



2011 ATFE Biennium

**ENGAGING CULTURAL  
DIVERSITY WITHIN AND  
OUTSIDE THE CLASSROOM**

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# **Engaging Cultural Diversity Within and Outside the Classroom**

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# “the problem”

Intense biblical & theological preparation in the Seminary

- Bible, Theology, and Practice of Ministry
- Bible and Theology represent 2/3s of preparation
- Practice is culminating highlight
  - When does the idea of practice begin?
  - How many credit hours does your field ed program have?

# Helping students in classrooms

- Students Assess:
  - Their competency level in the preparation for ministry
  - Their confidence in the practice for ministry
- Engage other perspectives
- Broaden ministry perspectives
- Practice views with lenses

# On-going Issues

- (1) Structure
- (2) Placement
- (3) Degrees
- (4) Evaluation

# **Fulfilling the call to be an engaged practitioner**

- In today's global, local (glocal) settings
- Intercultural settings
- Church, community and society

# Students confidence in the practice of ministry

How are you :

- Helping students to fulfill their calling?
- Developing vocational identity in students?
- Preparing students to enter into every person's world?

# **Building confidence & competence for ministry**

- In the particular area of cultural diversity
- Facing the challenges

What else?



# Goal

(moving from) **Ethnocentrism** to an awareness, **understanding**, and eventual acceptance of other cultures, and then to appreciating and selectively **adopting** diverse cultural perspectives. It is not until the final stage multiculturalism is achieved, and even when that phase is reached, multicultural is considered an **ongoing process** in which a person is open to new experiences.

Gary Roysicar. ed. et. al,  
**Multicultural Competencies: A Guidebook of Practicies**

# ORU Demographic



White, non-Hispanic (60%)

Black, non-Hispanic (20%)

Hispanic (4%)

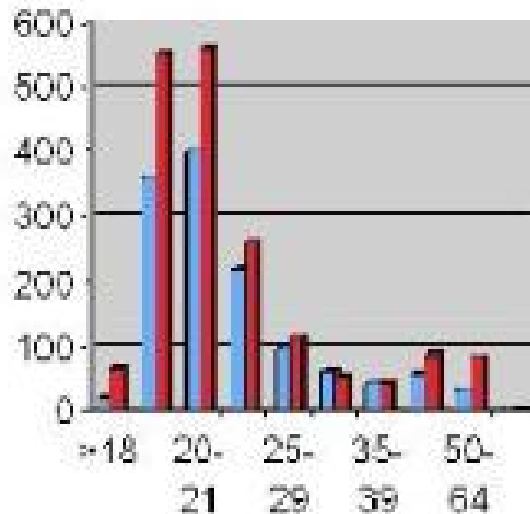
Pacific Islander/ Asian (3%)

Nonresident Alien (12%)

American Indian/Alaska Native (1%)

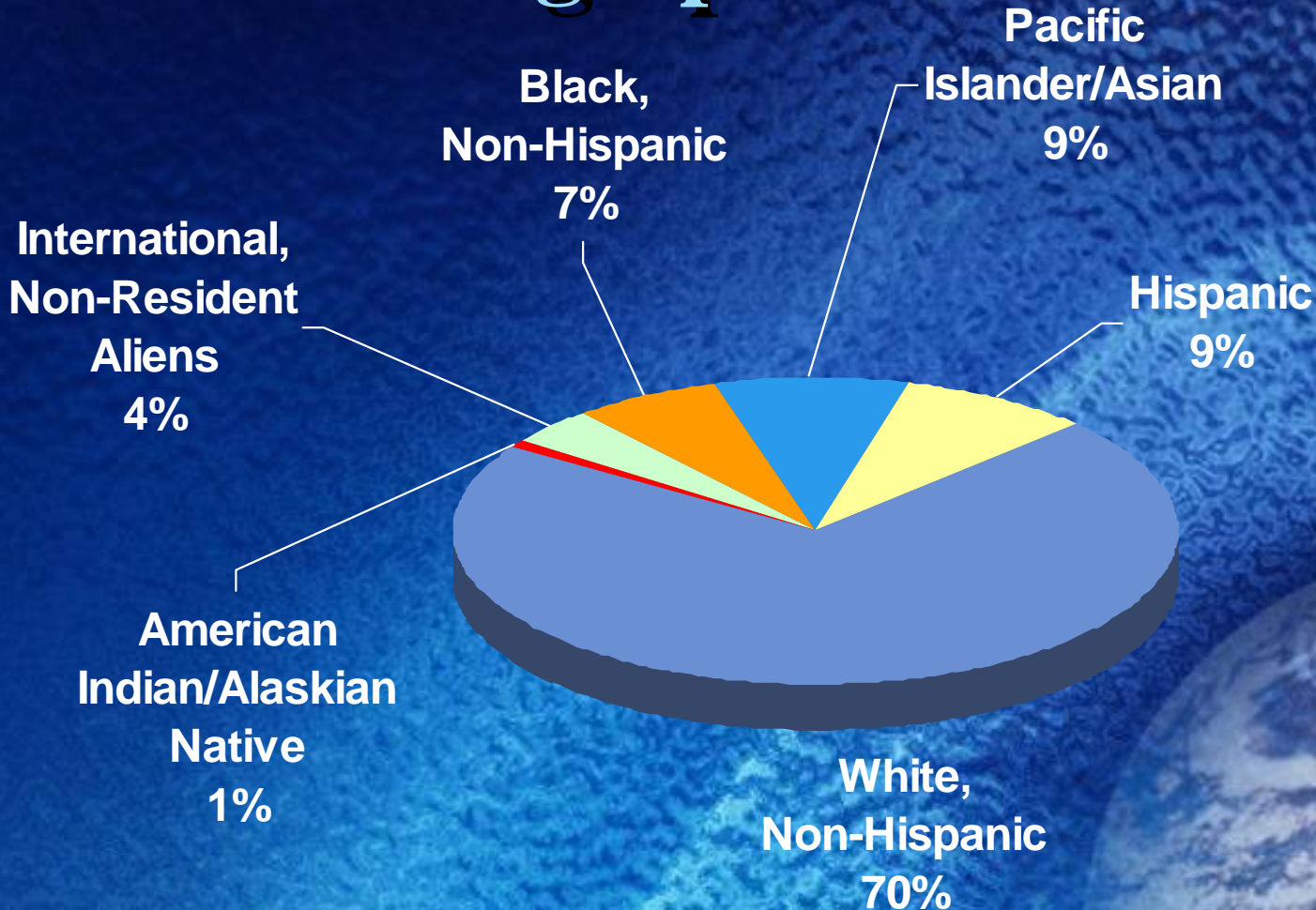
## Total Students

Female 1,826 58.35%  
Male 1,297 41.45%



Male  
Female

# DTS Demographic



**2009 Graduating Class**

# **WHAT IS YOUR SCHOOL'S CULTURAL DEMOGRAPHIC?**

# Cultural

The integrated system of learned patterns of ideas, values, behavior, products, and institutions, characteristics of a society.

# Diversity

Occurs when students of different

cultures

races/ethnicities

religions and denominations

genders

socioeconomic statuses

ages, able-bodies,

and political views

engage in conversation/work,

E.g. ministry.preparation

# Challenge This Semester

ORU

(1) Critical Theological self reflection on the caregiver's religious world, begin to think outside of your box. (Jump Culture). Is there a world outside of what you already know. What is that?

-Developed from Doerhing

# **Missional**

Incarnating the gospel wherever we are,  
by being Jesus to everyone around us, by  
exegeting the culture in order to  
communicate the gospel effectively



# Challenge This Semester

ORU

(2) An intercultural comparative approach to religion that highlights the differences between the religious worlds of the careseeker and caregiver. What place(s) have you never considered to go?

# Challenge This Semester

ORU

(3) Use of an empowering empathic process of spiritual care that builds bridges between the religious worlds of caregiver and careseeker, upon which contextual religious meanings and practices can be constructed. Is there anymore you can learn about people?

# Guidelines for Solutions

- Awareness
  - Develop personhood and pastoral identity
- Understanding
  - Practice and reflect
- Acceptance
  - Changing

# Bibliography

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