

## WHOLE PERSON EDUCATION: ENGAGING THE EYES, MIND, FEET, HAND AND HEART

**WHOLE** person education cultivates both values and knowledge, so that students may use their college or university training to improve their communities as well as to advance their professional careers. This approach resonates with the United Board's mission of promoting Christian presence in higher education, which is grounded in the belief that each person deserves to grow as a whole person — physically, intellectually, socially and spiritually. It creates opportunities for students to integrate knowledge acquired in one course into others, and for them to apply and test their classroom learning by interacting with a wider community.

Whole person education has great appeal for many of the United Board's

partner institutions, yet putting this style of education into practice can be challenging. United Board Program Officer Hope Antone finds that in recent decades, higher education has become "more specialized and compartmentalized, separating head from heart, intelligence from spirituality, theory from practice, local knowledge from academic knowledge, and skills from ethics." Breaking down these barriers has been one of the drivers of the United Board's current program initiatives, which strive to catalyze more holistic approaches to teaching and learning in the areas of Interreligious Understanding and Peacebuilding; Environment and Health; Teaching of Humanities, including Local Knowledge; and Service Learning.

But even educators who appreciate the potential value of whole person education may wonder "What does it look like in practice?" Professor Philip Leung, Head of **Chung Chi College** at The Chinese University of Hong Kong, provided a thoughtful response in his presentation at the United Board's 2013 Asian University Leaders Program, held January 28 - February 1 in Hong Kong. Professor Leung said whole person education tests the eyes, the mind, the feet, the hand and the heart:

- The **eyes** must be observant, seeing things from several perspectives, and looking beyond the concrete and the visible.



*Philip Leung (left) speaks at AULP*

- The **mind** can be trained to think analytically, logically and effectively.
- The **feet** lead students to discovery through field visits, travel and exchange programs.
- The **hand** should be engaged in more writing, as students use essays and research papers to analyze the information received in their courses and in their time in the community.
- Perhaps most importantly, educators can instill a love of learning in the **hearts** of their students, helping them to enjoy the process of knowledge acquisition and intellectual growth.

AULP participants, representing 15 institutions and nine countries and regions, responded to Professor Leung's outline with illustrations of whole person education from their own institutions.

When **Payap University** revised its general education program in 2009, it renewed its emphasis on whole person education. Dr. Sompan Wongdee, Vice President for Academic Affairs at Payap

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University, explained that, “We created new courses by integrating the contents of previous general education courses, taking out the unnecessary contents, and adding things that will be useful to students’ everyday lives.” One new course, “Truth and Service,” focuses on basic human rights and an individual’s duties to self and others, while “The Path to Wisdom” introduces analytical skills to improve understanding of social, economic, political, cultural, ethical and environmental issues; other new courses include “Peace and Aesthetics of Life,”



*Payap University student*

“Science and Technology for Quality of Life and Environment,” and “Logic and Mathematics for Daily Living.”



*Mahitala UNPAR students*

Whole person education begins in the classroom, but educators at **Universitas Katolik Parahyangan (UNPAR)** in Bandung, Indonesia, find that extracurricular activities can reinforce it. As Professor Robertus Wahyudi Triweko, the Rector of UNPAR, points out, “students are also free to join other student activity units based on their interest and talents.” One club that has succeeded in developing students’ personalities and leadership, according to Professor Triweko, is the Students Hiking and Nature Lover, also known as Mahitala UNPAR. Some of the club members fulfilled a dream to scale seven

major mountain summits when they reached Denali Peak in Alaska in July 2011.

“This student activity unit trains its members to become people who have social responsibility, capability in team work, and sensitivity to natural and environmental issues,” Professor Triweko explained. And, he finds, it passes the examinations that Professor Leung of Chung Chi College outlined. “Compared with what Professor Leung described during AULP, members of Mahitala were trained to do observation, critical thinking, experiencing field visits (mountain climbing, hiking, rafting, etc.), report writing, team spirit and solidarity.”

The United Board continues its commitment to whole person education, which it expresses through grantmaking and partnership with the strong advocates emerging within its network of Asian colleges and universities. **UB**

### **Go Online**

Go to [unitedboard.org](http://unitedboard.org) for more information on the AULP.

## **PARTNERS**

### **HUE UNIVERSITY: NEW MEDIA, TRADITIONAL VALUES**

**NGUYEN** Van Huy, the Dean of Vietnamese Studies at Hue University, grew up in a small town in central Vietnam, a place that he describes as “a conservative community, where Confucian values survive.” Mr. Nguyen remains keenly interested in the cultural values that influence societies and, through the United Board’s Local Knowledge Initiative, has helped his students at Hue University identify and explore these values in Vietnam and China.

It was through the United Board’s introduction that Mr. Nguyen met Zhang Wei, Professor of English at Peking University, and his collaborator for the “English News Media Literacy Project.” Anne Ofstedal, the United Board’s Director of Scholarship and Fellowship Programs at the time, knew Mr. Nguyen and Dr. Zhang from their participation in United Board faculty development programs. Dr. Zhang was looking for a partner for an innovative, cross-border local knowledge project, so Anne put her in touch with Mr. Nguyen.



“We both are interested in using digital media with our students,” Mr. Nguyen said. “Students are trained to read print media, but they often lack the critical skills to analyze and fully understand

#### **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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digital media.” Through their correspondence and initial meeting, Dr. Zhang and Mr. Nguyen developed the outline for a seminar that enables students from China and Vietnam to explore the cultural values behind the news stories that populate cyberspace. English was the medium for student communication, but language acquisition was not the primary focus; rather, the goal was to increase students’ awareness, understanding and appreciation of different Asian cultural values and practices.

“Vietnamese and Chinese people share some common cultural values,” Mr. Nguyen pointed out, “but we also have our own identities and stories to tell.” So, working in teams on topics like popular events, his students collected news stories that reflect the lifestyle of the local community, analyzed their format, and wrote focus questions; in some cases, they also conducted their own interviews to gain new insights on the topics. Then, via the Internet, they discussed the topics with Zhang Wei’s students at Peking University, who had gathered and analyzed their own set of news stories. “By sharing with their sister group,” Mr. Nguyen said, “they exchange ideas and knowledge.” As each side gave feedback to the other, students sometimes found themselves having friendly arguments. This was a benefit, not a liability: as they explain their differences, students gain a deeper understanding of their own culture as well as an introduction to another society.

The course broke new ground at the College of Foreign Languages, Hue University: this was the institution’s first online teaching collaboration with *any* foreign university. But perhaps because of his experience as a United Board Fellow, Mr. Nguyen was an able advocate for the new course. During his four-month placement at International Christian University (ICU) in Japan, he saw firsthand how ICU administrators built support for major academic reforms. “The change was managed smoothly,” he remembered, “because the person initiating the change was persistent. It was very good for me to see that.” Hue University has had four participants in the United Board Fellows Program — “now working in important positions,” Mr. Nguyen said — who are poised to bring more new ideas and experiences into teaching, administration and research at their home university. **UB**



### Go Online

Go to [unitedboard.org](http://unitedboard.org) for more information on the Local Knowledge Initiative and United Board Fellows Program.

## UNITED BOARD FRIENDS

### MARY F. HAZELTINE: A FAMILY HISTORY OF BRIDGING CULTURES



*Mary and Barrett Hazeltine*

**AS** a young child, Mary Hazeltine lived in Chengdu when Nanking University relocated to western China during the years of Japanese occupation. Despite wartime conditions, her father, William P. Fenn, saw opportunities for his students. “The picture of China that Allied soldiers got was limited,” she said during a recent interview. “So students at the Christian universities were a kind of bridge between the two cultures. My father said it was a chance for them to present a picture of China that was understandable to outsiders and to create a positive image.”

Mrs. Hazeltine’s family has its own history of bridging cultures. Her grandfather, Courtenay Fenn, was a Presbyterian missionary who wrote *Fenn’s 500 Characters*, an early Chinese-English dictionary. Her father began teaching in China in 1923 and became the United Board’s Director in China in 1942; he spent nearly three decades working for the United Board, including 19 years as its General Secretary. She and her husband, Barrett, have held teaching positions in Botswana, Malawi, Zambia, and Zimbabwe and today, many years after she left China in January 1949, she still feels “a certain comfort level” when she travels to mainland China and Taiwan.

Dr. Fenn died in 1993, but Mrs. Hazeltine finds there are still “very strong cords” between his work and the United Board’s current programs. “He recognized a need to build Christian-based leaders in countries around the rim of Asia,” she said, leaders who understood “the importance of service to their community, their university and their country.”

He also practiced his belief that “quality education needs quality faculty” in his work as an educator and administrator. “He felt the United Board could make such a contribution by strengthening faculty,” she recalled. “Maybe someone is teaching with a bachelor’s degree but could be more effective with a higher degree, or would benefit from a better understanding of what it takes to do research.” Creating fellowship opportunities for young faculty members to go abroad and earn advanced degrees has a ripple effect as well — colleagues at the host institution learn from the fellows and, ultimately, new knowledge and skills are brought back to the classrooms of the fellows’ home campuses.

Mrs. Hazeltine occasionally looks through her father’s correspondence to refresh her memories of the family’s years in China, but one of her convictions needs no reminder: “Through people-to-people contact, change begins.”

The United Board is grateful to Mary and Barrett Hazeltine for sharing their memories of Dr. Fenn and for their longtime support of the United Board. **UB**

## UNITED BOARD EVENTS AND PROGRAMS

### SEMINAR ON “UPGRADING AND STRENGTHENING FACULTY TEACHING SKILLS FOR QUALITY EDUCATION”

*May 2-4, 2013*

The Association of Private Higher Education Institutions of Timor Leste (East Timor)

### MAINSTREAMING LOCAL KNOWLEDGE IN HIGHER EDUCATION THROUGH DIGITAL TOOLS: A JOINT UDRN-UNDK WORKSHOP

*May 8-10, 2013*

Soegijapranata Catholic University (Indonesia)

### UNITED BOARD 90TH ANNIVERSARY CELEBRATION DINNER

*May 18, 2013*

YMCA of Hong Kong, Tsim Sha Tsui (Hong Kong)

### SERVICE LEARNING IN MYANMAR: BASIC TRAINING FOR FACULTY

*May 20-22, 2013*

Myanmar Institute of Theology (Myanmar)

### INTERNATIONAL CONFERENCE ON ENVIRONMENT AND HEALTH: “INTEGRATING RESEARCH, COMMUNITY OUTREACH AND SERVICE LEARNING”

*May 22-23, 2013*

Soegijapranata Catholic University (Indonesia)

### INSTITUTE FOR ADVANCED STUDY IN ASIAN CULTURES AND THEOLOGIES

*June 2-July 6, 2013*

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

### 4TH ASIA-PACIFIC REGIONAL CONFERENCE ON SERVICE-LEARNING

*June 4-7, 2013*

Lingnan University, Hong Kong and Guangzhou (China)

### BEYOND THE BASIC PRINCIPLES OF SERVICE LEARNING: ISSUES, CONCERNS AND COURSES OF ACTION

*June 8-9, 2013*

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

### UNITED BOARD FELLOWS SEMINAR ON THE THEME OF “GROWING AS A PERSON AND A LEADER: FOSTERING WHOLE PERSON EDUCATION”

*July 22-26, 2013*

Regal Riverside Hotel, Shatin (Hong Kong)

### SERVICE LEARNING IN CAMBODIA: BASIC TRAINING FOR FACULTY

*August 5-8, 2013*

Royal University of Phnom Penh (Cambodia)

## DID YOU KNOW?

**THE** United Board has more than 80 Asian colleges and universities in its network, and 15 of them are led by women. Japan’s International Christian University (ICU) joined the ranks of these institutions in April 2012, when Dr. Junko Hibiya became ICU’s first female president. This is a milestone not only for ICU but for higher education in Japan: Dr. Hibiya is the first woman to lead a major coeducational Japanese university.

The United Board and ICU have a long, vibrant partnership, built on shared interests in liberal arts education. Dr. Hibiya’s interest in liberal arts education deepened during her tenure as ICU’s Vice President for Academic Affairs, as she led a major reform of the university’s liberal arts curriculum. Now, as the leader of this 3,000-student institution, she is challenging young scholars to think beyond examinations and degrees and to find greater purpose in their time at ICU, a call that resonates with the United Board’s focus on values-based education. “What should you do through

your studies and extracurricular activities at ICU to realize a world where all people can live without suffering, want or fear?” she asked matriculating students in April 2012.

The role of women in higher education and in Asian societies has long been a focus for the United Board, through its leadership and faculty development programs and through special initiatives, such as its support in the 1980s for an interfaith network for Asian university women. The United Board extends its congratulations to Dr. Hibiya on her appointment as ICU’s president. **UB**



Nancy Chapman with  
Junko Hibiya (right)