

UNITED BOARD

HORIZONS

JUNE 2018

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



Investing in Leadership

In this issue:

A Special Focus on Leadership Development

Message from the President

Leadership and Learning

“Leadership and learning are indispensable to each other.” Those inspiring words were part of a speech that John F. Kennedy planned to deliver in Dallas, Texas on November 22, 1963, before tragedy intervened. I find that this short sentence — just eight words long — aptly describes the reason why the United Board has made leadership development a central focus of our programming. Without leaders who are committed, caring, and, at times, critical of the status quo, how can we be assured that students at colleges and universities will have access to education that enriches them intellectually, spiritually, and ethically?

My interaction with the leaders of our network institutions in Asia is always rewarding, particularly when I see the ways in which they confront challenges with grace, an understanding of their mission, and an inclusive approach to finding solutions. Equally inspiring are the “rising” leaders who participate in our leadership development programs — the mid-career faculty and administrators eager for opportunities to develop their talents and skills and engage with peers from other countries. All are articulate in describing the hurdles they see and the solutions they envision.



Nancy E. Chapman
President

This issue of *Horizons* gives special attention to the topic of leadership. We are honored to share the reflections of two university leaders: Roland Chin, the current president of Hong Kong Baptist University, and Budi Widianarko, the recently retired rector of Soegijapranata Catholic University in Indonesia. We also feature stories of leadership in action, with efforts to introduce a new field of study, internationalize the curriculum, launch a fundraising program, strengthen the voices of young women, and enhance the quality of education in other ways. I hope you will be inspired by their stories.

“Leadership development is a central focus of our programming.”

Our relationships with educators across Asia are indispensable to the United Board's goal of supporting a thriving community for whole person education. We invite you to join us in supporting their endeavors.

Contents

Message from the President	2	Internationalizing the Curriculum	10
Network News	3	Le Hoang Dung, University of Social Sciences & Humanities, VNU-HCMC	
Guiding Principles for Higher Education	4	Walking Extra Miles	11
Roland Chin, Hong Kong Baptist University		Sridevi Venkatachalam, Lady Doak College	
The Strengths and Values of a University	5	Creating Deeper International Exchanges	12
Budi Widianarko, Soegijapranata Catholic University		Jared Dorn	
Learning about China, Teaching about China	6	Developing a Spirit of Giving	13
Geraldine Maria Smith, Stella Maris College		Didik Wahjudi, Petra Christian University	
Developing a New Academic Field	7	An Advocate for Nonviolence in Sri Lanka	14
Elizabeth J. Perry, Harvard-Yenching Institute		Stephen Arulampalam, Theological College of Lanka	
Strengthening the Voices of Young Women	8	On the Subject of Leadership	15
Lu Jingjie, Ginling College		Donald R. (Bob) Scheid	
The Impact of Leadership Development	9	A Language Bridge between Cultures	16
United Board Fellows Program		Alfons Christian Hardjana, Soegijapranata Catholic University	

Network News

Technology and Innovation in Education

Many United Board network institutions are using technology to enhance whole person education, and nearly 150 educators eagerly shared ideas, firsthand experiences, and ongoing initiatives at the **“Technology-Assisted Teaching and Learning for Whole Person Education: Opportunities and Challenges for Asia”** conference, convened by the United Board and Hong Kong Baptist University on May 16-18. Keynote speakers challenged current modes of thinking about innovation in education, suggesting the need for a shift in the conceptualization and planning of teaching strategies for a generation facing an increasingly uncertain future. Presenters and participants from over 55 colleges and universities in Asia described the creative ways in which they use technology to facilitate critical reflection in service-learning, incorporate local knowledge into academics, and teach social entrepreneurship. Other sessions highlighted the benefits of technology in streamlining learner management, automating assessments, and reaching out to a wider range of students through online learning. Participants also recognized that faculty often lack ease and comfort in using technology in the classroom, and recommended approaches to skills training for faculty.



United Board Program Officer Kevin Henderson, left, interviews Jaime Casap of Google at the conference.

Laying the Foundation for Generating Resources

The United Board has been sharing its development experience and expertise with its network institutions, especially to those lacking a professional development team. This collaboration first began in the 1970s and, in recent years, this assistance has taken a variety of forms, including the following:

- Convening an Advanced Leadership Seminar and several Strategic Planning and Resource Development workshops.
- Helping several Indian colleges set up alumni outreach programs.
- Through the United Board’s Bamboo Grants Program, supporting the enhancement of institutional fundraising programs (see related story on page 13).

Please contact Trudy Loo, the United Board’s Senior Manager for Development, for further information (tloo@unitedboard.org; 1.212.870.2612).



United Board Executive Vice President Ricky Cheng leads a discussion on fundraising at the Advanced Leadership Seminar in May.

Proposals for United Board Project Grants: Deadline is September 30

The application process for United Board Project Grants (formerly called Institutional Grants) is now open! We welcome proposals for projects that will advance the capacity of colleges and universities in our network to design and deliver whole person education in innovative and effective ways. Guidelines and application materials can be found on our website, www.unitedboard.org.

Guiding Principles for Higher Education

Roland Chin, Hong Kong Baptist University

“Listen, explain, and clarify – it’s important to engage in continuous dialogue.”

Problems, challenges, controversies: small or large, they form part of the landscape in which a college or university leader works. So how can these leaders best respond when a problem arises on campus? Roland Chin, who has been serving as president and vice chancellor of Hong Kong Baptist University since 2015, relies on a set of guiding principles to ensure that his response is consistent with the values of higher education. “We need to remind ourselves and our colleagues that the main purpose of the university is education, so that we don’t forget what really matters,” President Chin said in a recent interview. “When students are emotional or frustrated, or when there is pressure from parents, donors, or politics, we need to remind ourselves of our basic principles.”

Over the course of his leadership tenure President Chin has relied upon five such principles:

- We must remember that education is our mission.
- We must maintain academic freedom.
- We do not accept violation of the law.
- We must make sure we don’t infringe on the rights of others.
- We must uphold human decency.

Holding fast to these core principles, he has found, “we can put aside pressure” and find appropriate, considerate ways to respond.

Sharing Strengths

We extend our deep appreciation to President Roland Chin and his colleagues for their steadfast support of the United Board and its programs. In the past year alone, HKBU has hosted two United Board Fellows; enrolled and offered tuition support for a Faculty Scholar; and provided the venue and other program support for the recent conference on Technology-Assisted Teaching and Learning for Whole Person Education. We are grateful for the ways in which HKBU shares its strengths, creativity, and experience with other colleges and universities.



Roland Chin, center, surrounded by Hong Kong Baptist University students.

Communication is an important piece of leadership, and even during tranquil periods on campus, President Chin encourages college and university leaders to invest time in communication. “This means listening to students or to the public and then trying to explain the university point of view,” he said. “It means clarifying misconceptions.” These steps are an ongoing responsibility, particularly in the era of social media, when so many voices are straining to be heard and news and opinions travel quickly. “Listen, explain, and clarify — it’s important to engage in continuous dialogue,” he said.

For committed educators, responding to complex problems creates opportunities for teaching and encouraging greater understanding. “The campus is a small replica of society,” President Chin pointed out, “so it also is a training ground that helps prepare students for the larger world.” That includes lessons in how to raise issues and express opinions. “I try to communicate to students that they have the right to express their views,” he said, “but they must also respect that people with opposing views have the same right.” For young adults, these first-time lessons in making their voices heard, being open to new ideas, and accepting both victory and defeat with grace, can ultimately have lasting effects on their professional and personal lives.

The Strengths and Values of a University

Budi Widianarko, Soegijapranata Catholic University

“Cultivating more leaders was part of my mission.”

“Whole person education coincides with my vision of the strength and values of a university,” Budi Widianarko said, reflecting on his recently completed tenure as rector of Soegijapranata Catholic University (2009-2017). “It balances sharpening and broadening the mind, enlarging the heart, and activating the body of students for self-cultivation and good citizenship. It touches the mind, heart, and body, and it contributes to both self and society.” His leadership of SCU was shaped by his desire to share that vision, connect the university to the community, and encourage a new generation of academic leaders.

Early on, Professor Widianarko recognized that his goals could only be achieved if he created pathways for faculty, administrators, and other employees to internalize the university’s core values and develop their own talents and abilities. His approach to introducing service-learning into the curriculum is one example. Community service had a long history in Indonesian higher education, and he felt that service-learning’s principle of reciprocity — in which students learn from community members as well as share knowledge with them — offered a way to modify traditional community service projects to fit contemporary society.

However, he recognized that some faculty members preferred to focus on research and regarded community service as a second-rate activity. “I needed a mind shift

among faculty,” he said. United Board grants for service-learning projects — focusing on issues such as the environment, health, and urbanization — helped him start the process of changing attitudes. “These projects started to catch faculty members’ attention,”

he said, “and the impact and opportunities associated with service-learning became clear. The academic community started to see service-learning as important and promising.”

Professor Widianarko also realized he needed to build up a cluster of leaders. “Cultivating more leaders was part of my mission,” he said, and he turned to programs like the United Board Fellows Program for help. Since he became rector, five SCU administrators and faculty members have participated in the United Board Fellows Program, and many of them are now playing leadership roles. “I didn’t need to explain service-learning or other concepts to them,” he said, because exposure and learning through the program meant “that was already in their vocabulary.”



At an activity to celebrate SCU’s 35th anniversary, Professor Widianarko and all SCU employees participated in beach clean-up.



Some leaders avoid succession issues, but Professor Widianarko took a direct approach. “The university is my home,” he said, “and if I didn’t support leadership development and a strong successor, it would be like destroying my home.” Professor Widianarko is now spending two years in residence at Providence University (Taiwan), while SCU’s new rector, Professor Ridwan Sanjaya, takes the leadership reins. Professor Widianarko is enjoying both his time on a new campus and the view of home. “It is a beautiful moment for me,” he reflected, “to be at a distance and see that my home is still a good home.”

Learning about China, Teaching about China

Geraldine Maria Smith, Stella Maris College

“China is more than textbook teaching.”

China is a major figure on the global stage, so it is not surprising that students at Stella Maris College in Chennai, India encounter aspects of China's politics, ideology, and grand strategy in their courses on international relations, international security, and American foreign policy. “It's a constant phenomenon to see India and China growing together in Asia,” explains Geraldine Maria Smith, an assistant professor in the college's Department of International Studies. “There is never a day where China has not been mentioned in class.” Students' China-related interests are wide-ranging: they include politics, economics, government, communism, soft power, the military, territorial issues, and human rights.

Ms. Smith's own academic interest in China began early in her graduate studies at Stella Maris College. “I became interested in China during the first year of my master's program,” she said. “We had an assignment to submit for research, and I chose to work on the relationship between India and China since the 1962 war.” She went on to intern at the Chennai Centre for China Studies, one of the few think tanks in South India that focuses on China. “I spent time with senior professors, diplomats, and retired armed forces personnel, who gave me different views on their experiences with China,” she recalled. Working at the China Studies Centre at IIT Madras for a few months after graduation was another formative experience. “This was

the time I realized the extent of scholarship available for studying China.”

However, as Ms. Smith points out, “The MA program at Stella Maris College does not currently offer an exclusive course on Chinese studies.” That is true at many of the Indian colleges and universities in the United Board's network, so the United Board, in collaboration with the Harvard-Yenching Institute and Christ (Deemed to be University) in Bengaluru, convened a program on Teaching about China in India, on January 5-15, 2018. The program featured presentations and discussions on Chinese domestic issues, such as its economic growth, governance, and society and transformation, as well as China's relations with India and its role as a global power. The goals were to foster greater understanding between Indians and Chinese and to prepare faculty to develop courses and curricula on China.

Ms. Smith and her colleagues in the Department of International Studies have already taken steps to design a Chinese studies course; a paper on the framework for Chinese studies and a course syllabus have been submitted to administrators for review and approval. Still, she sees the need to do more, and she appreciates the United Board's role in advancing this field of study. “China is more than textbook teaching,” she said. “In order to teach China, we need to know China. This program opened my eyes to so many aspects of China that we generally tend to miss — for example, its people and the language. I think administrators must enable their faculty to first study China, for we cannot introduce China to our students if we do not know about China.”



Ms. Smith finds her students, pictured here, have wide-ranging interests in China.

Developing a New Academic Field

Elizabeth J. Perry, Harvard-Yenching Institute

“
Aim to create a program that is distinctive.”

The United Board and the Harvard-Yenching Institute have enjoyed a long and cooperative relationship. Most recently, they have focused on helping colleges and universities in India introduce or strengthen courses on Chinese studies (see story on facing page). Dr. Elizabeth J. Perry, a former United Board trustee, serves as director of the Harvard-Yenching Institute, where she leads efforts to advance higher education in Asia in the humanities and social sciences, with special attention to the study of Chinese culture. In the paragraphs below, she shares advice for educators seeking to introduce Chinese studies — or any new academic field — into their institution’s course offerings.

“In developing a new academic field, it is important not only to study how the field is being taught at other colleges and universities, but also to figure out how to teach it somewhat differently. In other words, don’t simply imitate existing programs, no matter how successful they may be; aim instead to create a program that is distinctive because it draws upon some unique features and strengths of your own institution and local environment. In the case of Chinese studies, for example, you may want to include material on the history of relations between China and your own city or state, to draw on

resources available in local museums or Chinese Indian communities, and to focus on topics that connect to other areas of special academic strength (e.g., public health? media studies? engineering? or whatever) at your own institution.



“Similarly, one can generate support for the new program by reaching out to faculty in the areas of special strength at your institution, inviting them to cooperate in introducing China material into their courses and in helping to develop a distinctive approach to Chinese studies that will take advantage of and build upon the firm foundation already established by their recognized excellence. If feasible, explore the possibility of joint majors between currently popular areas of study and a new program of Chinese studies. Make clear that the new program is intended to complement and enrich, not compete with or impoverish, existing areas of excellence.”



Faculty from nine Indian higher education institutions attended the Teaching about China in India Training Program in January 2018.

Breaking New Ground

Throughout its history, the United Board has helped educators in Asia introduce new fields of study to their colleges and universities. Introducing Chinese studies in India is a current example. In recent years, the United Board also has collaborated with Asian educators to strengthen the teaching of gender studies, service-learning, and other academic disciplines that engage faculty and students in whole person education.

Strengthening the Voices of Young Women

Lu Jingjie, Ginling College

“Women’s voices are respected and heard.”



Lu Jingjie’s appreciation for women’s colleges began on her first day as an undergraduate at Ginling College in Nanjing, China. “I saw a group of Ginling seniors descending the staircase after class,” she recalled. “How they were beaming with confidence and

elegance dazzled me!” Over the course of the years she has spent at Ginling, first as a student and since 2004 as a faculty member in the Department of English, she realized the young women’s self-confidence came from the quality of the education they received at Ginling. “Women’s colleges like Ginling foster intellectual and physical independence in their students.”

The atmosphere in the classroom and throughout the Ginling campus sets the tone. “Women’s voices are heard and respected,” Dr. Lu said. “Their thoughts and opinions are valued and encouraged. The courses, forums, and activities offered on gender studies help to clear away preconceptions and stereotypes about women, and students thus feel more liberated to pursue their individual dreams in various fields. The faculty and alumnae are role models for students to follow, to catch up with, and eventually to surpass.”

As a 2017-2018 United Board Fellow, Dr. Lu found a similar environment at Women’s Christian College (WCC) in Chennai, India, where she enjoyed a two-month placement at the end of 2017. Both Ginling and WCC, she found, “are women’s colleges proud of their long histories. Both were founded by overseas Christian missionaries in 1915 and have made great contributions in educating women and promoting gender equality since then. Both emphasize the importance of whole person education and aim to nurture their students not only in pursuing academic achievements but also in developing integrity, persistence, and social responsibility.”

At WCC, Dr. Lu was impressed with the college-wide assemblies and departmental lectures that introduce students to new ideas and role models, from realms as varied as health, human rights, local cultural heritage, cybersecurity, and the performing arts. For example, one guest speaker conducted a poetry appreciation and writing class addressing themes of war, violence, and peacebuilding. The students were given a voice — and they responded. Dr. Lu said, “I listened to the poems students composed within 30 minutes in class, and I was amazed by their concerns and sensitivity to world politics, their unique ways of interpretation and definition of war, violence, democracy, and peace.”

Dr. Lu, in her role as Ginling’s coordinator of international affairs, is already making plans to deepen the relationship between Ginling and WCC. “I am planning to first start a collaboration between the English departments, which may take the form of joint research projects — like my current study of contemporary Indian women’s writings in English — or online mini-lectures on Chinese and Indian cultures and languages, or participation in symposiums and workshops. I also hope there will be student exchange programs in the future.” Through these activities and others, the educators at Ginling College and Women’s Christian College can work together to help the young women on their campuses broaden their horizons and “think outside the textbook and the classroom.”



Lu Jingjie, shown at the United Board’s recent conference on Technology-Assisted Teaching and Learning, looks for innovative approaches to teaching.

The Impact of Leadership Development

United Board Fellows Program

Through the United Board Fellows Program, nearly 250 midlevel faculty members and administrators have benefited from training in leadership skills and exposure to best practices in higher education through short-term placements at colleges and universities. We are proud that ten current and former United Board Fellows have assumed the top leadership position at their respective institutions, serving as president, principal, or rector.

Class of 2002-2004

Mercy Pushpalatha

Former Principal, Lady Doak College

Thara K. Simon

Principal, Union Christian College

Class of 2004-2006

Neil Rupidara

Rector, Satya Wacana Christian University

Class of 2006-2008

James Adam

Rector, Citra Bangsa University

Lilian Jasper

Principal, Women's Christian College

P. Thomas Mathew

Former Principal, Union Christian College

Su Mengna

President, Hwa Nan Women's College

Sompan Wongdee

Former President, Payap University

Class of 2008-2010

Zhang Xunjie

Former President, Hwa Nan Women's College

Class of 2017-2018

Ngo Thi Phuong Lan

President, University of Social Sciences and Humanities, Vietnam National University — Ho Chi Minh City

Our Congratulations

In May, 2017-2018 Freeman Fellow Ngo Thi Phuong Lan was named the first female president of the University of Social Sciences and Humanities, Vietnam National University — Ho Chi Minh City. In a recent interview, Dr. Ngo

highlighted some of the benefits she takes away from her fellowship experience. "It gave me the chance to discuss new concepts in leadership. It helped me a lot in my view of how to be a leader," she said. As she steps into her new role, she seems prepared for the challenging work that lies ahead. In her words, "The most important ability for a leader is the ability to anticipate change and embrace change for the use of the university."



Sharing Lessons with Others

In a recent message, 2017-2018 Fellow Tony Sam George of Christ (deemed University) in India described how he and 2016-2017 Fellow Iven Jose will share their leadership training with other educators. "We are setting up a coaching and faculty leadership unit at Christ and soon we will have custom-based tools for higher education (and K-12) teachers, administrators, and leaders. We hope to cover all the teachers in our university as a first step....[T]his initiative is a direct result of the Fellows Program....This center will work with in-house and external consultants with a research loop to feed back into the services we offer." The United Board wishes Dr. Tony and Dr. Iven much success in this exciting endeavor.



Internationalizing the Curriculum

Le Hoang Dung, University of Social Sciences & Humanities, VNU-HCMC

“My experience and lessons learned are still fresh.”



Le Hoang Dung absorbed a wealth of information on best practices in international education as a 2016-2017 United Board Fellow, including two memorable phrases. During the opening Summer Institute, held on the campus of Boston College, he was inspired by the

words he found on a poster: “Understand the world so you can change it.” Later, during his two-month placement at Sophia University in Japan, he observed the varied ways that faculty and administrators apply the motto “Bringing the world together.” Those phrases deepened Dr. Le’s desire to further internationalize his home institution, the University of Social Sciences & Humanities, Vietnam National University-Ho Chi Minh City, where he serves on the Faculty of English Literature and Linguistics.

Internationalization, Dr. Le finds, often is discussed in terms of “international cooperation and mobility of programs, staff, and students,” and indeed, USSH has active programs with 90 institutions from different countries. Yet Dr. Le also encourages educators to explore another channel. “I strongly believe that internationalization of the curriculum is one of the best ways to make higher education meaningful, especially in today’s era of globalization,” he said, as it offers a chance to “enrich the learners’ real experience and global mindfulness.”

Internationalizing the curriculum seems a natural step in Dr. Le’s department at USSH, with its focus on English literature and linguistics. At Sophia University, however, he saw that global issues and perspectives can be incorporated

into engineering, ecology, human development, or virtually any other discipline. Dr. Le was impressed with one interdisciplinary course that drew content from geography, global studies, science, economics, and tourism. “The course is designed to attract local and international students from diverse specializations, with diverse interests,” he explained, and that diversity ensures that a wide range of perspectives will be explored.

Top-level commitment is only the first step in internationalizing a campus: ultimately, its success depends on the commitment of people throughout the university. In particular, Dr. Le believes that “the attitude and actions of mid-level administrators — including deans, vice deans, program coordinators, directors, etc. — will play a crucial role in putting the top administrators’ commitment into real practices via curricular and extracurricular activities.” Dr. Le has created a roadmap to help these mid-level administrators: a case study on internationalization that he developed over the course of his United Board Fellows experience. “My experience and lessons learned are still fresh,” he said, and through sharing his United Board Fellows experience, his case study, and enthusiasm for internationalization, he can help colleagues at USSH and other institutions catalyze new approaches to understanding the world.



The United Board Fellows Program gave Dr. Le opportunities to exchange ideas and best practices with other educators, including 2016-2017 Fellow Nichanan (Kate) Sakolvieng of Assumption University, Thailand.

Walking Extra Miles

Sridevi Venkatachalam, Lady Doak College

“
I wanted more for my heart.”



“I have always been a people person,” Sridevi Venkatachalam said, and that trait prompted her to reconsider her career path after earning a PhD in chemistry from the prestigious Indian Institute of Technology. Soon after graduation she took a position at a refinery in Chennai, where she worked in

a modern laboratory with sophisticated instruments. “The work was challenging for my brain,” she said, “but I wanted more for my heart.”

She decided to return to her home base in Madurai with the goal of “giving back to the home soil that had nurtured me.” In Madurai, she joined the Department of Chemistry at Lady Doak College. “Lady Doak College is a place for people who are passionate about teaching,” she said, “and who are willing to walk extra miles.” She walked those extra miles as she adopted a “beyond the blackboard” approach to teaching young women.

The 2016-2017 United Board Fellows Program marked another turning point in Dr. Sridevi’s career. “A kind of transformation took place,” she explained, and she began to take a closer look at the social aspects of teaching. “Before, in a class of 50 students, I would look only to the brightest students, and often overlook the slower or more timid students.” Now she wonders why a student chooses to sit in the corner of a classroom and not participate. “Is there some problem in her background or in her day-to-day life that is having an impact on her learning?” Dr. Sridevi asked. “If the problem can be identified and rectified, then her learning can take off.”

Students also need to learn about relationships, as Dr. Sridevi observed during her two-month fellowship placement at Seoul Women’s University. As part of the university’s Bahrom Character Education program, students live together in small groups for ten days at the start of each academic year. It’s an environment that encourages them to discuss issues and interests with each other. Year by year, they build a deeper understanding of themselves, others, and society. “These students have been coached from a young age to excel in the classroom,” Dr. Sridevi said, “so a key part of this model is that it takes place outside the classroom. It shows them how to excel in their social lives.”

Lady Doak College also emphasizes learning outside the classroom: its Life Frontier Engagement initiative encourages senior-year students to apply their classroom knowledge to social problems. Dr. Sridevi is eager to share this model with faculty from Seoul Women’s University, and a recently signed memorandum of understanding (MOU) between the two institutions opens the door for exchanges on whole person education and other aspects of teaching and learning. “The Fellows Program is meant to create collaboration and community,” Dr. Sridevi said, and through the MOU, ongoing contact with United Board Fellows, and other exchanges, she is expanding the community for whole person education.



Dr. Sridevi describes Lady Doak College as a place for people who are passionate about teaching.

Creating Deeper International Exchanges

Jared Dorn

“
They can touch more lives in a society.”

Jared Dorn defines international education in broad terms, describing it as anything a college or university does to “move people, ideas, thoughts, projects, programs, or studies.” Over the course of a long career in higher education, Dr. Dorn has seen the value of these exchanges. He spent 25 years working and living at institutions outside the United States — including four years as a faculty member at Tunghai University in Taiwan, with United Board support— and he also helped international students and scholars find a welcoming home at Southern Illinois University during the years he led its Center for International Education.

From those vantage points, he has seen how Asian colleges and universities, particularly Christian institutions, are striving to attain the highest quality. One way that the United Board and its donors can help institutions achieve that goal, he believes, is by supporting faculty development. “We can help them develop faculty who can be outstanding in all ways,” Dr. Dorn said, “and give them opportunities to advance.”

One approach to faculty development is through international exchanges that enable faculty to spend longer periods abroad. “Yes, the top people are gathered together at short-term events like international conferences,” Dr. Dorn said. “But how much can be taken in during a short period? How can you make the



Clockwise from left: Jared Dorn and his wife, Maryann, getting to know Iwan Setyawan and Iwan Sandjaja over a meal in Waco, Texas.

local connections?” In his view, more time delivers richer benefits. “If you give people longer periods abroad — even three to six months — they get a deeper, more varied experience and can touch more lives in a society.”

Dr. Dorn saw clear examples of this when he became acquainted with two Indonesian friends of the United Board: Iwan Sandjaja, a PhD candidate at Baylor University, who earlier received United Board support for his master’s program at De La Salle University in the Philippines, and Iwan Setyawan, who spent four months in residence on the Baylor campus as a United Board Fellow. Iwan Setyawan, from Satya Wacana University, took advantage of all the programs and support offered through Baylor’s International Office and became involved in a local church. Iwan Sandjaja, whose home institution is Petra Christian University, was an enthusiastic networker, eager to connect with international scholars as well as Baylor faculty and students.

“Both of the ‘two Iwans’ were well educated and sophisticated in their ease of communication,” Dr. Dorn said, and they used those qualities to develop comparative frameworks. “They pointed out the differences between their schools and Baylor and other foreign schools,” Dr. Dorn recalled, “and they identified their shared and separate challenges.” In these ways, Dr. Dorn found, they served as ambassadors of their respective universities and helped move “people, ideas, thoughts, projects, programs, or studies” across borders.

Investing in Future Leaders

The United Board is grateful to Dr. Dorn and his wife, Maryann, for their contributions, particularly those in support of its United Board Fellows Program and Faculty Scholarship Program and of Tunghai University. Friends like the Dorns recognize that support for the United Board Fellows Program and Faculty Scholarship Program is an investment in the future of higher education in Asia. We invite others to join us in encouraging strong leadership for Asian institutions through a gift to the United Board. Please contact Trudy Loo, Senior Manager for Development (tloo@unitedboard.org; 1.212.870.2612).

Developing a Spirit of Giving

Didik Wahjudi, Petra Christian University

“
Make students love their university and
alumni love their alma mater.”

Didik Wahjudi of Petra Christian University (PCU) in Indonesia was trained in mechanical engineering, so the world of fundraising was still new to him when he attended the United Board's Strategic Planning and Resource Development Workshop in February 2014. That workshop gave him an overview of fundraising practices, and it motivated him to look to other Asian colleges and universities for effective models. "Seeing how other universities are doing this is very important," he said, now that he is director of PCU's Grants Coordinating Unit. "We can get the spirit of fundraising from them and adjust it for the local situation."

With the support of a United Board grant, Dr. Wahjudi and his colleague, Christine Wonoseputro, spent time with advancement staffs at The Chinese University of Hong Kong and Hong Kong Baptist University. Dr. Wahjudi and Ms. Wonoseputro were impressed with the ways in which those two universities have built strong relationships with their alumni. "Frequent communication makes alumni aware of what is taking place at the university," Dr. Wahjudi said, and holding alumni events on campus can inspire past graduates to support current projects. He was inspired, with some of his colleagues at PCU's Department of Mechanical Engineering, to take some initial steps to reach out to alumni. "We gathered almost



Didik Wahjudi (with microphone) participated in the United Board's 2014 Strategic Planning and Resource Development workshop.

100 alumni of the mechanical engineering department and they all enjoyed the event," he recalled, "and afterwards, they asked us 'What can we do to help?'"

While in Hong Kong, Dr. Wahjudi also spoke with United Board Program Officer Hope Antone, and her memories of being an undergraduate student at Silliman University resonated with him. "She told me that Silliman tries to develop a spirit of giving among students from when they first enter the university," Dr. Wahjudi said. "I shared this idea with my management, so that we can consider how to cultivate a strong love for our university and build a stronger bond with students. We may not reap a harvest in the short term but ultimately this approach can bring support to the university."

Dr. Wahjudi offers advice to others who, like him, are newcomers to fundraising. "It's important to have a good cause or project to offer donors," he said, and fundraisers may want to present two or three projects, of different scales, so that donors can select a project that reflects their own philanthropic interests. It's also extremely helpful to turn to other institutions for advice and models that can be adapted. At a more fundamental level, Dr. Wahjudi urges fundraisers to look to the community they serve. "Make students love their university and alumni love their alma mater," he advised. That's an approach that can unite leaders, administrators, faculty, and fundraisers in a shared mission with lasting benefits.



Didik Wahjudi (far right) and his colleague Christine Wonoseputro (second from left) at the United Board office with United Board staff Louisa So (far left) and Hope Antone (second from right).

An Advocate for Nonviolence in Sri Lanka

Stephen Arulampalam, Theological College of Lanka

“The love, help, and hospitality received from participants are remarkable.”

“My education comes from experience,” Stephen Arulampalam pointed out in an interview, referring to Sri Lanka’s prolonged civil war and the violence, displacement, and imprisonment that he and family members experienced during those years of conflict. Given that background, perhaps it is not surprising that his interests as a theologian and ordained minister have focused on bridging the differences between Sri Lankans of Christian and Hindu faith traditions. “Theological education helps us to understand the nature of Christ’s actions in our own context,” he said, and in his theological studies, he has searched for a relevant Christology for Sri Lanka’s post-war context.

In 2014, the United Board’s Institute for Advanced Study in Asian Cultures and Theologies (IASACT) gave Rev. Arulampalam time and space to pursue his research interests in Christology. Christology is concerned with the life and work of Jesus, and as Rev. Arulampalam writes, “how the divine and human related in his person.” Rev. Arulampalam was interested in connecting Christology to Ahimsa, the principle of nonviolence toward all living things, found in Hindu, Buddhist, and Jain traditions. Nonviolence is a theme that connects many pieces in



Stephen Arulampalam, center, at IASACT 2014.

Rev. Arulampalam’s career, from his current positions as lecturer in church history and chaplain at the Theological College of Lanka, to earlier work in facilitating conflict resolution seminars for Tamil and Sinhalese youth and training laypersons in dealing with post-war trauma, to scholarly writing on topics such as reconciliation and non-violent approaches toward peace.

At IASACT, Rev. Arulampalam shared his experiences in Sri Lanka and heard the viewpoints of scholars from other Asian countries. “I was particularly interested in two presentations,” he recalled. “One presentation was about how caste discrimination creates tension in India, especially in Tamil Nadu. Another presentation examined the struggle between Christians and Buddhists in Myanmar and the important role of interfaith dialogue.” Those presentations, as well as others, helped him connect his research, centered on Sri Lanka, to broader discussions on conflict resolution. “Different languages, different experiences, different cultures, different foods, different ways of entertainment — they all really helped me to understand the multifaith and cultural heritage of Asia.”

“The love, help, and hospitality received from participants are remarkable,” Rev. Arulampalam said. Four years later, still energized by his 2014 IASACT experience, he carries that same spirit as he studies ways to increase understanding between Christian and Hindu communities in Sri Lanka.

In Remembrance: John and Verlie Anne Skillman

John and Verlie Anne Skillman had a long and faithful history of service in Asia, including time spent teaching at Payap University in Thailand, with the support of the United Board. Through a legacy gift, the John and Verlie Anne Skillman Fund will provide scholarships for Payap students. Mrs. Skillman passed away in November 2017, nine years after her husband (who served as a United Board trustee, 1974-1983), but their generosity can still be felt.

For more information, contact Trudy Loo, Senior Manager for Development (tloo@unitedboard.org).

On the Subject of Leadership

Donald R. (Bob) Scheid

“A leader needs to be able to connect with people.”

Growing up in the suburbs outside Chicago, former United Board Trustee Bob Scheid didn't expect “the outreach to the world” that he experienced through his military service and a long corporate career. However, the chronology of his life shows that, after graduating from Purdue University with a degree in metallurgical engineering, he spent nearly 20 years working and living outside the United States. Postings in Japan, Italy, the Philippines, and Brazil, combined with assignments in the United States, put him in contact with people from varied cultures and backgrounds and challenged him to develop effective leadership skills.

“Leadership is one of my favorite subjects,” Mr. Scheid said in a recent interview. “Leadership is needed in any endeavor, whether in government, a corporation, a bank, a hospital, or a family.” Over the course of the years, he has refined his ideas on leadership into “the 4 C's of quality leadership”:

- **Craftsmanship:** A leader needs to know the tools of the trade and how to apply them.
- **Courage:** Through personal courage, a leader faces problems and realistically deals with them.
- **Character:** A leader is a genuine person, with honesty, integrity, and moral values.
- **Communication:** A leader needs to be able to connect with people.

Leadership development is a key focus for the United Board, and its programs help Asian higher education leaders develop the vision and skills needed to deliver whole person education. That approach resonates with Mr. Scheid. “The United Board's emphasis on whole person education — intellectual, spiritual, ethical education — impresses me and fits right into my views,” he said, and added that “what is unique about the United Board is the Christian element.”

That Christian identity also can be seen as an imperative to expand access to education because, as Mr. Scheid points out, what separates the “haves” from the “have-nots” of the world will be increasingly defined by the level of education one attains. “We need to make education accessible to the ‘have-nots’ — we have to make that happen,” Mr. Scheid believes, and the compassionate servant-leaders who embody his “4 C's” can help translate that goal into a reality.

Mr. Scheid has been a faithful contributor to the United Board since his 1979-1981 tenure as a United Board trustee. “I have always admired and will always support what the United Board does,” he said, and through his gifts of unrestricted support, he is helping the United Board invest in the talents and ambitions of future leaders for Asian higher education.



Bob Scheid and his late wife, Bonnie.

Appreciation to Our Hosts

The United Board extends our appreciation to the many institutions that have hosted our United Board Fellows and Faculty Scholars. Thank you for the generosity and warm hospitality that you extend to these current and future leaders!

A Language Bridge between Cultures

Alfons Christian Hardjana, Soegijapranata Catholic University

“ Learning a language is a never-ending process of study. ”

“English is a bridge between cultures,” Alfons Christian Hardjana believes. “It’s a connecting tool to study and learn about another person or culture.” Mr. Hardjana developed an interest in the ways that language, culture, and technology influence communication first as a student and then as a lecturer at the Department of Visual Communication at Soegijapranata Catholic University in Indonesia. Now, as he pursues a master’s degree in communications at De La Salle University in the Philippines, Mr. Hardjana has the chance to apply real-world testing to some of his ideas about culture and communication.

Living in Manila—where he relies on English for his academic studies at De La Salle and the routines of his daily life—has been a challenging experience. However, Mr. Hardjana previewed some of those challenges when he received support from the United Board’s Intensive English Language Program and spent seven weeks in the summer of 2016 at Ateneo de Manila University. He viewed Ateneo’s intensive English-training program as an opportunity to prepare for his graduate studies, experience life outside of Indonesia, and meet people from other cultures.

Vivica Xiong, who manages the United Board’s Intensive English Language Program, explained the connections between English language training and faculty development. “Improving English language skills helps faculty members gain access to more opportunities outside their home countries,” she said “As they become more comfortable in English, they can expand their



capacity in research and academic studies, communicate with colleagues around the world, and initiate partnerships with other institutions.” Strengthening the qualifications of an individual in this way can ultimately benefit an institution’s students through a higher quality of teaching and learning.

Mr. Hardjana points to another benefit of English-language training: exposure to people from other cultures. “At Ateneo de Manila, we were encouraged to use English actively, for seven or eight hours a day, with students from many other countries,” he said. “We were not only classmates but also dorm mates, who not only studied together but also supported each other, went out together, and lived together like a family.” Those types of exchanges opened up new cultures to him. “My friends and I got chances to write, speak, and discuss things about ourselves, our nations, and our cultures. It became an English class that tries to teach and learn about other cultures.”

Mr. Hardjana is in the second year of his graduate program at De La Salle University, with support from the United Board Faculty Scholarship Program. “Learning a language is a never-ending process of study,” he said, but in an increasingly borderless world, proficiency in a global language opens more avenues to encounter new ideas and increase cross-cultural understanding.

English Proficiency Opens New Doors

Proficiency in English is an invaluable tool for Asian faculty. It connects them to more resources in their academic fields and opens up opportunities for study outside their home countries. For these reasons and more, the United Board provides scholarship support to a select number of Asian faculty for short-term study at the Ateneo Language Learning Center at Ateneo de Manila University, Philippines.

Front cover photo: Participants in the United Board Fellows Program and Faculty Scholarship Program placed at Hong Kong universities recently met with the United Board’s Hong Kong staff.