

NEW PRESIDENT, OLD FRIEND

Dr. Nancy E. Chapman became President of the United Board on January 3, 2011. Though new to the position of President, she has a long-standing relationship with the United Board, which she discusses in this interview.



WHEN AND HOW DID YOU FIRST LEARN ABOUT THE UNITED BOARD?

Early in my career, I worked with several U.S. organizations engaged in educational exchange work with China. There were not very many American organizations working with China in those days, but the United Board was one, so I got to know some of its staff then.

YOU HAD BEEN A TRUSTEE OF THE UNITED BOARD SINCE 2003. WHAT MADE YOU SEEK THE ROLE OF PRESIDENT?

From my earliest days on the board of trustees, I have been struck by the deep sense of partnership and shared purpose that pervades the organization and characterizes our relationships with our partners throughout Asia. It's extraordinary — whenever I meet a scholar or university administrator who has worked with the United Board or participated in one of our programs, I sense the high esteem in which the United Board is held throughout the region, as well as the affection that people feel for our organization. This reflects, I think, the thoughtfulness and dedication of our staff and trustees, along with that of our predecessors over the years. So, the opportunity to build on this foundation is very appealing.

I also felt that my professional background and what I had learned

from my service on the board had prepared me to make a contribution to the United Board's work. I have spent my entire career working in or with Asian institutions of higher education, and I also have experience in the field of philanthropy.

“...the opportunity to build on this foundation is very appealing.”

And perhaps most fundamentally, the faith and values that undergird the United Board's work are ones that I share and that resonate with my personal history, since a number of my forebears were missionary educators in Sri Lanka and South Africa.

HOW IS THE UNITED BOARD'S MISSION OF SUPPORTING CHRISTIAN PRESENCE IN HIGHER EDUCATION IN ASIA BEST PUT INTO ACTION?

With flexibility, great sensitivity and discernment. There is such diversity of all kinds throughout Asia — diversity of resources, of needs, of culture, and of approaches to education. Fortunately, the United Board has a very inclusive understanding of Christian presence that can accommodate a broad range of educational endeavors.

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NEW PRESIDENT, OLD FRIEND

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I think we work best when we work collaboratively, listening to, supporting, and complementing the efforts of our partners.

WHAT DO YOU LIKE TO DO WHEN YOU'RE NOT AT WORK? IS THERE A SIDE OF YOU BESIDES THE PROFESSIONAL ONE?

Oh, certainly! I spend most of my free time with my two boys, and they've taught me all sorts of things: the rules of baseball, amazing card tricks, and what it's like growing up in the digital age. I also enjoy reading mystery novels and modern history. Also, I love to listen to or play anything by Bach — we share a birthday, so

I've always considered him a kind of kindred spirit. I just wish I had a fraction of his talent! **UB**

Go Online

Go to unitedboard.org for Dr. Chapman's full bio.

PROGRAMS

AULP: EMPOWERING NEW LEADERS



WHEN RIDLING MARGARET WALLER

attended the United Board's Asian University Leaders Program (AULP) in January 2007, she had been Principal of Women's Christian College (WCC) in Chennai, India, for only seven months. But she had begun to hone her leadership skills seven years earlier, as a United Board visiting scholar at Davidson College in the United States from 2000 to 2001.

"The experience I gained in an American academic environment fueled my passion for teaching and research," she said in a recent interview, "and strengthened me through the challenges I faced in a new establishment, a new workplace, a new team and of course a different culture. When I returned to WCC invigorated and with a broader perspective of education, I was identified by the then-principal for an administrative position as the dean of residents, which further empowered me for leadership."

AULP is designed to give new and seasoned leaders of Asian colleges and universities specialized skills training, as well as an opportunity to share information with their peers. Each year, about 15 presidents, vice presidents, deans and other key administrators attend the four-day program.

Dr. Waller found common ground with the other participants at the 2007 AULP, in terms of "responsibilities, challenges, lifestyle, commitment and vision." As important as the presentations were — on topics ranging from trends in higher

education, to quality assessment, to resource generation — she also valued talking to other leaders about how they meet challenges. "AULP was an invaluable experience because it provided new insights into leadership styles. The cross-cultural experience — interacting with leaders from universities across Asia — was truly inspiring and motivating."

Dr. Waller continues to draw benefits from her United Board experiences. "I'm nurturing leadership among my colleagues," she said, "and my focus is on capacity building and infusing team spirit among them. I've learned to be more structured, systematic and disciplined, which I observed in United Board programs." She finds even greater inspiration in her Christian faith. "I consider leadership a 'calling.' In my case, it was with a purpose — to serve a diverse college community unconditionally." **UB**

Go Online

Go to unitedboard.org for more information on AULP.

MISSION

The United Board for Christian Higher Education in Asia works to support a Christian presence in colleges and universities in Asia.

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MIRIAM COLLEGE: LOCAL KNOWLEDGE IN A GLOBALIZED AGE

EDUCATORS IN ASIA SEE THAT GLOBALIZATION OFFERS THEIR

students unprecedented opportunities to acquire knowledge, communicate across borders and, ultimately, embark on 21st-century careers. Yet as Joel Yuvienco and Maria Lourdes Quisumbing-Baybay of Miriam College point students toward the future, they also are actively promoting education that incorporates traditional practices and other forms of local knowledge.

For all the benefits of globalization, there are risks as well. “Globalization may bring about the homogenization of culture and national identity,” says Dr. Quisumbing-Baybay. “We see this among our students who increasingly are exposed to dominant cultures through the Internet.” Mr. Yuvienco points out that the power and popularity of digital tools add to this trend. “As digital tools become easier to use, content production that references the present context — ‘What is on your mind?’ — may tend to trivialize the past.”



“These projects,” Mr. Yuvienco says, “open windows into the minds of the people behind the artifacts.”

Is there a way for educators to combine the best of both worlds, using these readily available, modern tools to integrate local, traditional or overlooked resources into their teaching? That’s the starting point for the United Board’s Local Knowledge Initiative, which encourages faculty to develop courses that actively involve students

in the process of collecting, organizing and analyzing information related to cultural practices, languages, music, dance, agricultural practices, social relations, livelihood and other forms of local knowledge. Miriam College, located in Quezon City, the Philippines, is the lead institution for the initiative.

There’s a fundamental role for Asia’s institutions of higher education. “While we appreciate the universality of the human person in terms of values and the need for peace and understanding among different people,” Dr. Quisumbing-Baybay says, “we also help ensure that the diversity and richness of cultures flourish.” For example, a conservation case study on Javanese vernacular architecture, conducted by Soegijapranata Catholic University with a grant from the United Board, will digitize existing knowledge and devise means to incorporate the resulting online archive into the university’s architectural courses. Seven other Local Knowledge Initiative projects — on topics as diverse as herbal medicines, ecotourism and traditional lullabies — are underway in China, India, the Philippines and Vietnam. “These projects,” Mr. Yuvienco says, “open windows into the minds of the people behind the artifacts.”

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UNITED BOARD FRIEND GIVING BACK: DR. WILLIAM K. LEE



DR. WILLIAM K. LEE became a United Board trustee in 1997 but his relationship with the organization actually began decades earlier.

When he was a student at Yonsei University in Seoul, Korea in the 1960s, many of the school’s library books were purchased with United Board support. “This was a period of financial difficulty in Korea,” Dr. Lee said. “Korea didn’t have much access to foreign currency then, so its support from the United Board was a valuable source of dollars.” When he used library books for his studies, he was a beneficiary of the United Board, even before he knew about the organization.

Dr. Lee’s career took him from Yonsei classrooms to a successful medical practice in northern New Jersey. His commitment to Yonsei and the United Board shows he believes in giving back to organizations that have helped him. In the 1990s he served as President of the Yonsei Alumni Association and helped to solidify relationships between the United Board and other Yonsei alumni in the United States. As Chair of the United Board’s Development Committee, Dr. Lee has increased the organization’s network of friends and stressed the importance of close stewardship of United Board supporters.

“Mature” organizations, like Yonsei Medical University and the United Board, can also give back, according to Dr. Lee, by sharing their expertise. “Today Yonsei is recognized as a leading international university,” he said. “Now it can help rising young institutions to develop.” The United Board, he believes, “can continue to work with its extensive network of Asian institutional partners to champion important educational initiatives.” Dr. Lee added, “With rising wealth and a culture of philanthropy in Asia, there could be great momentum for developing support for the important mission of the United Board.” **UB**

PROGRAM CALENDAR

WORKSHOP ON THE INTEGRATION OF PEACE EDUCATION INTO THE TEACHER EDUCATION CURRICULUM

April 25-29

Miriam College (Philippines)

LOCAL KNOWLEDGE FIELD CAMP: DISCOVERING LOCAL KNOWLEDGE IN THE 21ST CENTURY, CONNECTING CLASSROOMS TO THE WORLD

May 9-13

Miriam College (Philippines)

RELIGION, PEACE AND WAR FROM THE PERSPECTIVE OF PEACE STUDIES

(International conference)

May 21-22

Nanjing University
(People's Republic of China)

REFLECTION AND CURRICULUM DEVELOPMENT PLANNING FOR INTERRELIGIOUS UNDERSTANDING AND PEACEBUILDING

(International conference)

May 21-24

International Christian University
(Japan)

INSTITUTE FOR ADVANCED STUDY IN ASIAN CULTURES AND THEOLOGIES (IASACT)

June 12 - July 16

Chung Chi College,
The Chinese University of
Hong Kong (Hong Kong)

UNITED BOARD FELLOWS SEMINAR

July 18-23

Payap University (Thailand)

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MIRIAM COLLEGE: LOCAL KNOWLEDGE IN A GLOBALIZED AGE

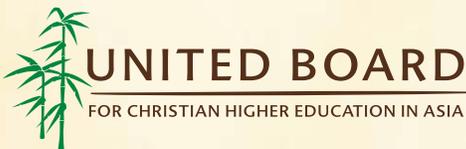
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Training in the use of tools is essential, particularly for faculty who are not “digital natives.” Miriam College has already facilitated six United Board workshops and introduced an online platform, the Asian University Digital Resource Network ([link](#)), for faculty to share ideas and resources. It’s also important “to walk our talk,” as Dr. Quisumbing-Baybay and Mr. Yuvienco put it, by actively encouraging collaboration across disciplines and promoting largely unnoticed pedagogical innovations based on local knowledge and digital tools. **UB**

Go Online

Go to unitedboard.org for more information on this initiative.

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