



# A Cross Cultures

NOTES FROM WESTMONT'S DIVERSITY COMMITTEE

ISSUE 11

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## WESTMONT COLLEGE'S COMMITMENT TO DIVERSITY

BASED ON EXCERPTS FROM THE LONG RANGE PLAN

It's been nearly ten 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.

### 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.

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*



### DIVERSITY COMMITTEE 2004-2005

*Jane Higa, Chair*

Melissa Burns	Chris Hoeckley
Krista Caballero	Thomas Jayawardene
Chris Call	Alyssa Shangraw
Toya Cooper	Sarah Shoemaker
Bob Duchin	Reggie Williams
Angie Gonzalez	Paul Wilis
Cristina Hicks	Elena Yee

## PROGRAM STANDARD ON DIVERSITY

## WESTMONT IN MEXICO FALL 2004

After the adoption of the Long Range Plan, the faculty approved the following **Program Standard**:

Students have the understanding and skills to engage people unlike themselves—both individuals and groups—in ways that affirm others as persons created in God’s image. Students are able to approach others respectfully—avoiding the natural tendency to deal with differences by vilifying, romanticizing, or victimizing.

### Student Learning Outcomes

*Self-Reflection.* Students demonstrate increased self-reflection on how their beliefs, values, ideas, and practices—while not solely a function of one’s context—are influenced by social class, gender, ethnicity, culture, and historical moment.

*Discussion and Analysis of Issues.* Students demonstrate the ability to bring the dimensions of social class, gender, ethnicity, and culture to the discussion and analysis of issues within their disciplines, as well as to discussions of broader social, cultural and political issues.

*Formulation of Knowledge.* Students are able to recognize that, while knowledge is not

solely a function of social construction, any formulation of knowledge may be affected in important ways by gender, social class, ethnicity, and culture.

*Cross-Cultural Communication Skills.* Students have gained increased cross-cultural communication and adaptation skills, empathy, self-awareness, flexibility, understanding of the influence of context, social roles, and culture on behavior, and the ability to locate and evaluate information about other cultures.

*Process of Making Choices.* Students understand the process of making ethical, Christian choices within multiple cultural contexts, avoiding premature judgments.

*Essential Christianity v. Cultural Peculiarities.* Students have an understanding of the Christian church cross-culturally, distinguishing between what is essential to Christianity and what is peculiar to a particular culture.

*Foreign Language.* Students will have an appreciation of the advantages and insights to be gained from the study of foreign languages and literature.

Fourteen students are with Spanish Professor Mary Docter for the inaugural semester of the Westmont in Mexico (WIM) program. A wonderful web site for the program can be found at <http://www.westmont.edu/ocp/pages/wim/index.html>.

The program is based in the colonial city of Querétaro, 136 miles northwest of Mexico City; field trips are taken to Mexico City, the Pyramids of Teotihuacán, Guanajuato, the Sierra Gorda, and San Miguel de Allende. The WIM web site includes links for a virtual tour of Querétaro and a map of downtown showing where each student is living with a host family.

The web site also includes periodic updates from the group, complete with photos, slideshows and music. The update on September 9 describes a “typical weekday”: “in the morning, students take their Spanish grammar, conversation, composition, and literature courses, followed by Mexican Civilization and the Engaging Cultures seminar at noon. At 2:00 p.m., everyone goes

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A SUMMARY OF  
RETENTION/GRADUATION RATES OF FIRST-YEAR STUDENTS CLASS COHORTS  
FOUR-YEAR AVERAGE RATES

Cohort Years Included	Entire First-Year Class		Four-Year Average Rates			White/ Non-Hispanic	Students of Color
			Men	Women			
After 1st Year	1999 - 2002	Retention	85.1%	87.5%	84.1%	85.9%	81.3%
After 2nd Year	1998 - 2001	Retention	75.2%	79.7%	72.9%	76.0%	72.1%
After 3rd Year	1997 - 2000	Graduated	3.7%	1.7%	4.7%	3.5%	4.8%
		Continuing	68.0%	73.1%	65.2%	69.5%	64.2%
		Persistence	71.6%	74.8%	70.0%	73.0%	69.0%
After 4th Year	1996 - 1999	Graduated	62.5%	64.2%	61.5%	63.1%	59.4%
		Continuing	2.0%	2.3%	1.8%	1.8%	2.3%
		Persistence	64.5%	66.5%	63.4%	64.9%	61.7%
After 5th Year	1995 - 1998	Graduated	67.8%	70.7%	66.2%	68.4%	64.3%
		Continuing	0.2%	0.7%	0.1%	0.2%	0.4%
		Persistence	68.0%	71.4%	66.3%	68.7%	64.7%
After 6th Year	1994 - 1997	Graduated	69.8%	71.6%	68.7%	70.9%	63.0%

Note: 1. Persistence is the % of students that have received degrees + the % of students still enrolled.  
2. The four-year average was selected since this is the federal standard established by the I.P.E.D.S Graduation Rate Survey.



## MY SUMMER IN PORTUGAL

by Melissa Stocking, '06

The Portuguese national team has won another game, advancing the country to another stage in the European soccer championship they are hosting. When I say the country is advancing, I mean the country. It's not about the players, it's not about the team, it's about Portugal as a whole, its pride and its legacy, its right to demand respect from the rest of the world.

This is what rallies the people, making their hearts beat to the same rhythm for the next few hours as they dance in the streets amidst drums and music and the ceaseless honking or car horns. This unity of passion and joy compares to something I've experienced before: church. But this time the celebration is about a ball hitting the back of the net. By the end of the tournament it will be forgotten, the elation of a victory giving way to tears and dismay after Portugal loses to Greece in the final.

Throughout the tournament, and before then, and still today, God's been at work. He's ready to unleash Himself upon these people—to make His love known, ready to claim their passion and divert it to His kingdom. And I was allowed to take my small part in that and see God's will for this country begin to unfold.

Christians in the United States do not usually realize that Europe is spiritually stagnant, devoid of living faith—especially among young people. Maybe we'll finally start paying attention when revival comes, when people are dancing the streets for Christ, celebrating the truth that outlasts even eternity.

“Those who have been ransomed by the Lord will return to Jerusalem, singing songs of everlasting joy. Sorrow and mourning will disappear, and they will be overcome with joy and gladness.” *Isaiah 35:10*

## URBAN PROGRAMS HOSTS WESTMONT FACULTY AND STAFF

As part of the Irvine Diversity Initiative grant, eleven Westmont faculty and staff members spent six days at the San Francisco Urban house attending a July conference entitled, Bridging the Divides: New Visions for Diversity and Cross-Cultural Understanding. Convened by Brad Berky, Interim Director of the Urban Program, the conference featured presentations by numerous guest speakers, encounters with local ethnic-minority churches and neighborhoods, and opportunities to reflect upon issues of diversity on campus.

Among the guest presenters was Lee Mun Wah, acclaimed director of The Color of Fear film series and one of the nation's most sought after diversity specialists following a two-day featured appearance on The Oprah Winfrey Show. Mun Wah facilitated a day-long workshop highlighting the complex psycho-social dynamics surrounding racial division and healing in our times.

Other presenters included Melanie DeMore, a Grammy nominated African-American singer/songwriter and community activist; Juana Alicia, a renowned Latina muralist/art historian; Rev. Norman Fong, a long time Asian-American community organizer; Rev. Glenda Hope, a Presbyterian “street minister;” and Dr. David Batstone, a Westmont alum who is Executive Editor of Sojourners magazine and Professor of Social Ethics at the University of San Francisco. Conference participants also took part in a day-long volunteer experience at St. Anthony's Foundation, a faith-based social service organization that provides over 2,000

meals a day to San Francisco's homeless; went on guided “alley tours” of the Chinatown and Mission District neighborhoods; and attended a Sunday morning service at Glide Memorial Church, one of the City's largest and most diverse faith communities.

By all accounts, the conference proved to be a valuable mix of shared activities, conversation and strategic planning. According to Heather Speirs, Associate Dean of Off-Campus Programs, the week together “was stimulating to both the mind and the heart. I was moved to see the risen Christ in so many faces, including those of my own colleagues. Rev. Norm Fong provided an inspiration for our group discussion and taught me how little I know about the real Chinatown. The folks (both staff and clients) at St. Anthony's and the Salvation Army reminded me of the ever-present needs of the poor among us.”

While few easy answers were found to the vexing questions the conference attendees wrestled with, all returned to Santa Barbara with renewed enthusiasm and some ideas for the next steps. Participants covet your prayers and participation in the ongoing effort to move from talk to action both in making Westmont a hospitable place for all and in building stronger connections with the Santa Barbara community.

If you're interested in learning more, feel free to contact one of the participants: Dana Alexander, Brad Berky, Krista Caballero, Jonathan Cordero, Lisa DeBoer, Mary Docter, Chris Hoeckley, Patti Hunter, Chris Milner, Andrew Mullen, or Heather Speirs.



### Prayers By Chinese Christian Women



#### *Prayer when opening a door*

I pray thee, Lord, to open the door of my heart to receive thee within my heart.

#### *When washing clothes*

I pray thee, Lord, to wash my heart, making me white as snow.

#### *When sweeping floors*

I pray thee, Lord, to sweep away my heart's uncleanness, that my heart may always be pure.

#### *When lighting lamps*

I pray thee, Lord, to make my deeds excellent like lamps before others, and more, to place thy true light within my heart.

#### *When watering flowers*

I pray thee, Lord, to send down spiritual rain into my heart, to germinate the good seed there.

# AN EMMAUS ROAD REPORT FROM JORDAN *by Megan Haver, '05*

Last summer, five brave members of the Emmaus Road Jordan team traveled to the capital city of Amman. There we met up with Westmont alums Charles and Beverly Kohl, who have been serving the country with their family for many years. They quickly opened their arms and hearts to become our family away from home.

The team visited Jordan University where we were able to converse with many Muslim students about their faith and life in the Middle East. They were friendly and open to discussing the ways they see America, Christianity, and the West in general, and we in turn began to realize our ignorance regarding the Islamic world. It was amazing because the media today has shaped our opinions for us and unrealized biases we are not even aware of are born inside our minds. It was wonderful to begin to see the Middle East as a world of smiles and hospitality rather than cruel eyes holding weapons.

The team had an opportunity to serve in a very small Christian village outside the city of Karak, in Southern Jordan, called Hummud. It is one of the few remaining Christian villages in Jordan, and some of the people there live the same way people lived back in Jesus' time. The city is located in the Biblical land of ancient Moab, where Ruth was from. In fact, many of the homes we saw are close to the same style and tradition that people would have lived in the time of Christ.

We served by simply undertaking the project of repainting the church we were staying in and digging out the mud and muck from the floors of some nearby homes. We made great friends with the local children and members of the church, drank more tea than I have ever seen in my

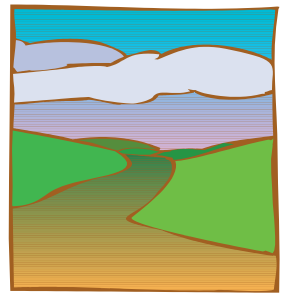


life, and experienced the unique sounds of Arab worship.

Many of the local people wanted to know what in the world white people were doing in their tiny little village, and it was difficult for them to understand why we were working for free. The significance of the land they live on had never occurred to them, for many of the Christians are nominal and don't really have a relationship with Christ. All they know is that they are not Muslims and it says "Christian" on their passports. Thus, having American Christians serving in their village became a catalyst to their curiosity, and they began to open up to their pastors with all kinds of questions about what it really means to have faith in Jesus.

God's kingdom is vast beyond all imagination, yet the Christian church

has seemingly overlooked the Middle East today and many have not realized the significant role Islam has to play in our futures and the key it holds to



our past. The Arab world has suffered greatly from hatred and misunderstanding, and the pain runs so deeply that only a love as powerful as that of Christ can break it. It is my daily hope and prayer that people will learn to be courageous, take up their cross, and make an effort to serve and love even when they do not understand. Salaam!

*Mexico, cont. from page 2*

home to their Mexican families for la comida, the main meal of the day, and if lucky, a siesta as well. Then, three afternoons a week we all return to campus to take courses in Mexican Art and Latin Dance.

"In the evenings and weekends—after studying, of course— everyone has been actively exploring the beautiful colonial city and making new local friends. We have enjoyed museums, churches, plays, open-air concerts, dancing, and many fiestas. A city with a rich cultural heritage, there is always something to do in Querétaro!"

The update posted on September 24 describes the group's first weekend trip. Pictures and slideshows supplement what is written about their visit to "the beautiful state of Michoacán ... the charming island of Janitzio ... and the ruins of Tzintzuntzan." Check it out!

Professor Laura Montgomery will lead the next Westmont in Mexico semester for the fall of 2005. For more information, visit the Off-Campus Programs Office or contact Dr. Laura Montgomery by phone (x6196) or email [montgome@westmont.edu](mailto:montgome@westmont.edu).

## ETHNIC/INTERNATIONAL STUDENT ENROLLMENT REPORT

### FALL SEMESTER

	2000	2001	2002	2003	2004
Native American/Alaskan	19	22	21	16	24
Asian/Pacific Islander	48	63	78	77	85
Black	13	8	10	15	23
Hispanic	102	92	77	89	105
Non-Resident Alien	11	6	7	11	13
<b>TOTAL</b>	<b>193</b>	<b>191</b>	<b>193</b>	<b>208</b>	<b>250</b>
College Enrollment	1334	1381	1330	1347	1376
<b>% of Total Enrollment</b>	<b>14.5%</b>	<b>14.1%</b>	<b>14.8%</b>	<b>15.9%</b>	<b>18.2%</b>

Lord, let me rest the ladder of gratitude against your cross and, mounting, kiss your feet.

*Prayer of an Indian Christian*