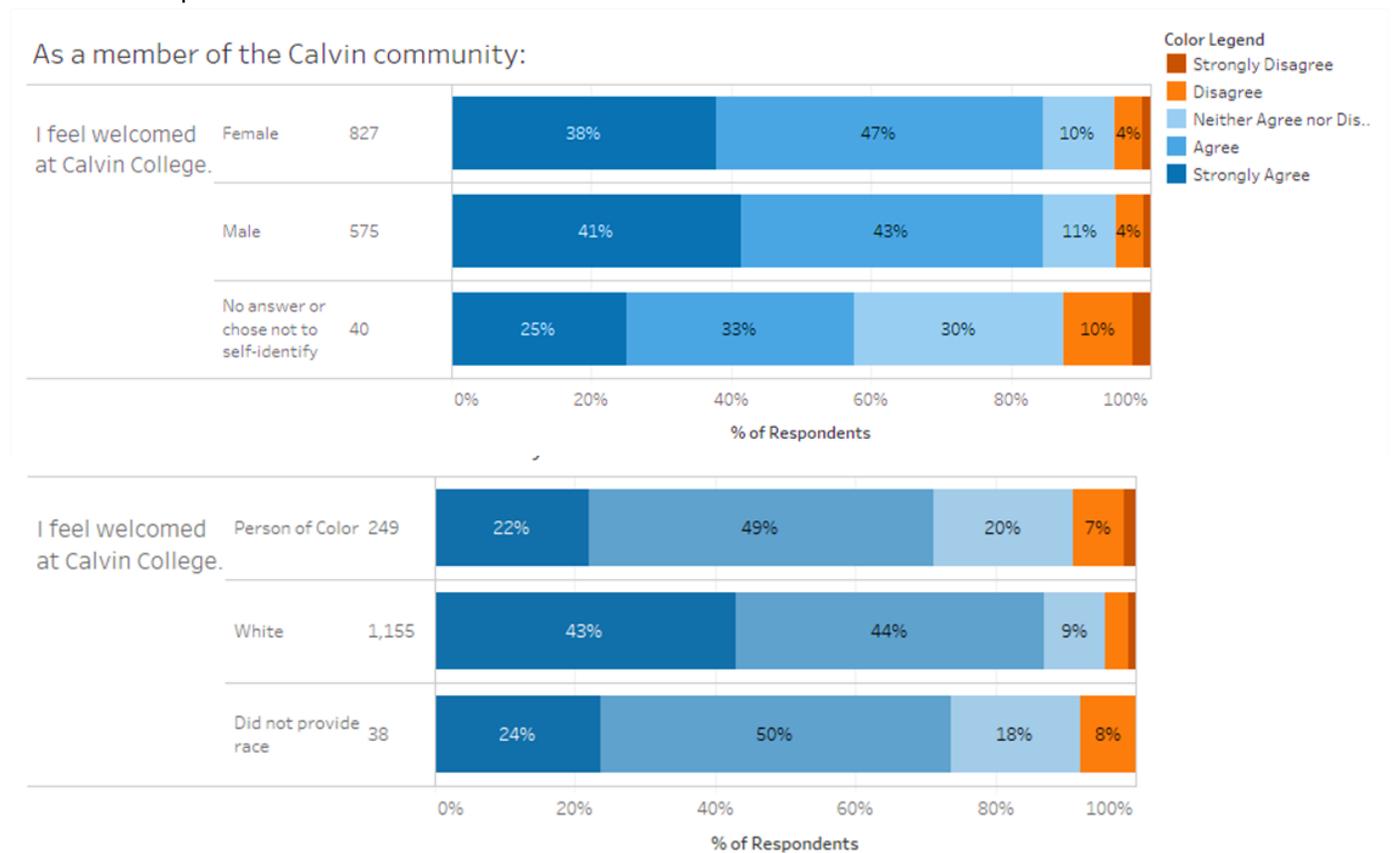
Start Year: 14-15

Key Strategic Items Undertaken:

- Office 365 SharePoint Diversity and Inclusion Resources Site launched
<https://calvincollege.sharepoint.com/sites/d-and-i-resources/SitePages/Home.aspx>
- Diversity Climate Survey completed in October 2017. Full results to be ready in February

Outcomes:

- 1,478 people completed the Diversity Climate Survey. 226 faculty, 338 staff, and 878 students participated.
- Survey results are still be processed. However, responses to one of the questions are provided in this report.



IV.2.a Performance appraisals for all staff, faculty, and administrators will incorporate cultural competency measures as a dimension of performance.

Scorecard Status: On Schedule for Completion

Start Year: 17-18

[Note: This is an improvement from the October Scorecard Status of “not begun”]

Key Strategic Items Undertaken:

- All Job postings now contain the following statement. “Demonstrated awareness of and commitment to effectively establishing relationships and positive communication across multiple dimensions of diversity including, but not limited to, race, gender, physical ability, class, or religious perspectives.”

IV.3.d Calvin will develop strategies and deploy administrative structures and supports that promote the retention and success of AHANA and International faculty, staff and students.

Scorecard Status: On Schedule for Completion

Start Year: 14-15

Key Strategic Items Undertaken:

- (Faculty and Staff) Affinity Christmas party for faculty and staff of color.
- (Faculty and Staff) Introductory meetings with new faculty and staff of color
- (Students) Promoting International student thriving: Project Charter. Commissioned Fall 2017,
- (Students) Counseling and Wellness Center Initiatives. Regroup - group session designed to help students process issues related to race, ethnicity, and race-based trauma enhances intercultural dialogue at Calvin. Counseling & Wellness staff regularly connect with historically under-represented students by offering training and presentations through partnering departments on campus (ex. Perkins Scholars, Entrada Program, Intercultural Student Development groups). Counselors screen all incoming students for distress related to cultural, ethnic, or racial identity, and refer students to the Intercultural Student Development Center for support as needed.
- (Programs) New Program Review process. Co-curriculum departments are to be reviewed every five years. The review process requires programs to speak to Diversity and Inclusive Excellence. *“Departments should provide evidence of fair, equitable, and non-discriminatory practice in accordance with institutional policies and with all applicable state and federal statutes and regulations. Offices should maintain an educational and work environment free from discrimination in accordance with law and institutional policy. As an institution, we are charged with creating and fostering a diverse environment.”*

Focus for Spring 2018

- Unpacking results from Fall 2017 Climate Survey
- Development of a Philosophy of Diversity Training Statement
- Facilitating the development of Cultural Competency Professional Development through monthly workshops, cultural intelligence assessments, and book and video discussions.

Items for Action: None

Diversity and Inclusion Resources for Consideration:

A 2010 article by the AGB on Board Accountability* states, “A key issue trustees face is the institution’s responsibility to be inclusive in its admissions, aid, hiring practices, and board composition.” The article goes on to describe the importance of trustees engaging in exercises crafted to heighten their consciousness about diversity. I am grateful that Calvin’s trustees not only monitor the college’s diversity efforts, but also regularly participate in board sessions that heighten cultural competency and increase awareness. *<https://www.agb.org/trusteeship/2010/julyaugust/diversity-and-the-board>

TED Talk: How Racism Makes Us Sick <https://www.youtube.com/watch?v=aUO0fclc6tw>

Sociologist David R. Williams challenges us to tackle the striking levels of early death and poor health that are due to the color of one’s skin. David is the Norman Professor of Public Health at Harvard’s T. H. Chan School of Public Health and Professor of African and African American Studies and of Sociology at Harvard University. He was also a January Series speaker.

Diversity and Inclusion

Report to the Board of Trustees

Submitted by Michelle Loyd-Paige, Exec. Assoc. to the President for Diversity & Inclusion
May 2018

"To a large extent, colleges and universities are still grappling with how to make diversity work on campuses in such a way that the entire community reaps the full educational benefit. While campuses are still experimenting with how to make this all work in a diverse democracy, one thing is certain: diversity is here to stay on campuses and elsewhere as demographics suggest that, the U.S. will become increasingly diverse over the next 40 years. In the not so distant future, there will be no majority racial group, a trend that has already occurred in California. Further, women will outpace men in college attendance rates; again, a trend already occurring on many of our campuses. The health of our country, as a whole, depends greatly on how well we sort through the complex challenges of diversity. Failure to succeed in this matter could put the nation at risk over the next few decades." - The Diversity Factor, 2007, pg.7

Calvin College has multiple initiatives underway to navigate the challenges of diversity and to seize the opportunities presented by them with an eye towards continuous improvement. In an effort to keep trustees informed of Calvin's diversity efforts, this report provides an update of the college's diversity efforts since the February 2018 Board of Trustee meeting with particular attention to the progress of goals found within theme IV of the Strategic Plan. This report also includes a bulleted list of items of focus for summer 2018. It is with appreciation for the work of many people across the campus that I present this report.

Strategic Plan Activities of Note since the February 2018 Board Report

Activity Related to Strategic Plan Goals (Items with the EAPDI identified as the point person)

IV.1.a Calvin will create a set of core diversity, anti-racism, and intercultural competency workshops for all staff, faculty, administrators, and BOT members.

Scorecard Status: COMPLETED

Start Year: 14-15

Key Strategic Items Undertaken:

- Spring Book Group: Embrace – by Leroy Barber <https://www.ivpress.com/embrace>
- Lunch and Learn Sessions (three): America Divided Series <https://americadividedseries.com/>
- Workshops: The Diverse Classroom: ICQ and Managing Flashpoints; Engaging International Students; Ant-Racism 101; and the End of the Semester Update (Scheduled for May 9)

IV.1.b Calvin College will make clear its expectation and provide resources and opportunities so that each staff person, faculty member, administrator, and BOT member will participate in at least one of the core workshops annually.

Scorecard Status: Clear Expectations - Completed

Start Year: 14-15

Scorecard Status: Participation – On Schedule for Completion

Key Strategic Items Undertaken:

- Cultural Competency professional development opportunities posted to Calvin-News and the SharePoint Diversity & Inclusion Resource Page.
- Diversity plenary session developed for May Board of Trustee meeting. The intention of the session is to highlight student experiences and the supports in place students.

- “80% by May 1” campaign launched in March 2018. A campus-wide goal of eighty percent of all Calvin faculty and staff reporting participation in at least one cultural competence professional development activity.

Outcomes:

- As of April 3, 2018, 39% of Faculty and 61% of Staff had reported participating in a Cultural Competency Professional Development activity for the 17-18 academic year.
- Workshop evaluations: 90% of participants Strongly Agreed or Agreed that they benefited from the workshops; 80% of participants stated the workshops increased their knowledge and awareness of diversity matters,

IV.1.c Calvin will develop and deploy a common language, an action plan, and other tools meant to track the community’s mutual understanding of and commitment to diversity and the creation of an inclusive community.

Scorecard Status: COMPLETED

Start Year: 14-15

Key Strategic Items Undertaken:

- Diversity Climate Survey completed in October 2017. Full results published in April 2018.
- Rachel Venema conducts sexual violence survey and presents results to Safer Spaces group.
- Center for Social Research completed focus groups with AHANA students.
- Julie Yonkers conducts a quasi-experimental study on the experiences and identity formation of International, AHANA, and White Students at Calvin College.

Outcomes:

- Detailed diversity climate survey results are included in a separate document.
- Sexual violence survey results confirm that sexual violence impacts Calvin students.
- Findings from AHANA student focus groups present several concerns including: experiences with micro-aggressions, financial burdens, and feelings of isolation. Additionally, focus group participants note appreciation for some faculty and staff members currently at Calvin; yet also call for more faculty and staff of color.
- Yonkers’s findings state that student experiences across groups are different yet similar.

IV.2.a Performance appraisals for all staff, faculty, and administrators will incorporate cultural competency measures as a dimension of performance.

Scorecard Status: On Schedule for Completion

Start Year: 17-18

Key Strategic Items Undertaken:

- All Job postings now contain the following statement. “Demonstrated awareness of and commitment to effectively establishing relationships and positive communication across multiple dimensions of diversity including, but not limited to, race, gender, physical ability, class, or religious perspectives.”
- Performance appraisals of the president’s cabinet members incorporate cultural competency measures.
- Conversations with the director of Human Resources, Andy George, about the timing for adding cultural competency measures to all annual employee performance reviews. Key to the conversations is moving away from a “checking-the-box” model to something that is developmental which addresses goal setting appropriate for each individual.

IV.3.d Calvin will develop strategies and deploy administrative structures and supports that promote the retention and success of AHANA and International faculty, staff and students.

Scorecard Status: On Schedule for Completion

Start Year: 14-15

Key Strategic Items Undertaken:

- (Faculty and Staff) Check-in meetings with faculty and staff of color at Calvin longer than 2 years
- (Students) Fellowship groups: Assoc. of Am. Natives & Interested Individuals; Asian Am. Assoc.; Blend; My Brother's Keeper; Puentes; Sister to Sister; plus, eight additional student groups.

Focus for Summer 2018

- Developing and implementing mentoring program for faculty and staff of color.
- Developing and finalizing year-in-review report.
- Finalizing Cultural Competency Professional Development philosophical statement.
- Development schedule of 2018-2019 Cultural Competency Professional Development activities.

October Board of Trustee Meeting Preview

Late this summer board members will receive a link inviting them to take the Intercultural Development Inventory (IDI). Individual results of the inventory will be provided at the October board meeting. An optional professional development workshop on the importance of intercultural development will be offered in conjunction with the October board meeting. The workshop will also include a review the IDI results in aggregate for the board. An introduction to the IDI can be found by clicking this link <https://idiinventory.com/video/an-introduction-to-the-intercultural-development-inventory-3-28-minutes/?id=357>

Items for Action: None

Diversity and Inclusion Resources for Consideration:

Book Recommendation: *Inclusion: Diversity, the New Workplace & the Will to Change* – by Jennifer Brown (2017). This book stands up and embraces what true diversity and inclusion represent to any organization in any industry - an opportunity. Open your heart and prepare to be inspired as award-winning entrepreneur, dynamic speaker, and respected diversity and inclusion expert Jennifer Brown shares proven strategies to empower members of your entire organization to utilize all of their talents and potential to drive positive organizational change and the future of work. <http://jenniferbrownconsulting.com/book/>

January Series: Leroy Barber (2016) *Race, Stories and Justice: A Call for Diversity in Christian Missions* - Leroy Barber. <https://www.youtube.com/watch?v=Hto-c7QGftU&t=1203s>

Ted Talk: Inclusion, Exclusion, Illusion and Collusion - Dr Helen Turnbull, CEO Human Facets and I&D expert <https://www.youtube.com/watch?v=zdV8OpXhI2g>

AGB Resource: A 2010 article by the AGB on Board Accountability* states, "A key issue trustees face is the institution's responsibility to be inclusive in its admissions, aid, hiring practices, and board composition." The article goes on to describe the importance of trustees engaging in exercises crafted to heighten their consciousness about diversity. I am grateful that Calvin's trustees not only monitor the college's diversity efforts, but also regularly participate in board sessions that heighten cultural competency and increase awareness. *<https://www.agb.org/trusteeship/2010/julyaugust/diversity-and-the-board>

