

2018-2019 Institutional Grants Program

Instructions

The United Board for Christian Higher Education in Asia (United Board) has long promoted whole person education in the tradition of the liberal arts colleges and universities in Asia. Whole person education addresses the varied academic, professional, personal, and spiritual needs of students. It empowers students for personal and professional growth, and nurtures a sense of responsibility to apply their knowledge in the service of others.

We welcome proposals for projects that will advance the capacity of colleges and universities in the United Board's network to design and deliver whole person education in innovative and effective ways. The United Board pays special attention to professional development of faculty and institutional leaders involved in undergraduate education.

Institutional grant awards typically range from US\$2,000 to US\$25,000. (See separate guidelines for the Bamboo Grants Program – formerly called the Small Grants Program – which supports start-up activities and pedagogical experiments budgeted at less than US\$5,000.)

1. Themes and Activities

We invite proposals in four general areas:

- a. Leadership Development for Higher Education
- b. Faculty Development for Enhanced Teaching, Learning, and Research
- c. Campus-Community Partnerships
- d. Culture and Religion in Asia

Please see pages 6-7 for a more detailed description of these program areas.

Projects should be designed to strengthen institutional capacity by:

- a. enhancing the quality of teaching through in-service training of faculty in new methods and skills, continuing education of academic staff, support for teaching-learning centers, or other means;
- b. enriching undergraduate education through the development of new or improved curricula, design of new academic programs or student services on campus, or other means;
- c. building deeper connections between students and the community through collaboration that engages colleges and universities with community-based organizations or other means; or

- d. improving administrative systems essential to whole person education at the undergraduate level.

2. Collaborative Projects (optional)

- a. Projects that promote collaboration among colleges and universities to address common educational need or challenge are welcome.
- b. Collaboration may be within a country or region, or across geographical borders.
- c. Grant recipients are not expected to “re-grant” funds to other colleges and universities; however, grantees are welcome to cultivate a consortium of institutions that share common interests related in some way to whole person education.
 - *Members of a consortium would need to apply separately to the United Board for grant support for a specific project they plan to undertake that relates to the broader theme of the consortium.*

3. Eligibility

- a. Colleges and universities that have received a grant from the United Board in the past five years (since 2013) are eligible to apply. See pages 8-9 for details.
- b. The project must benefit the higher education institution as a whole, not just specific individuals.
- c. The project must be consistent with the United Board’s mission to advance whole person education and must fall within one of the program areas of the United Board (see pages 6-7).

4. Selection Criteria

The proposal will be assessed by the United Board’s internal and external reviewers, and their recommendations are then submitted to the Board of Trustees of the United Board for final decision.

The United Board uses the following criteria in evaluating proposals:

- a. Relevance of the project to the respective missions of the United Board and the proposing institution;
- b. Clarity of goals and intended outcomes;
- c. Caliber and preparedness of the personnel leading the project;
- d. Integrity and feasibility of the project design;
- e. Reasonable, clear, and adequate budget;
- f. Impact on intended beneficiaries;
 - *please identify people who will benefit from the project and describe the specific benefits the project can feasibly deliver to them;*
- g. Sustainability and cost-sharing; and
 - *to show the support of the institution’s leaders;*
 - *to describe how the project’s outcomes will be sustained by the institution and / or incorporated into its regular operations;*

- *cost-sharing can be either in terms of expenditure or in-kind support (e.g., contributions of venues, facilities, or personnel) and/or from other funding sources; it is considered a strong indicator of institutional commitment.*

h. Evaluation plan

- *an evaluation component must be included in the proposal.*

5. Reporting Requirement

Evaluation

- a. An evaluator is required to evaluate the extent to which the goals set out in the original proposal have been accomplished at the conclusion of the project;
- b. The evaluator should be familiar with, but based outside, the grantee institution (the project leader cannot be the evaluator);
- c. The name and qualifications of the evaluator should be included in the original proposal;
- d. Any costs paid for the evaluation should be reflected in the project budget.

Reporting

- One-year project

The project should be completed by June 30, 2019 and a completion report should be submitted by July 31, 2019.

- Multiyear projects

New Application:

- i. Strong justification should be provided with clear program plan, schedule of activities, budget, and requested amount laid out year by year.
- ii. An annual progress report should be submitted by June 30 of each year.
- iii. A completion report covering all activities of the multiyear project should be submitted by July 31 of the final project year.

For multiyear projects granted for 2017-2018 or before:

- i. Submission of an interim report and a brief proposal for the next phase of the project is required by December 31. Year 2 or Year 3 funds are not automatic but dependent on evidence that the project is going well.

The United Board reserves the right to suspend or terminate the funding of the second and/or third year of a multiyear project if it is assessed to be not satisfactorily executed.

Failure to submit timely reports may jeopardize the institution's eligibility to receive further grants from the United Board.

Reporting Timeframe

Length of Grant	Example	Annual Progress Report by	Completion Report by
1-year	Project starts on July 1, 2018	-	July 31, 2018
2-year		June 30, 2019	July 31, 2020
3-year		1) June 30, 2019; 2) June 30, 2020	July 31, 2021

Documents for reporting

	Institutional Grants Program		Bamboo Grants Program
	One-year project	Multi-year project	
Annual Progress Report (R1)		✓	
Progress Financial Report (R2)		✓	
Completion Report (R3)	✓	✓	✓
Completion Financial Report (R4)	✓	✓	✓
External Evaluation Form (R5)	✓	✓	
Report Endorsement Form (R6)	✓	✓	✓

6. Publication and Dissemination of Results

The United Board should be acknowledged in all public materials, signage, and academic publications associated with the grant. For specific guidelines, please visit the [Name and Logo Usage](#) section of our website.

We encourage the grantees to:

- publicize the projects funded to a wide audience in the grantee university and beyond;
- plan in advance to gather data from the project and share its outcomes and experience gained either in print or online; and develop project websites hosted by the grantee institution.

7. Collection of photos

The United Board requests photos of grant-supported projects for publication on its website, in its annual report, and / or in its newsletter. Grant recipients are encouraged to take photos during their programs, and submit them together with the report. Guidelines are as follows:

- photos of high resolution (300 dpi);
- photos that convey action and / or feelings (with faces close and clear enough);
- a caption for each photo.

8. Contacts

Please contact the program officer for your region with any questions.

Northeast Asia	Dr. Cynthia Yuen	cyuen@unitedboard.org
South Asia	Dr. Maher Spurgeon	mspurgeon@unitedboard.org
Southeast Asia	Dr. Hope Antone	hantone@unitedboard.org

All proposal materials, including Application Guidelines, Application Form, and Budget Worksheet, can be found on the United Board website at:

<https://unitedboard.org/grant-guidelines/apply-for-a-grant/institutional-grants-program/>

United Board Program Areas

A. Leadership Development for Higher Education

- The program focuses on relatively senior staff at colleges and universities in the United Board's network;
- Grants help these leaders navigate the dynamic economic, political, social, cultural, physical, and regulatory environments shaping higher education in Asia;
- Leaders are encouraged to articulate a long-range vision for their respective institutions, inspire diverse people to move toward shared goals, secure adequate resources to implement them, and track the trends that shape the needs for human resource development in their economies and broader societies.
- Grants have generally been for in-country or subregional conferences and workshops for university leaders that address specific themes, issues, or skills.

B. Faculty Development for Enhanced Teaching, Learning, and Research

- The program aims to support the professional development of faculty members and administrators who deal directly with students;
- Grants help these educators increase the effectiveness of their teaching, especially in undergraduate programs, so that they are better able to guide students on journeys of inquiry and discovery;
- Grants in this category have supported faculty development projects to train faculty on topics related to teaching methodology, classroom management, research methodology, human relations, and writing and communication skills.

C. Campus-Community Partnerships

- The program aims to help faculty connect students' learning in the classroom to the needs of communities beyond the campus;
- Any service in the community needs to be linked with improving teaching and learning capacity;
- Cross-region and cross-border service-learning programs that enhance cultural awareness and mutual learning are encouraged;
- The United Board generally does not cover student activity costs or charity work alone.
- This program theme includes two major areas: service-learning and peace education.

Service-learning

- To help colleges and universities set up service-learning programs, train faculty in introducing this methodology into their courses, and engage students in experiential learning.

Peace education

- To guide students to explore the causes of historical and contemporary conflicts in their communities, as well as means of addressing them (e.g., the interdisciplinary study of the cultural, religious, social, economic, and psychological roots of conflict and the conditions for peace and reconciliation).

D. Culture and Religion in Asia

- The program aims to help educators prepare students to live and thrive in a culturally diverse and interreligious world;
- Projects, particularly in the humanities, that promote deeper appreciation among students for cultural heritage and for their own cultural identity are encouraged.
- Projects that enrich faculty and student understanding of religious diversity and interreligious understanding are also supported.
- This program theme includes two major areas: local knowledge and interreligious understanding:

Local Knowledge

- To nurture increased awareness and respect in students for cultures of their own and other communities;
- To move beyond academic research to the design and use of new curricula that teachers of the humanities can introduce into their courses.

Interreligious Understanding

- To shed light on how people of different religious beliefs and practices in Asian societies understand and interact with each other in daily life;
- Includes research and teaching on how Christian traditions have evolved over time in Asian social and cultural contexts.

To see examples of recently funded projects, please visit the [Grants section](#) of our website.

Eligible Institution

If your college or university is not listed below but is interested in exploring the possibility of joining our network, please contact the United Board program officer for your region to discuss potential eligibility (see page 5).

Cambodia

Royal University of Phnom Penh

China

Central China Normal University
Chinese Academy of Sciences
Fudan University
Fujian Hwa Nan Women's College
Fujian Normal University
Ginling Women's College, Nanjing Normal University
Guizhou Normal University
Nanjing University
Ocean University of China
Renmin University of China
Shaanxi Normal University
Shandong University
Shanghai University
Sichuan University
Soochow University (Suzhou)
Yunnan University

Hong Kong

The Chinese University of Hong Kong
Chung Chi College, The Chinese University of Hong Kong
The Education University of Hong Kong
Hong Kong Baptist University
The Hong Kong Polytechnic University
Lingnan University
The University of Hong Kong

India

The American College
Bishop Heber College
Christ University
Karunya University
Lady Doak College
Madras Christian College
Salesian College
Scottish Church College

St. Ann's College of Education
St. Christopher's College of Education
Stella Maris College
Union Christian College, Kerala
Union Christian College, Shillong
Women's Christian College, Chennai

Indonesia

Artha Wacana Christian University
Citra Husada Mandiri Kupang
Duta Wacana Christian University
Indonesian Consortium for Religious Studies
Maranatha Christian University
Petra Christian University
Sam Ratulangi University
Satya Wacana Christian University
Soegijapranata Catholic University
Toraja Christian University of Indonesia
Universitas Atma Jaya Yogyakarta
Universitas Kristen Indonesia Maluku
Universitas Kristen Indonesia Paulus

Japan

International Christian University

Korea

Ewha Womans University
Seoul Women's University
Yonsei University
Yonsei University Health System

Macau

University of Macau

Myanmar

Chin Christian College
Dagon University
Kachin Theological College and Seminary
Myanmar Institute of Theology
University of Mandalay

Philippines

Ateneo de Davao University
Ateneo de Manila University
Central Philippine University
De La Salle University
Miriam College
Pilgrim Christian College
Silliman University
Southern Christian College
Trinity University of Asia
University of Saint Louis, Tuguegarao
University of St. La Salle
Xavier University

Taiwan

Chang Jung Christian University
Fu Jen Catholic University
Soochow University (Taipei)
Tunghai University

Thailand

Assumption University
Payap University

Vietnam

Hue University
Vietnam National University