

UNITED BOARD

# HORIZONS

DECEMBER 2015

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



**In this issue:  
Our 2015 Annual  
Report**



# Message from the President

## A Spirit of Sharing

Since its founding, the United Board has promoted sharing of resources across borders and among institutions. That practice began in Asia more than 90 years ago, when the governing boards of Christian colleges in China realized they would gain strength by sharing responsibility for recruiting faculty, procuring supplies, and raising funds. In those days, the college administrators looked to North America for intellectual resources. Today, we recognize that Asia has grown to be a rich repository of expertise, and the educators in our Asia-wide network of colleges and universities are eager to share their ideas and experiences with each other.

This is reflected in our current programs. The 24 rising leaders in our 2014-2016 class of United Board Fellows will each enjoy a four-month placement at an Asian institution; the 36 current Faculty Scholars are earning advanced degrees at Asian universities. Our recently launched Visiting Lecturers Program is recruiting educators from the Philippines to spend a semester or academic year teaching at Myanmar higher education institutions.



Nancy E. Chapman  
President

We are blessed with a vibrant network — but how do we sustain it as the Asian landscape changes so quickly? It starts with keeping our ears open and listening. In our most recent fiscal year (July 1, 2014 to June 30, 2015), United Board

staff visited the campuses of dozens of higher education institutions. We listened as our Asian colleagues described the contexts in which they work, their strengths and assets, and the obstacles they encounter. We asked how the United Board can help, and we received practical guidance on translating our shared interests in whole person education into meaningful practices in the classroom and community.

Our digital age offers new ways to expand these conversations. Our new website will debut in early 2016, and we hope it will serve as a channel for exchanging intellectual resources. We invite readers of *Horizons* and all who share our mission to visit us on [www.unitedboard.org](http://www.unitedboard.org) in the new year!

“We recognize that Asia has grown to be a rich repository of expertise.”

## Contents

Message from the President	2	IASACT: An Open Sharing of Ideas	6
Mission and Identity	3	The Heart and Ears to Listen	7
Preparing Hearts and Minds	4	Sister Ella Naben, Soegijapranata Catholic University	
The Search for Creative Solutions	5	A Deep and Lasting Connection	8
Hanh Nguyen, An Giang University		Ken and Marie Losh	
		2015 Annual Report	9 - 16



# Mission and Identity

The United Board is committed to education that develops 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 community 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.

## How We Work

The United Board endeavors to respond to the diverse challenges and opportunities facing our colleagues in higher education in Asia, especially where the needs are great. We share their interests in developing institutions that offer multidisciplinary education and that nurture a spirit of compassion, equity, reconciliation, social responsibility, and mutual respect among religious and cultural traditions.

Our approach is ecumenical and inclusive: our primary involvement is with Christian institutions, but we also reach out to other colleges and universities that share our commitment to whole person education. Solidarity with educators at these institutions forms the foundation of our work. Through their insights we identify needs and through their creative responses we find ways to address them collaboratively.

Our programs and grants support institutions to improve the quality of education. We sponsor professional training for faculty, administrators, and trustees, and foster linkages and networks among Asian institutions of higher education. Our current focus is on five program areas: leadership development for higher education; faculty development for enhanced teaching, learning, and research; campus-community partnerships; culture and religion in Asia; and special initiatives.

We fund our programs by seeking contributions from individuals, foundations, and alumni of Asian institutions to supplement the income from our endowment.

## Network Milestones

Four institutions in the United Board's network are celebrating significant anniversaries this year: Yonsei University (130 years), Ginling College (100 years), Women's Christian College (100 years) and Tunghai University (60 years). The United Board congratulates these institutions on their leadership in higher education and on the innovative ways in which they engage faculty and students in service to others on campus, in surrounding communities, and across borders.



Alumnae and special friends at the Ginling anniversary celebration.



# Preparing Hearts and Minds

## Lady Doak College

“Students are excited about going out in the field.”

“Whenever we have wanted to start something new, the United Board has helped,” Anita Tiphagne, assistant professor of social work at Lady Doak College in Madurai, India, said. Lady Doak Principal Mercy Pushpalatha wanted to integrate service-learning into every department of the college and, with the commitment of her faculty and a United Board grant, she has been able to introduce Life Frontier Education (LFE) into the curriculum for all third-year students. LFE officially began in June 2015.

“Life Frontier Education is community-based action research and experiential learning,” Priscilla Jayasingh, the LFE program coordinator, explained. “The goal is to help Lady Doak students mature into socially responsible young women.” Students will better appreciate the relevance of their academic training when they cross

the frontier — from the classroom to the community — where they can apply their knowledge and gain a deeper understanding of social dynamics and needs. That approach aligns with the United Board’s emphasis on whole person education, which seeks to prepare students intellectually, socially, and spiritually for rewarding professional and personal lives.

A United Board grant gave the Lady Doak innovators resources to train faculty in LFE principles, adopt a new style of instruction, and write syllabi for courses. Since the Indian education system is classroom-based, faculty also needed to shift their focus to the community. When they consulted with local groups, faculty found a wide range of issues they could draw into the curriculum, such as water quality management, noise pollution, entrepreneurship, and financial inclusion.

The initial results are impressive. One revised curriculum uses the framework of “women and health” and challenges students to examine connections between social problems and women’s health. In sociology and social work, Ms. Tiphagne’s fields of expertise, students are exploring the well-being — physical, social, and

psychological — of elderly and adolescent populations. Integrated study and service will help students better understand the roles that family, government, and social support systems play in promoting well-being.

“Students are excited about going out and doing something in the field,” Dr. Jayasingh says. That’s what she found when she observed service-learning as a United Board Fellow at Mary Baldwin College in 2011. It’s an experience she and her colleagues are confident will prepare the hearts and minds of Lady Doak graduates for the rewards of careers and service to others.



Lady Doak College students go into the field to learn about women's health.



# The Search for Creative Solutions

Hanh Nguyen, An Giang University

“A good academic leader is in tune with people.”

Hanh Nguyen reaches a simple conclusion when he reflects on his postgraduate studies at Ateneo de Manila University in the Philippines. “My time in Ateneo changed me,” he says. “It developed my leadership ability and the ability to search for solutions in difficult circumstances.”



These are just a few of the qualities that Hanh believes academic leaders in his native Vietnam will need as they face the challenges of the twenty-first century. Currently a lecturer of English at An Giang University, Hanh obtained his MA in English Language and Literature Teaching from Ateneo with support from the United Board Faculty Scholarship Program. He chose Ateneo as he believed that the quality of English language instruction in the Philippines was first in the ASEAN region.

Hanh returned to An Giang University in 2010, and in the English department where he now teaches, there are over 800 English major students. As exhilarating as this is, it also presents a real obstacle. “We need native speakers to teach our students everyday English,” he says, “but every year, fewer and fewer native speakers come to the university. Of course, we have e-resources like YouTube instructional videos, but our main challenge is how to attract more teachers when we are so remote.”

Hanh credits his time at Ateneo for helping him to create new solutions. “When I was at Ateneo, I had to use English at all times in order to communicate,” Hanh recalls. He believed this type of immersion would also benefit his students, so he took a leading role in establishing the university’s English Speaking Zone in 2010. Within the English Speaking Zone, students are required to communicate exclusively in English, and as chairman of the zone, Hanh designed activities and assignments intended to spur creativity and encourage group learning.

“A good academic leader,” Hanh says, “needs to be in tune with the people around him or her. You need to discern well, and understand both the needs of your people and their qualities, for if you understand your people, then you can utilize their strengths well.” Armed with these insights and a drive toward creative solutions, Hanh embodies the Faculty Scholarship Program’s goal of enhancing the quality of teaching and learning.

## Whole Person Education in Asia

Past recipients of United Board Faculty Scholarships continue to seek opportunities to expand their knowledge base. Thirty-two program alumni joined the United Board’s Conference on Whole Person Education in Asia, held in Hong Kong on June 10-12, 2015. They shared ideas on how to translate the goals of whole person education into curricula that engage students from a range of disciplines.





# IASACT

## An Open Sharing of Ideas

“This open sharing of ideas makes IASACT exciting.”

*The Institute for Advanced Study in Asian Cultures and Theologies (IASACT), a four-week residential program, gives scholars time to deepen their understanding of religious traditions and practices in Asia. The Divinity School of Chung Chi College, at The Chinese University of Hong Kong, convened the 2015 program from May 31 to June 27. United Board Program Officer Kevin Henderson resided with the 16 IASACT scholars, enabling him to pursue both his staff assignments and his own research interests in service-learning in Southeast Asia. His reflections follow.*

“I just want to *know*,” Raja said, during our first extended conversation outside of the IASACT program. We had walked through Chung Chi College’s campus on a humid Hong Kong evening last June, searching for an open canteen, and we now sat discussing sociological theory and pilgrimage while awaiting our food at Ebenezer’s Kebabs Restaurant.

Each scholar develops a working paper during IASACT, and Raja Vedamariasusai, a PhD candidate in comparative religion at the University of Madras, was focusing on the



Raja Vedamariasusai (left) and Kevin Henderson (right)

concept of pilgrimage in the Asian context. Earlier, our IASACT mentors had talked about the methodology of research; now, over dinner, Raja asked me to help him sort out ideas about his research topic. As he shared information about the shrines and temples encompassed within his study (Our Lady of Good Health, Vailankanni and Adhiparasakthi Siddhar Peetam, Melmaruvathur), our conversation jumped from one question to another: What role does pilgrimage play in the Indian context? How does pilgrimage contribute to spiritual life? What are its lasting impacts on individual lives?

Raja and I had many such conversations during our time at IASACT, and I believe that this organic interaction, this open sharing of ideas, is part of what makes IASACT both exciting and relevant. In other informal conversations — over meals, on sightseeing excursions, or during free evenings — IASACT scholars exchanged perspectives on subjects as far-ranging as the perception of Jesus in Asian cultures, the ways in which language can constrain expressing the idea of God, and how ASEAN integration may shape higher education in Southeast Asia.

Raja truly embraced IASACT’s goal of enabling scholars of different nationalities to work together toward an intra-Asian theological dialogue. It’s an understanding that IASACT helps to build through seminar presentations, one-on-one meetings with mentors, library research, and sometimes, a simple meal of kebabs.



Ideas flow in informal settings such as this hike in the Hong Kong Country Park.



# The Heart and Ears to Listen

## Sister Ella Naben, Soegijapranata Catholic University

“All of them are longing for peace.”

“Young people need someone who has the heart and ears to listen to them,” Sister Ella Naben finds, and she often is called upon to be that sympathetic listener in the Campus Ministry Office of Soegijapranata Catholic University in Indonesia. “Sometimes students come to me to share their struggles and conflicts, or problems with their families, in their love lives, or with their studies.” Those disputes may seem manageable, compared with political and religious tensions or with military conflicts, but they also require peacebuilders to step forward to resolve them.

Sister Ella was one of five individuals who participated in the 2015 Mindanao Peacebuilding Institute (MPI) with the support of the United Board. MPI’s summer training program brings together peacebuilders from diverse cultures and professional experiences, who want to serve as catalysts for peace and social transformation. MPI combines a local focus — drawing on the experience of the Mindanao region, an area of the Philippines shaped by religious and military conflict — and an international perspective, with the 2015 program attracting more than 100 participants from 26 countries. All of them, Sister Ella found, are “longing for peace.”



Sister Ella (right) shares her ideas on peacebuilding.

She approached the program with the simple desire to better understand the meaning of peacebuilding, and through such MPI courses as peace education and trauma healing and reconciliation in divided communities, she found new ways to examine and respond to conflict. “Conflicts can make the way we live with others better, because through conflicts we get to know each other better,” she says. “Or vice versa, when conflicts cannot be settled, they make our lives worse and can hurt us till the end of life.”

Peace education can be taught in the classroom and applied in daily life on campus. Sister Ella sees ways to share her MPI experience in both settings. “I used some of the methods in Campus Ministry with our youth and also with the residents of the Soegijapranata female dormitory,” she said. “I also will have a sharing about trauma healing and art approaches to community-based peacebuilding with students from clinical psychology.”



The warm spirit of Campus Ministry.



# A Deep and Lasting Connection

## Ken and Marie Losh

“They were doing good because they were good.”

Marie Losh was a mother to four children, the youngest only three months old, when she and her family boarded an ocean liner for the Philippines in 1957. Her husband, Ken, had accepted the position of chaplain at Central Philippine University, and the young family was embarking on a decade-long residence in Iloilo City. “My father was a minister because he loved people,” Ken and Marie Losh’s daughter Laurie recalls. “To him, this seemed like a great opportunity to be both a minister and a chaplain, and to work with students.” It wasn’t long, she said, before “the people and events of the CPU campus were integrated into every moment of our lives.”

Ken Losh’s role at CPU was the more formal one, yet Marie was equally engaged in campus life. “My mother was a lifelong teacher,” Laurie says, and as an elementary school teacher and a music instructor she helped deepen the young family’s connections to the CPU community. Laurie’s lasting impression of the family’s years at CPU is of a huge extended family, with their busy household hosting youth groups, the college softball team, and missionary and CPU faculty families. The Losh family had a U.S. furlough in 1962-1963 and then returned to the Philippines (again by ship — and again with a new baby!).



Ken and Marie continued their work at CPU until 1968, when new responsibilities for Ken in ministry, education, and service called the family stateside. Reunions with Centralians kept the CPU connections strong until Ken’s passing in 1998 and Marie’s on February 5, 2015.

Ken and Marie loved working with students, in the Philippines and the United States, and never sought recognition for their work. “They were doing good because they were good,” their daughter says, and that sense of modesty describes their philanthropy as well. For more than 25 years, their contributions to the United Board supported grants to CPU for improvements to the library and Rose Memorial Auditorium and for enriching academic life. A bequest from Marie Losh’s estate to the United Board ensures that her legacy of generous support for CPU continues.

The United Board extends its sympathy to the Losh family on the recent loss of their mother, grandmother, and great-grandmother, and we express our gratitude for the legacy gift from Marie Losh, a woman with a most generous spirit.

### Join the United Board Legacy Society

Many individual donors, both past and present, have decided to make a commitment to the United Board’s mission through an estate gift. To learn more about legacy giving and joining the United Board Legacy Society, please contact us by phone (1.212.870.2612) or email ([legacysociety@unitedboard.org](mailto:legacysociety@unitedboard.org)) to begin a confidential gift discussion.



# United Board for Christian Higher Education in Asia

## 2015 Annual Report

**2015** This section of *Horizons* features our 2015 Annual Report and includes the activities we conducted over the course of Fiscal Year 2015 (July 1, 2014 — June 30, 2015). The programs we conducted and the grants we made to institutions in our network underscore our commitment to whole person education, and the five program areas we have defined demonstrate the ways in which higher education can help students to grow intellectually, spiritually, and ethically.

**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. Our **Special Initiatives** direct support to innovative start-up programs, special needs and opportunities.

We are grateful for the collegial spirit that infuses our network, and for the leaders and faculty at Asian colleges and universities who open their doors to us. It is through their eyes that we develop a more nuanced understanding of whole person education and its potential to transform young adults.

### Financial Review

For the Fiscal Year ending June 30, 2015, the United Board had total support and revenue of \$8,864,006; total expenses of \$6,798,966; and total net assets of \$127,368,399. 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](http://www.unitedboard.org)).

### Asian Colleges and Universities: On the Frontlines of Whole Person Education

The United Board supports higher education institutions in Asia that share our commitment to whole person education. In Fiscal Year 2015, we directed \$777,152 to our administered programs, giving college and university leaders and faculty opportunities for professional development. Our institutional grant-making, which totaled \$905,428 in this period, enables colleges and universities to implement projects to advance whole person education.

Contributions from our generous supporters and grants received from the U.S. Government expand the United Board's impact. Nearly 400 donations and grants, valued at \$1,509,550, were designated for the support of 17 institutions in our network. Over the years, donors have established endowments through the United Board, through which grants of \$654,683 were issued in Fiscal Year 2015.



# More than \$5.1 million invested in Whole Person Education Forms

## Program Highlights

### Leadership Development for Higher Education

**247**

leaders from  
**104**  
institutions attended  
**3**  
conferences

### Asian University Leaders Program

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**24**

Fellows from  
**20**  
institutions in  
**6**  
countries or regions

### United Board Fellows Program

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*Plus*

UB-Net provides Fellows with  
online mentoring and networking

### Faculty Development for Enhanced Teaching, Learning, and Research

**38**

scholars from  
**28**  
institutions in  
**6**  
countries or regions  
enrolled in degree programs

*Plus*

**32**  
program alumni attended  
Conference on  
Whole Person Education

### Faculty Scholarship Program

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*Plus*

**19**  
grants to  
**14**  
institutions  
for faculty development projects



# United Board Programs in FY 2015

## the Core of Our Programs

### Culture and Religion in Asia

**27**

grants awarded to  
**14**  
institutions  
for projects focusing on

Asian Folklore and  
Cultural Heritage Studies  
Interreligious Understanding

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*Plus*  
**16**  
scholars from  
**15**  
institutions from  
**9**  
countries or regions  
attended

Institute for Advanced Study  
in Asian Cultures and Theologies

### Campus-Community Partnerships

**38**

grants awarded to  
**21**  
institutions  
for projects focusing on

Service-Learning  
Peace Education  
Consortia for Research  
Collaboration

### Special Initiatives

Small Grants Program  
awarded  
**50**  
grants  
to support start-up activities and  
pedagogical experiments



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