CULTURAL
INTELLIGENCE
CENTER

Diversity & Inclusion Project
Calvin College

Final Report (Condensed Version)

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EXECUTIVE SUMMARY

Calvin College engaged the Cultural Intelligence Center (CQC) to facilitate an assessment of the college's diversity and inclusion (D&I) efforts. The primary goal of our work was to evaluate Calvin's progress towards diversity and inclusion and recommend sustainable and measurable strategies that will help the college better achieve its mission and strategic objectives through a culturally intelligent approach.

The first phase of the project began by the CQC assessing Calvin's current state as it relates to diversity and inclusion. Our work involved conducting an in-depth analysis of Calvin's diversity and inclusion efforts to date. This included obtaining feedback from the campus community regarding their perceptions of the college's <u>demonstration</u> of their commitment in this area.

Deliverables from Phase One included providing Calvin with an Executive Summary of the data collected from the assessment and proposing a set of Progress Indicators (PIs) and benchmarks for measuring diversity and inclusion.

There were three dominant findings and conclusions from Phase One.

1) Overall, the campus community believes leadership at Calvin has some level of commitment to diversity and inclusion. Many described President LeRoy as a leader who has boldly and clearly communicated his desire for a diverse and inclusively excellent campus environment. Those surveyed also acknowledged past and current diversity efforts. The FEN document was recognized as an important historically piece that has created a framework and roadmap for Calvin to become a more diverse and inclusive community. They also celebrated the work of MAC and other individuals and leaders at Calvin who have a clear passion for diversity. On the whole, there's a strong recognition across the various segments of Calvin that the college and its leaders are striving towards becoming a more inclusive campus while retaining a Reformed Christian tradition.

2) While the campus community believes Calvin demonstrates some level of commitment to diversity and inclusion, many perceive that clear and tangible evidence of that commitment is significantly lacking and the college has yet to fully demonstrate transformational progress in this area. This was revealed in comments such as:

   - *"There has been a long intellectual commitment to diversity at Calvin and a theological understanding of why it matters, but our skills commitment has not matched our intellectual commitment."*

   - **"*We say we value diversity but we still operate like a white school.*"**

3) Moving forward, Calvin should develop a strategic, comprehensive and integrative approach to D&I. This roadmap should support the recently approved Strategic Plan

and include built-in accountability and measurable outcomes for the entire campus community.

After the CQC and the Calvin team collaboratively determined a final set of PIs, the CQC transitioned its work into the second and final phase of the project. The focus of this phase was to analyze Calvin's current progress towards the established PIs, identify leading practices and make recommendations for strategically moving the college's diversity and inclusion initiative forward.

Seven recommendations for improving the effectiveness of Calvin's diversity and inclusion efforts are offered in the report.

1.   Re-evaluate current diversity and inclusion strategies and efforts in light of the determined Progress Indicators and six key perspectives - Leadership Commitment, Access & Equity, Multi-Cultural & Inclusive Campus Climate, Learning & Diversity, Diversity Research & Scholarship, Community Relationships & Partnerships.

2.   Broaden the College's definition of diversity and inclusion.

3.   Develop a strategic, comprehensive and integrated plan for diversity and inclusion efforts at Calvin. The plan should include built-in accountability and measurable outcomes for all efforts and strategies.

4.   Develop and assess the cultural competence of every student, staff, faculty, administrator and BOT at Calvin.

5.   Transition from measuring the effectiveness of D&I efforts based on activity (FEN-related activities) towards progress and individual growth.

6.   Review budgets and other resources to put towards each of the six key perspectives.

7.   Identify innovative strategies to reconcile the desire to attract and retain people and maintain certain core commitments to college's history and affiliation with the CRC.

The recommendations were guided by the CQC Rubric and the Strategic Diversity Leadership Scorecard (SDLS). Each center on the development of a comprehensive and integrated strategy for creating a diverse and inclusively excellent campus community.

INTRODUCTION

The research for this project was conducted around two important frameworks: 1) the Cultural Intelligence rubric created by the Cultural Intelligence Center and 2) the Strategic Diversity Leadership Scorecard (SDLS) developed by Dr. Damon Williams. Cultural Intelligence, or CQ, is a globally recognized way of assessing and improving effectiveness for culturally diverse situations. It is rooted in rigorous, academic research conducted by scholars around the world. The SDLS is a multi-dimensional performance measurement tool designed to drive change from a number of interrelated perspectives: achieving access and equity; fostering a multicultural and inclusive campus climate; preparing all students for a knowledge-based global economy, enhancing diversity-themed research and scholarship and developing healthy and effective community relationships and partnerships. Both models serve as useful and complementary tools for analyzing diversity and inclusion efforts, particularly in higher education.

Using the CQ Rubric and the SDLS, we were able to gather substantive data and feedback on six key aspects that Williams (Williams, 2013) suggests allow for a balanced and multidimensional understanding of campus diversity efforts.

- Leadership Commitment
- Access & Equity
- Multi-Cultural & Inclusive Campus Climate
- Learning & Diversity
- Diversity Research & Scholarship
- Community Relationships & Partnerships

This research-based approach created consistency throughout the entire process and facilitated discovery of key patterns and themes regarding perceptions around Calvin's demonstration of its commitment to diversity and inclusion. In addition, it enabled us to assess Calvin's current D&I efforts and identify strengths, gaps and areas for improvement and innovative change.

This condensed report is divided into the following four sections:
1. Calvin's Current State
2. Divisional Input & Leading Practices
3. The Calvin D&I Scorecard
4. Summary of Recommendations

CALVIN'S CURRENT STATE

Phase One: Summary of Findings

Calvin has made many strides towards becoming a diverse community. For example, according to the 2013-14 MAC State of the Campus Report, both AHANA and International student populations are at record high numbers, the institutional structure has changed to accommodate new key positions that are instrumental to moving diversity efforts forward and the college's 2014-2019 Strategic Plan is now inclusive of diversity and inclusion goals. These results and actions are a sampling of the efforts Calvin has pursued to create a more diverse and welcoming environment. Many other positive and recent initiatives have also been put in place.

At the same time, our review of the data confirms many of the issues and concerns that were identified by 2013-2014 MAC Report and other important documents such as the Trends 2012 Fact Paper and the 2009 Climate Survey. Our findings discuss these issues and concerns within the context of the feedback we received from the campus community during our assessment as well as our review of internal systems, policies and practices.

An analysis of our findings revealed the following conclusions:

Leadership Commitment. Overall, the campus community believes leadership at Calvin has some level of commitment to diversity and inclusion. Many described President LeRoy as a leader who has boldly and clearly communicated his desire for a diverse and inclusively excellent campus environment. Those surveyed also acknowledged past and current diversity efforts. The FEN document was recognized as an important historically piece that has created a framework and roadmap for Calvin to become a more diverse and inclusive community. They also celebrated the work of MAC and other individuals and leaders at Calvin who have a clear passion for diversity. On the whole, there's a strong recognition across the various segments of Calvin that the college and its leaders are striving towards becoming a more inclusive campus while retaining a Reformed Christian tradition.

It is equally important to note that while the campus community believes Calvin demonstrates some level of commitment to diversity and inclusion, many perceive that clear and tangible evidence of that commitment is significantly lacking. And the college has yet to fully demonstrate transformational progress in this area. This was revealed in comments such as:

- "There has been a long intellectual commitment to diversity at Calvin and a theological understanding of why it matters, but our skills commitment has not matched our intellectual commitment."

- "We say we value diversity but we still operate like a white school."

- "Calvin still functions under the motto "our school for our children, making us prisoners of our constituency."

Moving forward, Calvin must develop a strategic, comprehensive and integrative approach to D&I. This strategic roadmap must include built-in accountability and measurable outcomes for the entire campus community.

Access & Equity. The majority of the assessment participants acknowledged that Calvin has made significant progress in recruiting students of color, both AHANA and International. The work ahead lies in identifying creative, equitable and sustainable ways to retain these students, increase graduate rates and ensure that their levels of achievements are comparable to the majority students. While graduation rates of international students are strong, these students expressed some frustrations with the culture and climate at Calvin.

Recruiting and retaining faculty and staff of color as well as other underrepresented populations continues to be a significant challenge. Assuming certain requirements do not change, finding ways innovative ways to reconcile the desire to attract and retain people and maintain certain core commitments to college's history and affiliation with the CRC will be one of the next necessary steps.

Multi-Cultural & Inclusive Campus Climate. There are a number of diverse activities and organizations that encourage a welcoming environment for all members of the campus community. Many of these events are student-led. Students, faculty and staff of color tend to participate in these events and find them useful in allowing them to connect with others from their own culture as well as other cultures. Fewer tend to engage in regular campus events and when they do, they tend to attend with a group from their own culture. This may suggest that more work needs to be done to ensure that regular and "mainstream" events have a more significant multi-cultural influence and feel welcoming to all students.

The fact that half of the participants felt that the college has not developed and implemented effective cultural competence training, suggests more training across the campus community is needed. Moderate CQ scores by those who participated in the assessment provide strong support for this suggestion. In addition to more training, Calvin needs to build in greater accountability and more concrete ways to measure the effectiveness of the training. The college does recognize this, as some of the diversity and inclusion goals in the Strategic Plan address this issue.

While 62% (53% for students, faculty and staff of color) agreed that the college has policies and procedures that reflect support for a multi-cultural campus environment, less than a third feel or are aware that Calvin has developed a fair and effective process for managing discriminatory incidents on campus.

While Calvin has created committees and programs such as Safer Spaces and the Peer-to-Peer Intervention Program to address this issue, very few students, faculty and staff were aware of these efforts and no one could articulate (or tell us where to find) Calvin's policy and process for managing discriminatory incidents. Calvin needs to better communicate the policy and process to the campus community. They also need to ensure that it is fair, effective and user-friendly, particularly since a few of the participants commented that there is a fear by some of negatives consequences for reporting incidents or that their complaint will not be taken seriously.

Learning & Diversity. Calvin's clear strength in the area of learning and diversity is its service learning programs. Many from the campus community feel these programs effectively address diversity and inclusion. To the contrary, integrating diversity themed content into the curriculum is one of the areas that needs improvement. Although some progress has been made in this area, the perception is that current efforts are not effective. This also relates to feedback from some faculty, suggesting that they feel forced to participate in college's diversity and inclusion as compared to being engaged as collaborators. Calvin would benefit from revisiting the current process and structure, finding different and more innovative ways to engage faculty and learn from leading practices at other colleges and universities.

Diversity Research & Scholarship. Calvin has a very solid and strong reputation with regards to research and scholarship. In addition, there are faculty who have conducted research with diversity and inclusion themes. However, the research and scholarship efforts focused on diversity and inclusion varies across divisions and departments, depending on the level of commitment and level of interest. Leadership emphasizing the value of this research by identifying more creative ways to incentivize faculty may increase the level of interest. In addition, faculty should be encouraged to conduct domestic research and scholarship within the US.

Community Relationships & Partnerships. Many believe that Calvin does not have a positive relationship among diverse groups of community organizations. Few feel the college has developed strong partnerships with diverse segments of the domestic and international communities. The opportunity for Calvin to further develop strategic relationships and partnerships is wide open, particularly on the domestic side. Not only will students benefit but all six aspects of the college's D&I efforts will be positively impacted.

Visual Map of Current Efforts (within context of the six perspectives)

According to the 2013-14 MAC Report, Calvin has traditionally and most consistently measured their diversity efforts (or Progress Indicators) based on four criteria:

1) The racial and ethnic composition of students, faculty, staff and administrators

2) The retention of students of color

3) The level of intercultural development among faculty and students

4) The campus climate

While all of these criteria are critically important areas to measure, to ensure a strategic, comprehensive and integrative approach to becoming a culturally intelligent campus community, more areas must be considered. The six aspects noted earlier in the report are important for a successful and sustainable diversity and inclusion initiative.

When Calvin's current Progress Indicators are highlighted, it becomes evidence that only a few of the aspects have been addressed in a measurable way. **It is important to note that our**
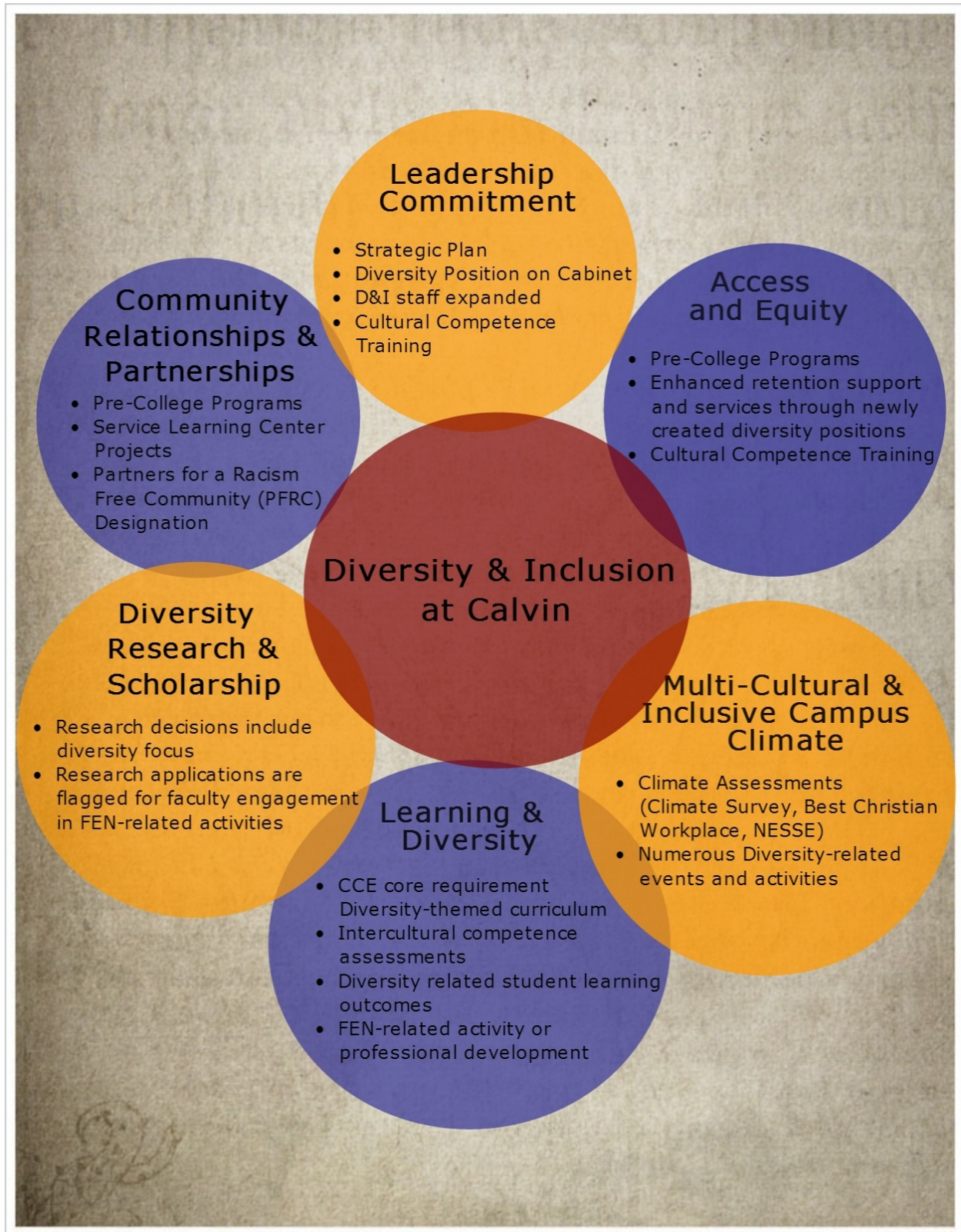
analysis does NOT suggest that Calvin has not done work in the other areas, only that these are the areas the college has made attempts to measure.

The Visual Map on the following page further proves this point. Calvin has initiated numerous strategies and efforts aimed at creating a more diverse and inclusively excellent campus environment. Leadership's commitment to integrating diversity and into the Strategic Plan, expanding and approving funding for additional D&I staff and encouraging cultural competence training are all invaluable elements to the process. In addition, other efforts such as Pre-College Programs, diversity-related student learning outcomes, climate assessments and numerous multicultural activities are appropriate and extremely important contributions as well. However, there are two significant challenges with current efforts:

1) Many of the efforts are varied or inconsistent across department and divisions and there are limited measures to determine effectiveness and progress.

2) Efforts that are being measured are based on activity versus progress or improvement.

It is our recommendation that Calvin re-assess all of its current strategies and efforts in light of the six key aspects and the determined Progress Indicators. The college should also review budgets and other resources put towards each of the aspects. We provide further insight and specific recommendations (based on research and leading practices) on the what this might look like in both the Divisional Input & Leading Practices and Calvin Scorecard sections.

Visual Map of Current D&I Strategies and Efforts

Leadership Commitment

- Strategic Plan
- Diversity Position on Cabinet
- D&I staff expanded
- Cultural Competence Training

Community Relationships & Partnerships

- Pre-College Programs
- Service Learning Center Projects
- Partners for a Racism Free Community (PFRC) Designation

Access and Equity

- Pre-College Programs
- Enhanced retention support and services through newly created diversity positions
- Cultural Competence Training

Diversity & Inclusion at Calvin

Diversity Research & Scholarship

- Research decisions include diversity focus
- Research applications are flagged for faculty engagement in FEN-related activities

Multi-Cultural & Inclusive Campus Climate

- Climate Assessments (Climate Survey, Best Christian Workplace, NESSE)
- Numerous Diversity-related events and activities

Learning & Diversity

- CCE core requirement Diversity-themed curriculum
- Intercultural competence assessments
- Diversity related student learning outcomes
- FEN-related activity or professional development

A COMMON LANGUAGE: Suggested Diversity & Inclusion Vocabulary & Definitions

As Calvin continues to work towards becoming a diverse and inclusive campus community, it is important that the college develops and communicates a clear understanding and definition of what it means to be "diverse" and "inclusive."

Historically, the definition of diversity at Calvin has largely focused on race and ethnicity. This is quite evident in significant historical documents such as FEN. In fact, as noted in the 2013-14 MAC report "The approval of FEN marked a shift from a focus on creating a community that celebrates diversity to a focus on anti-racism." Our observation is that this shift is obvious in the day-to-day language used by the majority of the campus community. As a positive consequence, the commitment to fight and prevent racism on campus continues to (and should) be a top priority at Calvin. Recent campus events, such as the "I am Calvin Too" project, confirm that much more work needs to be done in this area. However, the majority of the college's "diversity" work to date has focused primarily on anti-racism language, practices, policies and overall efforts.

Moving forward, it is our recommendation that Calvin consider broadening its definition of diversity to go beyond racism to other forms of discrimination against human rights. This should be done in alignment with the college's Reformed Christian mission and recognize the existence of differences other than race and ethnicity including differences of gender, ability, socio-economic status, and sexual identity.

Language on the college's website acknowledges a slightly broader definition of diversity by noting "Calvin is committed to welcoming community members from various races, ethnicities, cultures, genders and abilities." However, in reality, past and current attempts at building in accountability and/or attaching Progress Indicators to D&I efforts revolve largely around race and ethnicity (i.e. FEN related activities).

If the Calvin College community is to become increasingly marked by diversity, inclusive leadership and excellence, anti-racism, cultural competence and global awareness, not only should this language permeate throughout campus, but indicators and measures of effectiveness and success must include all of these focus areas. Suggested definitions of these terms are highlighted on the next page.

Calvin's Commitment to Diversity & Inclusion

Inclusive Leadership

Calvin College leaders will intentionally and strategically include the contributions of all stakeholders within the organization. Our inclusive leadership will ensure that all stakeholders are represented in every conversation, decision, and new initiative and we will create an organizational culture that consistently produces results that benefit all stakeholders.

Inclusive Excellence

Calvin College will create an institutional environment that links diversity and academic excellence by engaging diversity for the benefit of all students and where diversity is tied to Calvin's reputation for excellence.

Anti-Racism

Calvin College will consistently engage in the active process of identifying and eliminating racism by changing systems, structures, policies, practices and attitudes so that power is redistributed and shared equitably.

Unintentional Bias

Calvin will consistently engage in the active process of eliminating unintentional bias by providing training and education and by changing systems, structures, policies and practices that support positive views other groups of people.

Cultural Competence

Calvin College will develop the cultural competence (the skills to function appropriately and effectively in multicultural environments) of all students, faculty staff and administrators.

Global Awareness

Calvin College will graduate students who recognize and understand the interconnections of the local, domestic, global, economic, political, societal and environmental systems through a commitment to social justice and being reformers within our community and throughout the world.

Reconciliation

Calvin College will continue its commitment to reconciliation by both celebrating the rich diversity of God's people and proactively addressing the tensions that arise with diversity.

DIVISIONAL INPUT & LEADING PRACTICES

As Calvin continues its efforts to become a more diverse and inclusive campus community, it will be critical that the approach is both strategic and holistic. This suggests that there should be a high level of synergy and alignment of efforts amongst the various departments and divisions represented at the institution.

During Phase Two of the project we sought out individual feedback from 11 senior leaders representing the following departments and divisions at Calvin:

- Academics (Provost Office)
- Advancement
- Communication and Planning
- Enrollment and Recruitment
- Finance
- Human Resources
- Research & Scholarship
- Student Life

Each leader was asked two questions:

1. What specifically is your division or department doing currently that is a strength and contribution to enhancing diversity and inclusion at Calvin?

2. What weaknesses or opportunities for improvement might your division or department consider as a potential barrier to effectively supporting diversity and inclusion efforts at Calvin?

This assessment was similar to and should complement the results highlighted in the MAC 2013-2014 State of the Campus Report, which identified new developments and factors affecting diversity initiatives and trends. The goal here was to dig a bit deeper and process the feedback within the context of the six aspects and progress indicators.

An overview of the feedback from the leaders is discussed in the following tables. Based on our analysis of strengths, weaknesses and opportunities for improvement, we identify leading practices the college may want to consider as it finalizes strategies and plans for moving forward. We also attempt to present the information in a way that supports Calvin's ability to link preexisting efforts with the emerging strategy.

Academics		
	Strengths/Contributions	**Weaknesses/Opportunities**
	Curricula has diversity-related learning outcomes	Faculty cultural competence varied
	CCE Core Requirement (implementation varied)	Limited Progress Indicators
	Faculty participate in at least one multi-cultural event/activity annually	Non-traditional networking to recruit diverse faculty
		Need diversity "ambassadors" in each department
		Retention needs to be college wide

Leading Practices			
Establish Cultural Competence as a skill requirement for faculty in on-boarding and performance review process	Measure student levels of Cultural Competence upon graduation	Build in accountability for every course that includes diversity-themed content	Develop a recruitment initiative specifically designed to attract diverse faculty candidates

Faculty Cultural Competence (On-Boarding and Performance Review Process)
According to leading practices from colleges and universities excelling at D&I, efforts among academic departments must include developing students' global capabilities and intercultural skills and measuring these capabilities and skills upon graduation. In addition, leading institutions have developed diversity-related learning outcomes that are measurable and have built-in accountability for each course. This requires the development of a college-wide rubric for assessing courses and students.

Faculty across all departments must also develop cultural competence as a skill themselves. While attending FEN-related events or workshops can be beneficial, faculty engagement and accountability must move beyond measuring activity to measuring progress and individual growth. There's no evidence that attending events by themselves will improve participant's intercultural capabilities and, as a result, the correlation to promoting D&I through an event-based approach is questionable.

Establishing Cultural Competence as a skill requirement in the performance review and tenure process can help move academics in this direction. Making this process collaborative and

engaging (showing faculty the value-add) may help reduce feelings by some that they are being "forced" to participate in Calvin's D&I efforts.

Graduating Culturally Competent Students
The Cross-Cultural Engagement (CCE) core requirement, along with international study programs and area studies, is a good strategy to develop cultural awareness and sensitivity among students. Course specific learning outcomes are also important to the process of developing student's cultural competence. However, measures of assessment for these courses and experiences appear to be varied and inconsistent. And there does not appear to be a clear measurement of whether a student, upon graduation, has adequately developed the skill of cultural competence.

It is our recommendation that Calvin consider a more formal and universal assessment to determined if graduates have actually developed this skill. Leading practices at other institutions include requiring pre- assessments (within first few courses) and post assessments (capstone course). Some schools, such as the University of Michigan, have students assessed before their first course, require a cultural competence development plan throughout their program and assess the skill at the end of their program.

Accountability in Courses with Diversity-Themed Content
Given the challenge of lack of faculty compliance with FEN requirements, just as we are recommending integrating the required skill of cultural competency into faculty on-boarding, performance and tenure review processes, to build in accountability, leading practices would suggest Calvin consider imposing a similar expectation with courses with diversity content. Faculty teaching these courses would be responsible for demonstrating (via a rubric) and reporting (via Faculty Activity Reports) how diversity has been integrated and how student learning was assessed.

Faculty of Color (and other underrepresented populations) Recruitment Initiative
Despite the church attendance and school requirements at Calvin, efforts to hire and retain diverse faculty should remain a priority. Prospective diverse faculty candidates are attracted to academic positions for many of the same reasons as white candidates. However, other factors also distinguish or enhance a job applicant's interest and a position's attractiveness for faculty of color and other underrepresented populations.
Among these factors are:

- Campus and community demographics, particularly as it relates to diversity
- Special research opportunities with specific groups or in specific situations
- Presence of other faculty of color
- Administrative support for people of color to assume leadership positions
- Possibility of achieving tenure and being promoted in rank Faculty development opportunities and mentors
- Success of other faculty of color and other underrepresented populations in the program and/or on campus
- Infusion of diversity issues into the curriculum
- Social support network in the community

- Community resources that include ethnic churches, stores, restaurants, hair stylists, and professionals of color to provide medical, dental, and legal services

A leading practice is the development of a formal recruitment initiative specifically designed to attract diverse faculty should be developed. Best practices within the plan involve ensuring that key diverse staff serve on the search committee, identifying financial resources to fund or partner with academic departments on new faculty lines and creating innovative non-traditional networking strategies. Another leading practice is the expectation that all search committee members are culturally competent. For example, at Michigan Tech, a bias literacy class is mandatory for faculty who participate on a hiring search committee.

The plan should also create opportunities for open-minded discussions by the search committee regarding expectations of prospective faculty. Although the church and school requirements is in effect, another area to consider is experience. Career paths for candidates of color and other underrepresented populations may vary in comparison to mainstream and/or white candidates. Therefore, when developing job qualifications and interviewing candidates, Calvin's search committees should consider identifying characteristics that allow for more varied backgrounds and experiences. This helps to prevent faculty of color and others who may have less traditional career paths from being eliminated from the pool of viable candidates for a position.

Calvin should consider all of these factors in its current and future plan and strategies for recruiting and retaining faculty of color and other underrepresented populations.

A final leading practice is the idea including key diversity staff members as an integral component of the tenure and promotion process. Williams's research revealed that only 10 percent of private institutions in the US engage in this practice. During the assessment phase of this project a number of individual expressed concern about the tenure process, suggesting that it is not culturally sensitive or conducive to equitable and fair tenure and promotion opportunities for faculty of color and other underrepresented populations. In light of this feedback and leading practices, a thoughtful review of Calvin's current tenure process may need to be considered.

Advancement		
	Strengths/Contributions	**Weaknesses/Opportunities**
	Diverse alumni board	No clear progress indicators
	Affinity groups	Limited turnover
	Communication/Marketing	CQ varies among staff
	Diversity Page on website	Donors very committed to church and school requirement
	CQ training w/ Staff	Innovative recruitment strategies
	January Series/Music Tours	
	Supports Entrada/John Perkins Scholarships	
Leading Practices		
Establish Cultural Competence as a skill requirement in on-boarding and performance review process	Develop a recruitment plan specifically designed to attract diverse candidates	

Staff Cultural Competence (On-Boarding and Performance Review Process)
A similar recommendation to other departments, Advancement should develop cultural competence as a skill with each of its staff members. Again, while attending FEN-related events or workshops can be beneficial, staff engagement and accountability must move beyond measuring activity to measuring progress and individual growth.

The recent Cultural Intelligence training facilitated by the Cultural Intelligence Center was a positive start toward developing awareness and skills with staff. However, the training should be the beginning of an ongoing commitment to developing a culturally competent team and division. The skill should be assessed during the performance review process with an emphasis upon the developmental value of growing this skill set. In addition, candidates for positions in Advancement should demonstrate a value for diversity and some level of cultural competence. While this should not be the sole factor in a hire, we recommend it as one of the factors to be considered for all hiring and promotion.

Staff Recruitment Initiative
Because staff turnover is low, when staff openings do become available, every effort should be made to attract and recruit people of color and other underrepresented populations in the Advancement department. Similar to the recommendation for hiring diverse faculty, a specific recruitment plan should be developed. The plan should include broadened and innovative non-traditional networking and recruitment strategies across all of the areas (Development, Alumni Relations, Marketing, Communications, etc.).

Enrollment/Recruitment		
	Strengths/Contributions	**Weaknesses/Opportunities**
	Enrollments of AHANA and International students continue to increase	Resources for students as they become campus residents
	Pre-College Programs	
	Recent restructure and added staff	
	Scholarships/Discount rates	
	Admissions team has high levels of Cultural Competence	
	Marketing Materials/Communication has good and fair representation (vetted through diversity perspective)	
Leading Practices		
Establish Cultural Competence as a skill requirement in on-boarding and performance review process	Partner with Student Life to create mentorship program for AHANA students	

Staff Cultural Competence (On-Boarding and Performance Review Process)
The Enrollment/Recruitment department at Calvin appears to be one of the college's greatest strengths, particularly as it relates to diversity and inclusion. As noted earlier in the report, the enrollment of AHANA and International students is at a record high. Pre-College programs are strong and a clear factor in attracting students of color and other underrepresented populations to the college. And the recent restructuring and adding of additional staff within the department has further positioned the department to better attract and recruit a diverse student population.

In Fall 2013, the admissions team participated in Cultural Competency training facilitated by Dr. Sandra Upton. Results of their assessment scores revealed that, overall, the team has moderate to

high levels of Cultural Intelligence. While these are positive outcomes, the entire enrollment department would benefit if every staff member was expected to develop Cultural Competence as a skill requirement and a valid measure of growth and development was in place. Staff can be evaluated on the skill during the performance review process. In addition, building this expectation into the on-boarding process for incoming staff is important, especially since there is such a high turnover rate with admissions counselors. All prospective and incoming students would benefit greatly from an enrollment staff that has this capability.

AHANA and International Students Mentorship Program
One significant challenge at Calvin is retaining underrepresented students once they enroll at Calvin. Much of this challenge rests with Student Life (will discuss its efforts later in this section). However, as we have emphasized throughout report, diversity and inclusion work must be strategic and holistic. Enrollment and Student Life, along with other departments, must work collaboratively to ensure high levels of retention among AHANA, International students and other underrepresented populations.

A leading practice is the development of a mentorship program for students of color and other underrepresented populations. Incoming students are assigned upper-class mentors to assist them in navigating student life at Calvin. The student mentors are supported by faculty and staff who also help new students in transition to life at the college.

Finance		
	Strengths/Contributions	**Weaknesses/Opportunities**
	Staff has openness/desire to learn	Limited racial/ethnic diversity among staff
	Staff participates in at least one multicultural event/ activity annually (part of performance appraisal)	Cultural competence among staff varied
		Supplier/Vendor Diversity program non-existent
		Meeting the unique needs of international students
Leading Practices		
Establish Cultural Competence as a skill requirement in the on-boarding and performance review process	Create a formal Supplier Diversity Program	Conduct annual review of monies spent across departments

Staff Cultural Competence (On-Boarding and Performance Review Process)
A similar recommendation to other departments, the Finance department should develop cultural competence as a skill with each of its staff members. Again, while attending FEN-related events or workshops can be beneficial, staff engagement and accountability must move beyond measuring activity to measuring progress and individual growth.

Supplier Diversity Program
If Calvin is to become a campus community that is committed to diversity and the creation of an inclusive community, an integral goal should be to ensure that the college promotes an environment of equal opportunity on campus and in the larger community. A leading practice is a supplier diversity program that supports inclusive purchasing practices.

Simply put, supplier diversity is a diverse representation of suppliers. A supplier diversity program is a strategic initiative with the goal of providing equal opportunities for persons of color, women-owned businesses and other underrepresented populations to compete for contracts. There are no preferences or guarantees to any particular vendor under this strategy, but

rather a commitment to foster inclusive best practices that will provide equal opportunities for all eligible vendors to bid for goods and services as suppliers, contractors, and subcontractors with the Calvin community.

Calvin does not have a Supplier Diversity Program and currently departments on campus are encouraged and given autonomy to choose their own vendors. The development of such a program could contribute in significant and tangible way to the college's commitment diversity and inclusion. It could also help address the concern of Calvin's lack of relationship with the broader Grand Rapids and West Michigan communities, particularly communities of color and other underrepresented populations.

When establishing a Supplier Diversity Program, leading practices suggest that the primary goals of the college (or finance department) should be to:

1. Provide leadership and develop relationships that will result in Calvin's supplier base being inclusive of the profile of people of color, women-owned business and other underrepresented populations in the West Michigan region.

2. Ensure that all staff involved with purchasing and contracting are knowledgeable of the importance of supplier diversity in their daily activities.

3. Facilitate communications with People of Color, women-owned businesses and other underrepresented populations so they understand the procurement process and will have timely access to all necessary procurement and contracting information.

There are several good models of effective Supplier Diversity Programs in higher education. Grand Valley State University, Grand Rapids Community College and Purdue University are a few Calvin may consider exploring further.

Expanded training for supporting International Students
Research suggests that one of the areas international students desire support in financial matters. Calvin's finance office (payroll) does offer training labs for international students regarding tax returns and other financial matters. Calvin also has done a good job of creating space on the website for international students that offers guidance and resources specifically related to international student issues and activities.

These are both examples of leading practices that meet the needs of International students and also contribute to retention. Another leading practice, which is key to these efforts, is ensuring that the finance department staff, as a whole, is educated on the legal, educational and cultural issues and needs of international students. Too often it is assumed that the cultural issues are matters for student life to manage. To the contrary, creating an inclusively excellent environment requires that every member of the Calvin community contribute to creating both a welcoming, safe and supportive experience for all students.

Conduct annual review of monies spent across the institution
Another leading practice is an review monies spent across the entire institution on all programs and staff related to D&I and to track the results of those resources. In addition, the finance department can assess whether the funds have been spent strategically and determine a plan for how to use resources strategically in the future to bring about ROI from any resources devoted to D&I.

Human Resources		
	Strengths/Contributions	**Weaknesses/Opportunities**
	Training (voluntary)	Training (mandatory)
	Orientation includes review of FEN document	Limited collaboration/divisions work in silos
	Provides Interview teams w/ diversity related questions	Training targeted primarily towards majority population
	Engaged voice in recruitment	Limited resources
	Additional time/resources to diversity (Director of Diversity Programming)	Limited support for faculty of color in tenure process
Leading Practices		
Assist in facilitating synergy of D&I efforts among all departments and divisions	Assess the cultural competency of every Calvin employee during both the on-boarding and performance review process	

Assist in facilitating synergy of D&I efforts among all department and divisions
Although the Executive Associate to the President for D&I has responsibility for oversight of college-wide diversity incentives, Human Resources plays a critical role in these efforts. In fact, leading practices suggests that to realize the full benefit of an diverse and inclusively excellent environment, campuses must overcome the functional divide that frequently exists between the HR and diversity functions to form integrated and expansive efforts that support the College's Strategic Plan.

Leading practices that create this level of synergy and collaboration include:
• Regular structured meetings between HR (VP & Director of Diversity Programming and the Executive Associate to the President for D&I)
• Alignment of philosophy on D&I
• Efforts are collaborative and support D&I efforts of other department and divisions on campus
• Trust and transparency
• Both serve as liaisons to BOT HR committee
According to leading practices, the areas of focus currently outlined in the D&I draft plan (Hiring, Retention and Training & Development) are important HR functions in any diversity initiatives. The specific strategies under each area of focus also appear appropriate. There is

some attempt to attach measures to these strategies. It is important, however, to not assume that an increase in numbers alone determine effectiveness.

Assess Cultural Competence of all Calvin staff
One of our recommendations to every department and division at Calvin is the development and assessment of the cultural competence their staff. Some departments have encouraged their staff to participate in FEN-related activities. Others have created cultural competence training for their staff. None have assessed whether staff's levels of cultural competence have improved or increased as a result of any other these efforts.

Results from the CQ assessment conducted in Phase One revealed that, on average, the six groups sampled at Calvin (students, faculty, staff, administration, admissions team, and multicultural advisory team) scored consistently with the global norms of CQ. This suggests Calvin is neither below average nor above average in the cultural intelligence of its population. As a consequence, there is ample opportunity further growth. Leading practices reveal that improvement in this area can significantly contribute to moving Calvin forward in becoming a more culturally intelligent community and Human Resources, particularly the Director of Diversity Programming, should provide the necessary leadership. This effort can begin during the on-boarding process with new staff, faculty and administrators.

Cultural Competence Training for Interview Teams
Identifying and training D&I Advocates to serve on search committees is a recognized leading practice and can add great value to the recruitment process. Advocates should be more that passionate about diversity but should have cultural competence and other necessary skills to be effective in the process. The bigger picture goal should be to develop the cultural competence of everyone who is part of the interview team. Some form of valid assessment will be important in determining their level of competence and areas for improvement.

Research & Scholarship		
	Strengths/Contributions	**Weaknesses/Opportunities**
	Intentional about D&I when making decisions about research	Improved progress indicators
	Faculty research applications are flagged for engagement in FEN related activities	
Leading Practices		
Establish D&I standards and benchmarks for approving research proposals	Develop and support the production of nationally recognized research and scholarship on race, ethnicity, class, gender, and other dimensions of diversity	Create clearinghouse of opportunities for funded research

D&I standards and benchmarks for approving research proposals
According to the MAC report a number of Calvin faculty from a variety of discipline have engaged in various diversity-related activities. However there are fewer instances of faculty involved in diversity-related research, particularly in the domestic and local settings.

Results from the survey in Phase One revealed that less than half (45%) agreed or strongly agreed that Calvin has a commitment to local and domestic research scholarships and partnership opportunities. This supports qualitative feedback from the survey and focus groups participants, suggesting that much more emphasis is placed on international research and partnerships versus domestic. Participants also noted that while there is support, research and scholarship vary across divisions and departments, depending on the level of commitment and interest. They also stressed the importance of researchers needing to have a reasonable level of cultural competent or intelligent.

Increased efforts to encourage more research in this area can be pursued. Leading practices involve strongly encouraging faculty to engage in a wide range of domestic and international research and scholarly activities that provide solutions to problems that will benefit the Calvin and West Michigan communities as well as the nation and world. To engage in research at this level requires Calvin to move from ensuring that diversity is an agenda item in meetings to establishing more formal standards, benchmarks and incentives that encourage and guide approval for research proposals.

Clearinghouse of opportunities for funded research
Another leading practice is to establish innovative partnerships with local and regional funders, foundations and community groups to conduct diversity related research. Calvin can also consider funding diversity-focused fellowships.

Student Life		
	Strengths/Contributions	**Weaknesses/Opportunities**
	Strong orientation program	Best model for integrating MSDO and ISDO
	Numerous diversity-related events/activities	No clear progress indicators
	Recent organizational restructure	Improved climate in dorms
	Delivery system for programming	
	Staff professional development w/ evidence	
	Family support	
	Strong wrap around services (academic services, career development, etc.)	
Leading Practices		
Establish cultural competence as a skill requirement in on-boarding and performance review process	Continue to assess and measure effectiveness of Student Life programs and initiatives	Develop a cultural competence training program for Resident Assistants

Staff Cultural Competence (On-Boarding and Performance Review Process)
A similar recommendation to other departments, Student Life should develop cultural competence as a skill with each of its staff members. We should note that Student Life has done a remarkable job in engaging staff in Again, while attending FEN-related events or workshops can be beneficial, staff engagement and accountability must move beyond measuring activity to measuring progress and individual growth.

Continue to assess and measure effectiveness of Student Life programs and initiatives for AHANA and International Students
As the number of AHANA and International students continue to increase at Calvin, it is important that Student Life continues to assess and measure the effectiveness of its programs. A comprehensive study by researchers at Indiana University Bloomington examined "levels of

engagement in effective educational practices of nearly 3,000 undergraduate international students and more than 67,000 of their American counterparts at 317 four-year colleges and universities." An interesting result of this study was that "as the proportion of international students increases both groups [international and domestic students] perceive their campus to be less, not more, supportive. Although in some instances, the perceptions may not be reality, a key point to note is that simply increasing the number of AHANA and international students on campus does not necessarily enhance the quality of the experience.

It is important and encouraging to note that the recent staff additions and restructuring in Student Life has positioned the division to better serve AHANA, international and other underrepresented populations. Leading practices

Effectively integrate MSDO and ISDO
Leading practices suggest it has become common practice for institutions to house multicultural student development offices with international student offices. While domestic and international students have distinct needs and expectations, most AHANA and international students ultimately want to be integrated into their campus and form friendships outside their race, ethnicity and nationalities as well. In fact, studies have found that, "Talking and interacting with host students was highly correlated with international students' perceptions of their adjustment to American life" and that "spending more leisure time with Americans was significantly correlated with the adaptation of international students." As such, encouraging the full integration and participation of international students on campus is crucial.

During the assessment phase several comments from individuals, similar to the one below highlighted this observation.

- "Both the Multi-Cultural Student Development Office (MSDO) and the International Student Development Office (ISDO) have solid reputations on campus…there may be greater opportunities for the two offices to work more collaboratively in serving all Calvin students."

The cultural, social and academic adjustments are all areas where Calvin can provide support to both AHANA and international students.

Cultural Competency training for Resident Assistants
Cultural competency training for Resident Assistants makes these students aware of their own attitudes and behaviors and encourages them to address their own biases in order to influence others. Life in the residence hall is one of the most essential environments for inclusive leadership and Calvin's effectiveness at D&I will largely be judged based upon this environment.

THE CALVIN D&I SCORECARD

Although there is much work to be done, the CQC recognizes and commends the diversity and inclusion work that Calvin has done. In addition, the goals and strategies set forth in the recently approved strategic plan reveal thoughtful discussion and analysis of key areas where efforts will be directed in the next several years. As a means to attach more substantive detail and some level of measurement to the overall plan, the Calvin Scorecard was developed. The content was also significantly influenced by the following:

- The unique context of Calvin College and it's Reformed Christian tradition

- The overarching mission, values, and goals of Calvin

- Findings gathered during Phase One of the project

- Recommendations from the Diversity in Leadership Planning Group II (DLPGII)

- Current and determined Progress Indicators (PIs)

The Calvin D&I Scorecard aligns with the Strategic Diversity Leadership Scorecard (SDLC) and was created using the six key perspectives as a guide. Below is a summary of the scorecard. Specifically, it highlights Calvin's progress under each perspective and proposed next steps. Further details regarding tactics and its relationship to the college's strategic plan are provided in Appendix C in the full and expanded report.

CALVIN D&I SCORECARD

PERSPECTIVE	PROGRESS INDICATORS (Current)	PROGRESS INDICATORS (Determined)	OUTCOME INDICATORS
LEADERSHIP COMMITMENT To commit to intentional and planned change that creates an institutional culture in which diversity is fundamental to ALL aspects of campus life**.**	• No apparent Progress Indicators or measurement of success	• Action Plan to track D&I performance • Budget and strategic plan provide adequate resources to reflect a more diverse and inclusive campus • Strategic Plan provides intentional and measurable strategies and goals • Diversity position on President's cabinet • Cultural Competence Indicators for leaders (cabinet and BOT) • Hiring and promotion accounts for candidates D&I	• Annual review of plan shows reasonable progress in all six aspects • Annual review reveals additional staff is enhancing D&I efforts; Feedback from staff and students • Annual review demonstrates goals are being met • Annual review shows evidence that position(s) are accomplishing overall identified D&I goals, creating synergy and dismantling silos on campus • Assessment of leader's cultural competence shows improvement; Development plans are consistently implemented
ACCESS & EQUITY To achieve access and equity for historically underrepresented AHANA students, International students, women and people with disabilities To achieve access and opportunities for faculty and staff of color and other underrepresented populations	• Racial and ethnic percentages of total student, faculty and staff populations • Retention of AHANA and International Students	• Racial & ethnic percentages of total student, faculty and staff populations • First-year retention rates of AHANA and International Students • Six year graduation rates for AHANA and International students • Rates of retention, promotion, advancement and job satisfaction among underrepresented employee groups • Faculty of color and other underrepresented population tenure rates	• Increased racial & ethnic percentages of total student, faculty and staff populations • Six year graduation rates for AHANA and International students • Increased percentage of AHANA and International students graduating with a 3.0 GPA • Reduced disparity in graduation rates between AHANA and International Students and overall student population • Increased rates of promotion, advancement, job satisfaction among underrepresented employee groups • Increased number of faculty of color and other underrepresented groups receiving tenure

PERSPECTIVE	PROGRESS INDICATORS (Current)	PROGRESS INDICATORS (Determined)	OUTCOME INDICATORS
MULTI-CULTURAL & INCLUSIVE CAMPUS CLIMATE To establish a campus culture in which every member of the college feels a sense of belonging and is able to participate fully in the life of the institution	• Perceptions of belonging, perceptions of satisfaction, perceptions of campus climate • Levels of participation in FEN related campus-wide activities and initiatives (measurement currently based on participation)	• Perceptions of belonging, perceptions of satisfaction, perceptions of campus climate • Levels of participation in FEN related campus-wide activities and initiatives (recommended measurement based on participant's enhanced levels intercultural competence) • Number of reported discriminatory incidents	• HR and each Vice President has a plan for advancing diversity and inclusion • Positive feedback and improved scores from climate assessments (Climate Survey, BCW and NESSE) • Increased participation and enhanced levels of participant's cultural competence • Reduced number of discriminatory incidents • Percentage of plans implemented along with results
LEARNING & DIVERSITY To ensure that students, faculty, staff and administrators have the capabilities (cultural intelligence) to navigate successfully in a diverse and global world	• Cultural competence development among faculty and staff (limited and varied measurement across department and divisions) • D&I related learning outcomes for core curriculum, majors and co-curriculum (limited and varied measurement across departments)	• Measures of D&I competency and engagement among students, faculty and staff (training, performance appraisals) • D&I related learning outcomes for core curriculum, majors and co-curriculum • Percentages of courses infused with significant racial, ethnic, gender specific content and perspective	• Number of students, faculty and staff who have participated in cultural competency training and education • Number of students, faculty and staff who have demonstrated improved cultural competency skills • Number of courses that have D&I related learning outcomes • Percentage of students - in courses infused with significant racial, ethnic, gender specific content - demonstrating high levels of intercultural competence
DIVERSITY RESEARCH & SCHOLARSHIP To advance scholarship and research around domestic and international issues of diversity	• No apparent Progress Indicators or measurement of success	• Number of grants designed to encourage research and scholarship in the areas of diversity and inclusion • Number of research and scholarly publications focused on FEN related topics • Presentations at local, regional, national and international conferences	• Total number of completed research projects in the areas of diversity and inclusion • Total number of presentations annually • Total number of faculty producing International focused research and scholarly output (articles, books, chapters, etc.)

PERSPECTIVE	PROGRESS INDICATORS (Current)	PROGRESS INDICATORS (Determined)	OUTCOME INDICATORS
		• Number of faculty engaged in international research • Number of faculty engaged in North American diversity focused research	• Total number of faculty producing North American diversity focused research and scholarly output (articles, books, chapters, etc.)
COMMUNITY RELATIONSHIPS & PARTNERSHIPS To develop diverse, innovative and strategic partnerships (domestically and internationally) that focus on access, equity and continuing education for underrepresented populations	• No apparent Progress Indicators or measurements of success	• Number of local, national and global partnerships serving as educational opportunities for students • Number of minority contractors, suppliers and vendors included in opportunity to bid for services • Number of artists and lectures sponsored by the advancement division, which feature AHANA, international and female-focused content and/or presenters.	• Number students participating in local, national and global educational opportunities • Number of minority contractors, suppliers and vendors providing supplies and/or services to the campus

SUMMARY OF RECOMMENDATIONS

The following are recommendations for improving the effectiveness of diversity and inclusion efforts at Calvin College.

Re-evaluate current diversity and inclusion strategies and efforts in light of the determined Progress Indicators and six key perspectives - Leadership Commitment, Access & Equity, Multi-Cultural & Inclusive Campus Climate, Learning & Diversity, Diversity Research & Scholarship, Community Relationships & Partnerships.

 As noted earlier in the report, Calvin has initiated numerous strategies and efforts aimed at creating a more diverse and inclusively excellent campus environment. Leadership's commitment to integrating diversity and into the Strategic Plan, expanding and approving funding for additional D&I staff and encouraging cultural competence training are all critical elements in the process. In addition, other efforts such as Pre-College Programs, diversity-related student learning outcomes, climate assessments and numerous multicultural activities are appropriate and extremely important contributions to the process. However, current efforts are varied or inconsistent across department and divisions, there are limited measures to determine effectiveness and progress and efforts that are being measured are based on activity versus progress or improvement.

It is our recommendation that Calvin re-assess all of its current strategies and efforts in light of the six key aspects and the determined Progress Indicators highlighted in the Calvin Scorecard.

Broaden the College's definition of diversity and inclusion.

As Calvin continues to create a diverse and inclusive campus community, it is critical that the college develops a fresh definition and communicates a clear understanding what it means to be diverse and inclusively excellent Christian college.

Historically, the definition of diversity at Calvin has largely focused on race and ethnicity. This is evident in significant historical documents such as FEN. In listening to several students, faculty, staff, administrators, alumni and BOT, the language of anti-racism is heavily ingrained to the day-to-day conversations among the Calvin community. This is important because the commitment to fight and prevent racism on campus should remain a top priority at Calvin.

However, moving forward, we recommendation that Calvin consider broadening its definition of diversity to go beyond racism to other forms of discrimination against human rights. This should certainly not be done in a direction that contradicts or compromises the college's Reformed Christian identity and mission, but a trajectory is needed which recognizes differences other than race and ethnicity and reaches into other important and valuable differences including those related to disabilities, socio-economic differences, sexual identities, etc.

If the Calvin College community is to become increasingly marked by diversity, inclusive leadership and excellence, anti-racism, cultural competence and global awareness, not only

should this language permeate throughout campus, but indicators and measures of effectiveness and success must include all of these focus areas.

Develop a strategic, comprehensive and integrated plan for diversity and inclusion efforts at Calvin. The plan should include built-in accountability and measurable outcomes for all efforts and strategies.

From an organizational structure perspective, we recommendation that Calvin consider the development of a integrated diversity plan with significant elements from a decentralized plan. According to Williams (Williams, 2013), in a integrated diversity plan campus diversity goals are infused into the institution's broader strategic plan. In a decentralized diversity effort, plans are guided by a central overarching framework and strategic diversity goals, but are developed and implemented in the various divisions and departments of the institution. Calvin's current efforts somewhat integrate both strategies. Our recommendation would be that the College continue in this direction, ensuring that commitment, accountability and measurable outcomes at all levels remain as key characteristics throughout the ongoing process.

Develop and assess the cultural competence of every student, staff, faculty, administrator and BOT at Calvin.

Results from the CQ assessment conducted in Phase One revealed that, on average, the six groups sampled at Calvin (students, faculty, staff, administration, admissions team, and multicultural advisory team) scored consistently with the global norms of CQ. This suggests Calvin is neither below average nor above average in the cultural intelligence of its population. As a consequence, there is ample opportunity across the entire campus community for further skill development. Leading practices reveal that improving the cultural competencies of everyone can significantly contribute to becoming a more culturally intelligent community.

Highlighted throughout the report is the importance of understanding that the first step in a diversity and inclusion initiative is increasing diversity among faculty, students, staff and administrator but it has to be followed by a strategic plan that fully integrates diversity and inclusion into the environment and students, along with faculty, staff and administrators, must be equipped with the skills to utilize that diversity or they will be set up to fail. And while FEN-related activities and other multicultural events workshops can be beneficial, engagement and accountability must move beyond measuring activity to measuring progress and individual growth. There is no evidence that attending events by themselves will improve participant's intercultural capabilities and as a result, the correlation to promoting D&I through an event-based approach is questionable.

Review budgets and other resources to put towards each of the six key perspectives.

Calvin should create a process and system to review and analyze financial resources allocated to programs and staff related to D&I and track the results. This exercise can enable the finance department to assess whether the funds have been spent strategically and determine a plan for how to use resources strategically in the future to bring about ROI from any resources devoted to D&I.

Identify innovative strategies to reconcile the desire to attract and retain people and maintain certain core commitments to college's history and affiliation with the CRC.

Despite the church attendance and school requirements at Calvin, efforts to hire and retain diverse faculty and staff should remain a high priority. The college must identify and apply innovative strategies to accomplish this.

Highlighted in the report is the recommendation to develop a formal recruitment initiative specifically designed to attract diverse faculty. Leading practices within the plan involve ensuring that key diverse staff serve on the search committee, identifying financial resources to fund or partner with academic departments on new faculty lines and creating innovative non-traditional networking strategies. The plan should also create opportunities for open-minded an culturally intelligent discussions by search committees and department heads regarding expectations of prospective staff and faculty.

CONCLUSIONS

Calvin has made good progress towards becoming a diverse and inclusively excellent campus environment. Both AHANA and International student populations are at record high numbers. To enhance support services to these student groups, the organizational structure in a number of key offices, such as Student Life, has changed. A number of positions have been created or restructured to better support diversity at Calvin and the college's 2014-2019 Strategic Plan is now inclusive of diversity and inclusion goals.

These results and actions are meaningful examples of the College's desire to demonstrate its commitment to create a more diverse and welcoming environment for the entire campus community. The proposed recommendations and strategies in this report, if pursued, can significantly propel Calvin towards becoming institution where everyone thrives and achieves their maximum potential.