

UNITED BOARD

HORIZONS

DECEMBER 2016

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



Opening Paths for Networking and Exchange

**In this issue:
Our 2016 Annual Report**

Message from the President

Harvest Time

In August of this year, four young Sri Lankan students arrived to begin their studies at Madras Christian College, part of a fast-moving relationship between United Board network institutions in India and schools in the war-torn Jaffna region of northern Sri Lanka. Only four days earlier, members of the United Board's South Asia Task Force, accompanied by a dynamic group of Indian higher education leaders, had been seated in a conference room in Jaffna, exchanging ideas with local educators about ways to strengthen the skills of faculty and enrich the educational experience of students at a time of national and regional recovery. The discussion was intended to help our task force better understand the higher education landscape in Sri Lanka, but thanks to the generous impulses of leaders from Madras Christian College, Lady Doak College, and Women's Christian College, that conversation very quickly shifted our perspective from what we might attempt in the near future to what we can do today.



Nancy E. Chapman
President

That experience reminds me that the future is never more than a few steps away. The actions of my South Asian colleagues demonstrate that the needs of Asian college and university administrators, faculty, and students are immediate — and often, some

“
When our earlier investments are bearing fruit, we should not delay the harvest.”

solutions are readily available. Given our modest resources, the United Board takes a thoughtful, measured approach to developing new program areas and extending its network to new regions. But we also recognize that when our earlier investments are bearing fruit, we should not delay the harvest.

Our United Board network is one of those investments — and the harvest is bountiful! We are blessed to count more than 80 vibrant colleges and universities in our network. Like the three Indian colleges, many Asian higher education institutions are eager to share their ideas and expertise, and the stories in this issue of *Horizons* show some of the ways in which this is already happening. I hope that you, like all of us at the United Board, will be inspired by the ways in which faculty, administrators, and leaders are harvesting the benefits of their own experiences on the frontlines of higher education and eagerly crossing national, institutional, and disciplinary boundaries to share the fruits with others.

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Network News

A Return Visit

Anil Pinto resumed his work as registrar of Christ University in India in December 2015, excited about possibilities for institutional collaboration after his three-month United Board Fellowship placement in Hong Kong. Ten months later, in October, he returned to Hong Kong with a delegation of 22 administrators and faculty members from Christ University, eager to introduce them to educators at The Chinese University of Hong Kong, his host institution, and other universities. Many of the delegation members, particularly junior faculty, have had few chances to travel outside India, so the trip was a valuable opportunity to exchange ideas about best practices.



The Christ University delegation at the United Board's Hong Kong office.

Training for Myanmar Librarians



The Myanmar librarians practice cataloging books.

Libraries are beacons for inquiring minds and critical thinkers, providing a base for research and reflection. In Myanmar, the need for effective library services is becoming more evident to seminaries that are expanding their programs beyond theological education to include liberal arts programs. To help meet this need, Payap University in Thailand hosted librarians from seven Myanmar seminaries for a two-week intensive training program on library administration. The training introduced fundamental concepts, such as the Dewey Decimal System, and offered hands-on sessions in cataloging and archiving. A United Board grant supported the program, with librarians from Payap University and resource persons from the Chiang Mai area delivering the training.

Welcome to Campus!

Three Indian colleges in the United Board's network — Lady Doak College, Madras Christian College, and Women's Christian College — have generously extended scholarships to students from Sri Lanka (see *Message from the President*, page 2). Each college will host four students. The United Board expresses its gratitude to the three colleges for their support.

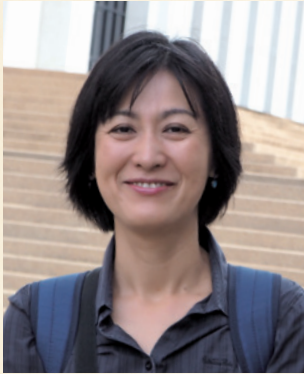


Principal Alexander Jesudasan welcomes four Sri Lankan students to the Madras Christian College campus.

More than a Knowledge Provider

Mika Shaura (Tanasarnsanee), Assumption University

“Students could serve others through their academic activity.”



Former United Board Fellow
Mika Shaura.

“Being a knowledge provider and managing a classroom would not be enough,” Mika Shaura realized, if she wanted to bring whole person education into her Japanese language classes at Assumption University in Thailand. As a 2014-2016 United Board Fellow, Ms. Shaura had been introduced to whole person education during her placements at

Tunghai University in Taiwan and Gonzaga University in the United States. As she observed their educators in action, she concluded that they played multiple roles: animator, connector, community servant, caretaker, and the traditional teacher’s role as a knowledge provider. They also may need to find willing partners in the offices of the registrar, student affairs, or international affairs.

She brought these reflections and a spirit of innovation back to Bangkok. “After coming back from my placements, I started to seek opportunities for my students to contribute to others using Japanese,” she explained. She invited visitors from Japan to her classes, so that they could share cultural information in Japanese with her students. Assumption University has a short-term exchange program with a Japanese university, and she encouraged her students to accompany the Japanese students when they visited a Thai orphanage. “My students helped the children at the orphanage communicate with the Japanese students, and this experience, I believe, will develop my students’ ethics and appreciation of their own culture and Japanese culture.”

Language learning seems a natural fit for whole person education. “Language is a fundamental tool to provide a variety of services for communities and society,” Ms. Shaura finds, and that belief inspired her to embark on a more ambitious program in the current academic year. She wants to connect students in her writing class with Japanese senior citizens living in senior homes in Japan. “Aged people in Japan who live in these homes often are isolated from their families and neighbors, so interaction with young people in another country may provide good effects both physically and spiritually.” Support from a sponsor company will enable her students to use an IT tool to exchange video chats with the Japanese seniors. “In this way, my students could serve others through their academic activity.”

Her experience as a United Board Fellow also gave Ms. Shaura a Christian perspective on whole person education. “Whole person education helps the individual seek value in serving others, communities, and society,” she said. “I think the mission statement of Gonzaga University’s Center for Global Engagement reflects this well. It says ‘We seek to serve others across the world.’ I thought I could take this approach in teaching my own students.”



Assumption University students interpret for Japanese guests at a Thai orphanage.

An Advocate for Whole Person Education

Wai Ching Angela Wong

“Teaching and research today cannot be done in a closet.”

The United Board welcomed Wai Ching Angela Wong as its vice president for programs in August. In this role, she will oversee the development of programs that advance whole person education and continue the United Board's collaboration with educators at more than 80 Asian colleges and universities. In this interview, Dr. Wong reflects on the experience she brings to her new position and shares her thoughts on whole person education.



How did you come to know the United Board?

My first encounter with the United Board can be traced to the time when I was a student at The Chinese University of Hong Kong (CUHK), when I applied for a United Board research grant for women's studies, which CUHK administered in the 1980s. The next contact was during my tenure as the Asia-Pacific regional secretary of the World Student Christian Federation (WSCF) in 1993. I met Patricia Magdamo, who was then the United Board's vice president, to solicit her support for the WSCF Centennial Celebration Consultation on University Student Ministry in Asia. After I returned to CUHK as a faculty member, I was frequently introduced to United Board Visiting Scholars for Religious Studies, a program based at Chung Chi College in the late 1990s. In short, the United Board has been a part of my consciousness for more than two decades.

How have your research and teaching interests prepared you for the position of vice president for programs?

My research and teaching interests straddle three closely related fields: religion, gender studies, and cultural studies. At CUHK I taught a variety of subjects, ranging from theology and feminism, to religion and modern society, to myth and fantasy. My most recent project

focused on Chinese women in the Hong Kong Muslim community, which demanded multifaceted area interests and mixed research skills.

I came to understand that teaching and research today cannot be done in a closet, either in limiting oneself to a single discipline or to the ivory tower. All of this prepared me well to understand how an organization such as the United Board can best provide support on the ground.

What aspects of whole person education do you find most appealing?

During our recent staff retreat, our United Board President Nancy Chapman reiterated the importance of the “person” as the center of whole person education. I couldn't agree more. According to the Chinese scholar Han Yu, education is about passing on the way of life, the call to a vocation, and resolving queries in order to comprehend the truth. Education must be centered on the person for character formation and knowledge enhancement, so that a student can become a better person and serve the world better. This has largely been lost in the current university rat race for rankings, but this, I believe, is the reason that we at the United Board stand by our tradition and defend our mission.



Dr. Wong, pictured here with United Board Trustee Joshua K. H. Mok, led a discussion at the recent Asian University Leaders Program, which addressed the issue of “Gender and the Changing Face of Higher Education in the Asia Pacific.”

Sharing Knowledge among Communities

Dr. Stephanus Mandagi, Sam Ratulangi University

“ The students were so optimistic and energized to teach. ”

In some respects, Stephanus Mandagi's project on local knowledge and coastal communities, supported by the United Board's Bamboo Grants Program, resembles a tale of three communities. In **Baturapa**, a village in Indonesia's North Sulawesi Province, residents have been protecting 50 hectares of mangroves along their coastline for years. Yet in **Sorong**, the largest city in West Papua Province, mangroves have been cleared to make way for development and are used for construction materials. Meanwhile, on the campus of Sam Ratulangi University in North Sulawesi's capital of **Manado**, Dr. Mandagi has been using his classroom to help students understand the science of coastal conservation. He designed this project with Gaspar Manu, a lecturer at Sam Ratulangi University, and Roger Talabessy, a lecturer at Papua Christian University in Sorong, so that students could try to bridge the different outlooks found in places like Baturapa and Sorong.

“This project was part of the course I teach on conservation of marine resources in the Faculty of Fisheries and Marine Science,” Dr. Mandagi said in a recent interview. He and his colleagues adopted service-learning as the teaching method so that students could connect the knowledge they were developing in the classroom with an appreciation for the local knowledge found in coastal communities. Documenting their newfound understanding of the value of mangroves, and sharing it with others through a video presentation, gave the students a concrete way to participate in Indonesia's national mitigation and adaptation strategies for climate change.



In Baturapa, students learned that the process of restoring mangroves began in 2005, when concerned residents began to realize that mangrove clearing had caused a reduction in the stock of small fish bait and left their homes exposed to winds. They began to restore the mangrove habitat and, eventually, even those who were reluctant to replant mangroves were persuaded. Protecting mangroves also protected the livelihoods of fishermen, their homes, and the outlook for future generations.

In Sorong, where Dr. Mandagi and his students worked in collaboration with Papua Christian University, students encountered a sharp contrast. “Huge mangrove areas were cleared, and mangrove poles were sold on the main streets and used as construction materials for buildings,” Dr. Mandagi recalled. Given these circumstances, his students at first were nervous to talk about mangrove conservation in front of the community. But the video proved to be an effective way to share knowledge and experience between one community and another. The residents were eager to ask questions, and “the students were so optimistic and energized to teach,” Dr. Mandagi said.



Taking students into the field to learn about mangrove conservation.

“Most community members are willing to change their practice of cutting and selling mangrove if alternative income-generating activities will be available to them,” Dr. Mandagi observed. But how can new, environmentally friendly livelihoods be created in communities like Sorong? How can sound regulations and organizations be put in place to manage mangrove protection? With those questions and others in mind, Dr. Mandagi's students will bring fresh eyes to their classroom and library studies, their lab research, and their field work.

Building Competence, Character, and Faith

Ben S. Malayang III, Silliman University

“
A higher ability to learn, to
live, to serve.”

Dr. Ben S. Malayang III is the twelfth president of Silliman University and a specialist in the fields of environmental policy and governance. In this interview, he shares some of his ideas on whole person education.

What is your definition of whole person education?

Whole person education to me is an education that builds competence, builds character, and builds faith in God, together. It is an education that elevates and transforms a person into someone with a higher ability to learn, higher ability to live, higher ability to serve others, and higher ability to serve and to see God. That, to me, would be the essence of whole person education.

Are there ways in which the United Board can help colleges and universities integrate whole person education into their curricula?

I believe so, because the United Board is one organization that has extensive linkages across higher education institutions across the whole of Asia, and in particular in ASEAN (the Association of Southeast Asian Nations), that are all committed to surfacing the presence of Christian faith in their schools. I believe that the United Board can be instrumental as a partner institution in allowing for us in Asia to develop a sense of how to measure ourselves as institutions that are able to succeed in shaping whole persons out of our students.

Accreditation systems, for example, can be one thing. We can set up internal and external standards for education, including languages, so that we not only address the obvious curricular content of our institutional system but also provide the silent curriculum that is available in each of our institutions. By “silent curriculum” I mean an underpinning objective of shaping graduates who are competent in their own area of study, imbued with character and integrity so as to command respect and esteem to be leaders in their profession and communities, and a strength of faith that makes them persons who can be relied upon in good or difficult times.

Being associated with Christian institutions should not be an impediment — because the challenge will always be the extent to which higher education institutions can usher in opportunities for our students to enter into dialogue so that they are able to see how others are also struggling to have their faith in the world. That ability to see yourself in others is, I think, one of the great challenges of education in our time and in our region.



Are faculty receptive to this type of education?

I am sure that most faculty in our institutions of higher learning in Asia are all committed to pushing the envelope in terms of improving the ability of Asian students to be as good as all others in the world without losing their distinctive Asian heritage. To me that need not be questioned — most faculty of higher education institutions in this region are committed to that.

The question is how we are going to facilitate a transition to a re-imagining, transitioning, and transforming curricular, pedagogical, and other personal approaches to teaching and learning.

The United Board, together with its partners, would have a unique opportunity to be a venue and a forum for that.

Different Roads to a Shared Goal

Higher education institutions take varied approaches to articulating whole person education in their curricula and activities. So is it possible to formulate standards for whole person education assessment or accreditation? With support from a United Board grant, Silliman University has launched a project to explore that question. In the project’s first phase, Silliman will collaborate with the Association of Christian Schools, Colleges, and Universities in the Philippines to design an instrument for assessment and accreditation.

Helping Girls Become Women

Elizabeth Abel, Lady Doak College

“ We were taught to think independently and globally. ”

Elizabeth Abel now lives nearly 9,000 miles away from Lady Doak College, yet still feels a deep sense of gratitude for the education she received at this Christian college for women. “It was a place for inspiration, where we were taught to think independently and globally,” she recalled in a recent interview. Students were encouraged to be leaders, and outside activities made them socially aware. “The school helped girls to become women, and showed us how to go out into the world,” she said. “We knew Lady Doak College was a stepping stone to something bigger in life.”

Now living in the United States, Ms. Abel finds herself drawn to the story of Katie Wilcox, the missionary founder of Lady Doak College, and her conviction that education could empower women. Ms. Abel saw that same example of “women who wanted education for women” during her own four years at Lady Doak College, particularly in the warm, supportive nature of Shanti Manuel, who served as principal at the time, and in the example of “teachers who built good relationships with their students, not only in the classroom, but through clubs and other activities.” It was a Christian education, she said, “that showed concern for those who were less well-off and asked us what Jesus would do.”

In recent years, Ms. Abel has been reflecting on the people who made a positive impact on her life. The educators she knew during her four years at Lady Doak College immediately came to mind, and she expected



Elizabeth Abel (front row, right) and alumnae welcomed Principal Mercy Pushpalatha (front row, center) to a Washington, DC area gathering.

that other alumnae living in the United States felt the same way. So she began contacting alumnae she knew and encouraged them to reach out to others, building a group of people who wanted to share their experiences in the United States and help their alma mater. She applied her IT skills to building a database of alumnae and relied on social media to spread news of the group. When Mercy Pushpalatha, Lady Doak’s current principal, and other faculty members visited the United States, alumnae gathered together to learn about student life and developments on campus.

The alumnae group is working toward having a formal charter and a strong project plan, and the women feel it is important that their efforts are in sync with the college’s needs. “Dr. Mercy gives us 110-percent support.” Ms. Abel said. “She told us to go ahead and do what our hearts tell us, and Lady Doak College will build on this.” The alumnae network, now about 100 strong, decided to support a scholarship fund. “We encourage people to give,” Ms. Abel said. “We don’t have to ask for a big amount — we start with small contributions and ask our alumnae to ask others.” This type of outreach builds a spirit of giving, and in this way, the Lady Doak alumnae place their own stepping stones on a path that enables young Indian women to pursue higher education.

The United Board is grateful to Elizabeth Abel for her support of Lady Doak College as a monthly donor.

Support Your Alma Mater

Many generous individuals make gifts to the United Board in support of approved projects at our network institutions. These projects may include scholarships, capital projects, and departmental needs. Please contact Sahm Forbes in New York (1.212.870.2680 or sforbes@unitedboard.org) or Karrie Lam in Hong Kong (852.3943.3948, or klam@unitedboard.org) to discuss ways to support your alma mater.

United Board for Christian Higher Education in Asia

2016 Annual Report

2016 This section of *Horizons* features our 2016 Annual Report, including a summary of notable activities we conducted over the course of Fiscal Year 2016 (July 1, 2015 - June 30, 2016). The programs we conducted and the grants we made to institutions in our network help translate our goal of whole person education into action.

Whole person education forms the core of our five program areas:

- **Leadership Development for Higher Education** programs help college and university leaders navigate the dynamic economic, social, cultural, physical, and regulatory environments shaping higher education in Asia.
- **Faculty Development for Enhanced Teaching, Learning, and Research** programs strengthen the professional development of the faculty members and administrators who deal directly with students.
- **Culture and Religion in Asia** projects help educators prepare students to live and thrive in a culturally diverse and interreligious world.
- **Campus-Community Partnerships** help faculty connect students' learning in the classroom to the needs of communities beyond the campus.
- **Special Initiatives** direct support to innovative start-up programs and to special needs and opportunities.

Our support for these program areas is magnified by the many generous individuals who contribute their time, talent, and resources and ensure that our network remains strong and vibrant. The impact of their gifts reminds us that a gift to one is a gift to many.

Financial Review

For the Fiscal Year ending June 30, 2016, the United Board had total support and revenue of \$7,891,596; total expenses of \$6,363,720; and total net assets of \$116,403,681. Support and revenue is comprised of contributions (both restricted and unrestricted) from individuals, foundation grants, U.S. government grants, and endowment income.

The United Board's statement of Financial Activities and Changes in Net Assets Information and Form 990 can be found on the Giving section of our website (www.unitedboard.org)

Support for Our Mission

The United Board supports higher education institutions in Asia that share our commitment to whole person education. In Fiscal Year 2016, we directed \$801,584 to our administered programs, giving college and university leaders and faculty opportunities for professional development. Institutional grants, which totaled \$868,727 in this period, enable colleges and universities to implement projects to advance whole person education.

Contributions from more than 400 generous supporters expand the United Board's impact, and their designated gifts of \$1,330,544 were sent to support projects at our network institutions. In addition, over the years, donors have established endowments through the United Board, through which grants of \$628,858 were disbursed in Fiscal Year 2016.

A Network to Support Nearly \$4.8 million invested in

Program Highlights

Building Institutional Strength

6

Asian University Leaders Programs

4 focused on issues central to Cambodia, India, Indonesia, and Myanmar
2 addressed broader themes of ASEAN integration and massification of higher education.

2

Strategic Planning and Resource Development Programs

Held in Bengaluru and Kolkata, these sessions gave Indian educators insights on ways to build a community of support for their institutional priorities.

2

Grants for Campus Improvements

The United Board will administer support from USAID's American Schools and Hospitals Abroad program for solar power projects at Madras Christian College and Payap University.

"Since higher education is for the public good, colleges and universities should share their experience."

- Vice-Chancellor of a network institution

Supporting Innovation

52

Institutional Grants

Investments in leadership development, faculty development, teaching of Asian cultures and religions, and campus-community partnerships.

31

Bamboo Grants

Small grants catalyze new approaches to teaching and learning, resource development, use of technology, and other topics.

Investing in Educators

35

Faculty Scholars

worked toward advanced degrees at Asian universities.

19

United Board Fellows

embarked on an intensive year of leadership development and networking.

16

Scholars at the Institute for Advanced Study in Asian Cultures and Theologies

examined issues ranging from tolerance to climate justice, and inclusive leadership to faith formation.

Since the program's inception, 6 United Board Fellows have gone on to serve as president or principal of their institutions.

Whole Person Education United Board programs in 2016

Giving

408

Donors

made a gift in support of the United Board or a network institution in FY 2016.

144

Endowment Funds

Through these funds, stewarded by the United Board, individual donors channel long-term support for scholarships, faculty development, libraries, and other worthy projects.

21

Asian Educational Institutions

are the beneficiaries of endowment funds.

“Whole person education is not just academics”

- A United Board supporter

Outreach

Our **new website** (www.unitedboard.org) shares information about our programs, the individuals who participate in them, and the individuals who support them.

United Board Fellows use **UBNet**, an online platform, to engage in real-time communication with each other, share images and videos about their experiences, and submit reports and case studies on the go.

In-kind contributions from host institutions expand our resources.

Our Mission

The United Board is committed to education that supports the whole person — intellectually, spiritually, and ethically.

We draw strength from our Christian identity and values and our collaboration with Asian colleges and universities. Together we prepare individuals for lives of professional and personal fulfillment and meaningful service in communion with others.

The United Board is a nongovernmental organization. We are registered as a tax-exempt, nonprofit organization in the United States and as a public charity in Hong Kong.

OUR NETWORK IN ACTION: MYANMAR

One of the United Board's greatest assets is the generous spirit that infuses our network of more than 80 colleges and universities. Educators are eager to share ideas and models with others, and our network helps multiply the impact of their talent and expertise. Our recent program work in Myanmar shows our network in action, as it illustrates some of the ways in which our network institutions are helping Myanmar's colleges, universities, and seminaries strengthen teaching, learning, and administration.

DEVELOPING EXPERTISE

Through the United Board Faculty Scholarship Program, 9 faculty members from 4 Myanmar institutions were enrolled in master's degree or PhD programs in the 2015-2016 academic year at universities in Hong Kong, Indonesia, Korea, Thailand, and the Philippines.

TEACHING AND LEARNING

Payap University hosted 2 workshops for Myanmar educators, on curriculum development and on librarian training.

Month-long placements at Silliman University gave 3 Dagon University teachers exposure to service-learning.

Faculty from Ateneo de Manila University and Hong Kong Baptist University helped Myanmar Institute of Theology create a journalism elective.

INVESTING IN HUMAN CAPITAL

2016-2017 United Board Fellows, from Kachin Theological College and Seminary and Mandalay University, will learn from short-term placements at Payap University and The Chinese University of Hong Kong, respectively, and they interact online and in-person with other Fellows from Cambodia, China, Hong Kong, India, Indonesia, Philippines, Thailand, and Vietnam.

NEW CHANNELS FOR EXCHANGE

Visiting lecturers from Central Philippine University, Silliman University, and the University of St. Louis taught courses at 2 universities and 3 seminaries in Myanmar.

Representatives of 6 Myanmar seminaries visited 6 institutions in India with strong liberal arts programs.

Since 2014, more than 700 Myanmar educators have participated in United Board programs.

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