



# Across Cultures

NOTES FROM WESTMONT'S DIVERSITY COMMITTEE

ISSUE 18

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## WESTMONT COLLEGE'S COMMITMENT TO DIVERSITY

BASED ON EXCERPTS FROM THE LONG RANGE PLAN

It's now been thirteen years since Westmont's current Long Range Plan was presented to and adopted by the Board of Trustees. One of the eight priorities included in the plan is "that the Westmont community be creatively and energetically responding to the significant issues related to diversity—including both ethnic and gender diversity." But why? Here are relevant excerpts from the Long Range Plan.

Westmont strives to be a community informed and enriched by thoughtful and intentional study of and interaction with multiple cultures. As a liberal arts college rooted in Christ, we celebrate diversity as an aspect of God's creation; we strive to create community out of rich diversity as an aspect of building God's Kingdom in the world; we value the range of perspectives on the world that stimulates intellectual and personal growth; and we seek for faculty and staff to apprentice students in the art of dealing with diversity in constructive ways. It is an aim of Westmont to prepare graduates who will function intelligently, effectively and for the good of our increasingly intercultural world.

*From Long Range Plan Excerpts*

### The Educational Challenge

One's view of the world, including one's understanding of the Christian faith, is profoundly shaped and at times severely limited by one's own particular history and culture. Because of this, an important dimension of self-understanding and self-criticism must include being a community informed and enriched by thoughtful and intentional study of and interaction with cultures other than our own.

### The Rationale for Greater Diversity

As a Christian institution, we have special reasons for celebrating diversity as an aspect of God's creation, and for striving to create community out of rich diversity as an aspect of building God's Kingdom in the world.

As a liberal arts institution, diversity contributes to a more interesting and more stimulating intellectual environment. To the extent that diversity of gender, ethnicity, class, etc. among students, staff and faculty brings together a range of perspectives on the world, it is valuable for stimulating intellectual and personal growth.

As an institution that is committed to preparing students to live compassionate lives in the world, and to give leadership both within and outside of the evangelical world, our commitment to diversity is part of creating an environment where students can be helpfully apprenticed in the art of dealing with diversity in constructive ways.

### The Aims of a Westmont Education

Our world has increasingly become interconnected and interdependent, despite deep divisions and antagonisms. To prepare people to function intelligently, effectively and for the good in a world of global politics, global economics, and global communications must be one of the aims of a Westmont education.

Such an education can play a significant role in transforming lives and putting students on a trajectory that will yield, over time, graduates who are characterized by a range of valuable knowledge, helpful skills and positive attitudes—graduates with:

- Knowledge about the world in which God has placed them.
- Interpersonal competence that enables them to participate in dialogue, work with a group, and be characterized by tolerance and appreciation of differences.

- The resources and skills necessary to handle tensions that arise between Christian faith and other seriously argued positions, to live confidently yet self-critically, in a world of competing ideologies.
- Broad and expansive sympathies, including concerns for the spiritually lost, the homeless and hungry, those suffering from racial and gender prejudice, and the destruction of our biotic, cultural and sociopolitical environments.
- The knowledge, skills and motivation to be effective participants in the civic, charitable and cultural lives of their communities.

Living God, Father of light,  
Hope of nations,  
Friend of sinners,  
Builder of the city  
that is to come;  
your love  
is made visible in Jesus Christ,  
you bring home the lost,  
restore the sinner  
and  
give dignity to the despised.  
In the face of Jesus Christ  
your light shines out,  
flooding lives with goodness  
and truth,  
gathering into one  
a divided and broken humanity.  
Amen.

## ETHNIC/INTERNATIONAL STUDENT ENROLLMENT REPORT

### FALL SEMESTER

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Native American/Alaskan	27	25	19	22	21	16	24	20	33	30	33
Asian/Pacific Islander	57	55	48	63	78	77	85	98	91	122	135
Black	13	15	13	8	10	15	23	26	28	30	32
Hispanic	110	108	102	92	77	89	105	127	129	132	143
Non-Resident Alien	7	12	11	6	7	11	13	11	10	9	11
<b>TOTAL</b>	<b>214</b>	<b>215</b>	<b>193</b>	<b>191</b>	<b>193</b>	<b>208</b>	<b>250</b>	<b>282</b>	<b>291</b>	<b>323</b>	<b>354</b>
College Enrollment	1377	1391	1334	1381	1330	1347	1376	1379	1337	1340	1347
% of Total Enrollment	15.5%	15.5%	14.5%	13.8%	14.5%	15.4%	18.2%	20.4%	21.8%	24.1%	26.3%

## “I REMEMBER WHERE I WAS WHEN ...”

by College Counsel Toya Cooper

*“I remember where I was when...”*

This is how the sentence begins. It ends with the recollection of the speaker’s precise location at the time of tragedy of national proportions and intimate resonance. Between the radio announcements and the front page of the Times, the news traveled over counters in coffee shops, at bus stop benches and through the lines of wall phones ringing in wild tandem. “When Medgar Evers was gunned down in his driveway,” “When they found Emmitt Till’s body in the Tallahatchie River,” “When Martin Luther King was assassinated, I remember I was...” As I sit manning phone calls now, just a few generations later, I can’t help but imagine what the stories will sound like, how we’ll share our memories of this collective experience, “I remember where I was when the country elected Obama. It was 8:00 p.m. on November 4, 2008...”

The phone calls began at 8:00 in the evening. A sister called and began her rendition of the theme song from the ‘80s TV favorite, “The Jeffersons.” A mother called with memories of our grandmother’s voracious appetite for politics and an unfulfilled wish that she had lived to see this day. Finally, a father reminded me that people from every demographic walk died believing and hoping that a day like this in our country was in fact possible. Today, we know that their hopes were not in vain. Transformational time, shift in the policy, monumental occasion; notwithstanding which box you checked in the booth, there seems to me little sense in denying this remarkable time for every citizen of the U.S. and for the world that watches us so closely.

No one in my family over the age of fifty believed they would live to see this day. At least, that is what they tell me, but I wonder about that. I wonder if there wasn’t some stirring in their spirit that past defeats could not quiet. “I wish it would happen, but I just didn’t think I’d see it. I wish your grandmother was here. I wish they were all here.” We pause for a minute, and turn the pages of the mental albums we carry around with us, an image of every elder in the family that had passed staring back at us in dogged determination. “I hope kids see and understand how remarkable this is and can understand...understand the range of what is possible for them. I’m so glad I lived to see this.”

I overhear my neighbor say “It sounds like hero worship; like they think he’s the messiah and it’s scary. *I’m scared.*” I’m curious what he thinks about presidential holidays, libraries and monuments; at how he might characterize the words “the great” used before the names of past leaders. I’m near dizzy at the juxtaposition of his very real fear with the hope of those who danced in the streets thousands deep on Tuesday, a dance of people, all kinds of people, who feel more intimately connected to the American experience and its people more than they have at any other time in their lives. And I’m grateful to be here for this moment and equally saddened at how far apart we still seem. Mostly, I’m wondering how we’ll tell this story. When the dancing in the streets is over and the balloons from the gala are floating close to the floor; after other elected leaders come and pass; and the hard and necessary conversations and sheets of legislation with them, I wonder

how we’ll share the story of our collective experience.

The next time the phones ring wildly and we say, “I remember where I was when...” whatever the next similar historical event, I hope that we will mark not tragedy but a collective realization of a longstanding hope and that we’ll tell this story like my parents tell this one, “I remember where I was when...I didn’t think I’d live to see it, but I’m so glad I did.”

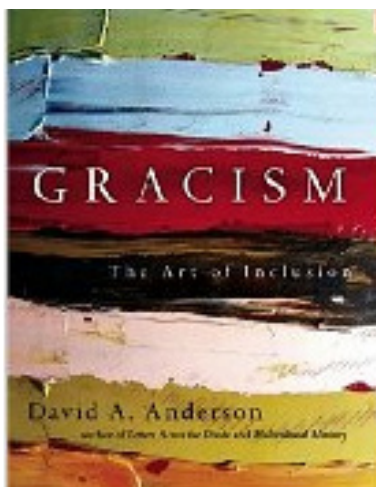
### ICOs CAPTURE DIVERSITY OF WESTMONT

For the first time, Westmont Intercultural Organizations (ICOs) are no longer under the administration of the Westmont College Student Association (WSCA) but now have independent student leadership as a student extension of the Westmont Intercultural Programs office. This new status as organizations ensures that the ICOs will continue from year to year without having to reapply as clubs. “Being promoted to organizations is an exciting step for the celebration and encouragement of diversity at Westmont,” explained Katie Matsumoto (‘11), who holds one of the two new positions of ICO co-directors.

**See Horizon online October 21  
for complete article**

# INTERCULTURAL PROGRAMS BOOK GROUPS

by Intercultural Programs Director Elena Yee



This semester Intercultural Programs again invited students to join a book group to read about a topic related to diversity. We are reading *Gracism: The Art of Inclusion* by Dr. and Rev. David A. Anderson. What has been different is that faculty and staff could join in as both facilitators and participants. In addition there are some students and staff reading the book on their own then meeting with me for discussion. We currently have nineteen faculty and staff and nineteen students.

From the publisher's website about the book, "When people deal with color, class or culture in a negative way, that's racism. But the answer is not to ignore these as if they don't matter. Instead, we can look at color, class and culture in a positive way. That's gracism. Pastor David Anderson responds to prejudice and injustice with the principle of gracism: radical inclusion for the marginalized and excluded. Building on the

apostle Paul's exhortations in 1 Corinthians 12 to honor the weaker member, Anderson presents a biblical model for showing special grace to others on the basis of ethnicity, class or other social distinction. He offers seven sayings of the gracist with practical examples for building bridges and including others. A Christian alternative to secular models of affirmative action or colorblindness, gracism is an opportunity to extend God's grace to people of all backgrounds."

After a couple of months of meeting and discussing the chapters, the groups have been able to connect with each other in meaningful ways and appreciate the differences that each person brings to the group. We are diverse in race, gender, age, regionally, politically and theologically. It has been refreshing to be able to talk directly yet diplomatically about the tough realities of racism as we seek to apply the principles of "gracism" for the sake of reconciliation and justice in the church and our society.

Audrey Johnson, assistant director for residence life and RD in Ocean View, commented, "I've appreciated how the book group has prompted conversation around being more aware of difference – both theoretically as well as from the practical life experience from the people in my group. I've also appreciated broadening my awareness of racism through the lens of 1 Cor. 12 and that we are all affected by being part of the body of Christ."

Dr. Jim Taylor, philosophy professor, added, "The Gracism book group has provided me with concrete and practical steps I can take to be more loving and inclusive toward people who tend to be excluded and insufficiently loved. It has changed my thinking in helpful ways. Now I just have to change my behavior on the basis of what I have learned!"

Andrea Anderson, senior and former leader of Racial Equality and Justice, stated, "Well, interestingly enough, it's not only shaping my race relations, but my daily interactions with everyone. I seem to be asking myself, what can I do for that person? Or how can I help that person today? But it's definitely shaping how I treat every person I come into contact with. There's diversity everywhere, even on the Westmont Campus. I have a friend who doesn't act 'gracistically' and I have noticed that in more ways than just one. But more importantly, I am learning not just to judge her for that, but learning how to understand where she's coming from and try to talk to her about it and work out our differences in a gracist way. I have learned that although this does very much apply to race relations and diversity, it also applies to my everyday interactions with people: being gracious no matter what. A quote I have tried to live by, but has taken on a whole new meaning is 'Be gracious [some versions: 'kind'] for everyone you meet is fighting a battle.'"

## MULTICULTURAL STUDENT LEADERS CONFERENCE

by Josie Haugh '11, Co-director for the Intercultural Organizations

They call it "Nickumslick" - the annual National Christian Multicultural Student Leaders Conference. This year's conference was hosted by Eastern University in Philadelphia from November 7-9. The theme of the conference was "Faith Through Action: Building the Multicultural Gap One Student at a Time." The theme verse was 1 John 3:18 which says, "Dear children, let us not love with words or tongue but with actions and in truth."

At 4 AM, Julissa Delgado, part of the Office of Life Planning, took four students to Philadelphia; ICO Co-directors, Katie Matsumoto and Josie Haugh, leaders from REJ (Racial Equality and Justice)

Alex Coleman and Lisa Rasmussen, and Westmont Alumna Kellie Hicks set out together to attend the weekend conference. Both the speakers and the students traveled from all over the country to participate in NCMSLC. Speakers included Reverend Luis Cortes, Jr., founder and president of Esperanza, the largest Hispanic faith-based evangelical network in the United States and Tony Campolo, founder and president of the Evangelical Association for the Promotion of Education (EAPE). Campolo is also the author of 35 books, including "Red Letter Christians," which I own.

*Continued under CONFERENCE page 4*

From the NCMSLC website at <http://www.ncmslc.org/home/logo.html>

### The "Nickumslick" logo:

The NCMSLC logo is a symbolic representation of our mission and consists of two parts: the cross and the triangle.

Four arrows point inwardly and intersect forming the cross. We are united in the cross and are required to go out and advance God's kingdom in this world and among all peoples and all nations.

Green, yellow and red triangles overlay the black cross. **Red** represents the blood shed by Jesus, our Lord and Savior, and model for reconciliation.

**Green** represents the land upon which we are to advance God's kingdom, which includes the tribes from every nation.

**Yellow** represents happiness, peace and a positive future -- goals that are rarely associated with cultural diversity but achievable through intentionality.



**ENROLLMENT BY ETHNICITY AND GENDER**  
**FALL SEMESTER**

		2004		2005		2006		2007		2008	
		N	%	N	%	N	%	N	%	N	%
ASIAN / PACIFIC ISLANDER	Male	21	1.5%	24	1.7%	23	1.7%	40	3.0%	48	3.6%
	Female	64	4.7%	74	5.4%	68	5.1%	78	5.8%	87	6.5%
	Total	85	6.2%	98	7.1%	91	6.8%	118	8.8%	135	10.0%
BLACK	Male	7	0.5%	9	0.7%	8	0.6%	8	0.6%	13	1.0%
	Female	16	1.2%	17	1.2%	20	1.5%	22	1.6%	19	1.4%
	Total	23	1.7%	26	1.9%	28	2.1%	30	2.2%	32	2.4%
HISPANIC	Male	39	2.8%	44	3.2%	45	3.4%	49	3.7%	51	3.8%
	Female	66	4.8%	83	6.0%	84	6.3%	83	6.2%	92	6.8%
	Total	105	7.6%	127	9.2%	129	9.6%	132	9.9%	143	10.6%
NATIVE AMERICAN / ALASKAN	Male	9	0.7%	10	0.7%	13	1.0%	9	0.7%	13	1.0%
	Female	15	1.1%	10	0.7%	20	1.5%	21	1.6%	20	1.5%
	Total	24	1.7%	20	1.5%	33	2.5%	30	2.2%	33	2.4%
NON-RESIDENT ALIEN	Male	4	0.3%	3	0.2%	3	0.2%	2	0.1%	4	0.3%
	Female	9	0.7%	8	0.6%	7	0.5%	7	0.5%	7	0.5%
	Total	13	0.9%	11	0.8%	10	0.7%	9	0.7%	11	0.8%
WHITE	Male	400	29.1%	405	29.4%	403	30.1%	370	27.6%	346	25.7%
	Female	672	48.8%	623	45.2%	560	41.9%	561	41.9%	560	41.6%
	Total	1072	77.9%	1028	74.5%	963	72.0%	931	69.5%	906	67.3%
UNKNOWN	Male	24	1.7%	33	2.4%	32	2.4%	39	2.9%	34	2.5%
	Female	30	2.2%	36	2.6%	51	3.8%	51	3.8%	53	3.9%
	Total	54	3.9%	69	5.0%	83	6.2%	90	6.7%	87	6.5%
TOTAL ENROLLMENT	Male	504	36.6%	528	38.3%	527	39.4%	517	38.6%	509	37.8%
	Female	872	63.4%	851	61.7%	810	60.6%	823	61.4%	838	62.2%
	Total	1376		1379		1337		1340		1347	

## MULTICULTURAL STUDENT LEADERS CONFERENCE

Conference, *cont. from page 3*

My favorite was called "Walking in Your Faith," which was an engaging discussion concerning how I could exhibit faith in a professional or non-faith based environment.

NCMSLC was a wonderful experience for exploring key issues in diversity and broadening one's own multicultural insights and connec-

tions. The conference helped provide a place for students of color to come and share leadership strategies for building community among all students. It was a time to build new relationships, examine your heart, embrace God's justice and develop models for change on campus. I fully believe that each student left the conference as a "changed" person with energy and excitement to promote change in our campus environment.

### ***DIVERSITY COMMITTEE*** ***2008-2009***

*Jane Higa, Chair*

Scott Anderson	Amber Luna
Chris Call	Joyce Luy
Darlene Campos	Michele Mollkoy
Beth Cauwels	Helen Rhee
Toya Cooper	Harrison Touw
Philip Ficsor	Bill Wright
Michelle Hardley	Elena Yee
Audrey Johnsen	

[http://www.westmont.edu/\\_offices/diversity](http://www.westmont.edu/_offices/diversity)