

UNITED BOARD

HORIZONS

DECEMBER 2018

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



Preparing Leaders and Teachers for Whole Person Education

In this issue:
Our 2018 Annual Report

Message from the President

Taking the Next Steps

What happens next? That's a question that formed in the back of my mind as our Summer Institute for United Board Fellows wrapped up on July 27, and 20 thoughtful, committed, and highly motivated leaders prepared to return to their home institutions. These educators had been extraordinarily open in examining their leadership styles, humble in considering ways to share responsibility and demonstrate trust in their colleagues, and enthusiastic about reinforcing their respective institutions' commitment to quality education. So, I wondered, after three weeks as active learners at the Summer Institute, what might they do next with their newfound knowledge and frameworks for change?

It's a question that might be asked at the conclusion of many of our United Board programs, and stories in this issue of *Horizons* provide some answers. After her experience as a 2006-2008 United Board Fellow, Lilian Jasper transformed her approach to teaching at Women's Christian College, incorporating elements of local knowledge and service-learning into her English classes. More than 15 years after her fellowship experience, Thara Simon of Union Christian College drew on her leadership training to respond to a natural disaster in Kerala, India. After attending the United Board's 2017 Whole Person Education Academy, Nguyen Duy Mong Ha, Huynh Thanh Tien, and Tran Thi Thanh Hue designed "echo training" sessions, in which they shared their newfound skills with colleagues at their home institutions in Vietnam.



Nancy E. Chapman
President

“Participants eagerly share what they learn and multiply the impact of our programs.”

What happens next? The simplest answer is that our program participants eagerly share what they learn and thereby multiply the impact of our United Board programs. That's the story that lies behind the numbers featured in our 2017-2018 annual report, which is found on pages 9-16 of this issue. As you look at the summary of a busy program year, I invite you to picture the hundreds of program participants, now serving as ambassadors for transformative teaching and learning and service to others at their home institutions.

Our annual report also tells another story — a story about the generosity of the many individuals who support our work. The annual report is an opportunity for us to publicly recognize your contributions and express our gratitude. Thank you for making our work possible.

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Network News

Leaders as Learners

Leaders in education appreciate the value of continuous learning — for their students, their faculty, and, as importantly, for themselves. Six relatively new heads of Asian higher education institutions demonstrated their commitment to continuous learning when they joined the Summer Institute of the **United Board Fellows Program**, held in Cambridge, Massachusetts, July 9-27. Led by the Harvard Institutes for Higher Education, the Summer Institute helped these six new leaders and 14 United Board Fellows explore frameworks for leadership, key steps to build effective teams, and ways to engage faculty and students in transformational learning.

We express our thanks to Lilian Jasper (principal, Women's Christian College, India), Rux Prampalit (president, Payap University, Thailand), Neil Rupidara (rector, Satya Wacana Christian University, Indonesia), Christiana Singh (principal, Lady Doak College, India), Ridwan Sanjaya (president, Soegijapranata Catholic University, Indonesia), and Mengna Su (president, Fujian Hwa Nan Women's College, China) for taking time to join a community of learners at the Summer Institute.



In circle, from left: Lilian Jasper, Christiana Singh, Mengna Su, and Neil Rupidara at the Summer Institute (center rear: Wai Ching Wong, United Board).

Connecting with Twenty-first Century Learners



Participants working in a small group at the 2018 Whole Person Education Academy.

One goal of whole person education is to create active, lifelong learners, and that requires faculty who are proficient in student-centered teaching techniques. The United Board's **Whole Person Education Academy** gave 20 faculty members from Southeast Asian colleges and universities two weeks of intensive pedagogical training, administered by the Ateneo Teacher Center of Ateneo de Manila University, September 17-29, 2018.

Specialists at the Ateneo Teacher Center emphasized that faculty need to deliver lessons in ways that connect with twenty-first century learners. Teachers are in a better position to foster whole person learning, for example, when they relate a lesson's content to the everyday problems and concerns of students. Training exercises demonstrated how to divide classroom work into smaller chunks; use analogies and examples that help

students make sense of new information; create opportunities for students to connect and negotiate with each other; and provide students with immediate feedback. Participants also were encouraged to reflect upon their own philosophy of teaching and core values. Ateneo resource persons also indicated that education needs to be whole — hence the interlinking of teaching, research, and service and a more interdisciplinary approach to teaching.

This is the second year that the Whole Person Education Academy has been held. Now, through “echo training” workshops, participants at the 2017 academy are sharing the knowledge and techniques they acquired with colleagues at their home institutions and neighboring institutions. To date, 2017 alumni have conducted echo training at Duta Wacana Christian University, Maranatha Christian University, Sam Ratulangi University, and Satya Wacana Christian University (Indonesia); Trinity University of Asia (Philippines); and An Giang University and University of Social Sciences and Humanities, Vietnam National University-Ho Chi Minh City (Vietnam). Several participants from Cambodia and Myanmar also conducted some sharing in their universities or with neighboring institutions.

Insights from Our New Board Chair

Judith Berling

“

We wish to do what we have been doing, only better and with more impact.”

Dr. Judith Berling, professor emerita of Chinese and comparative religions at the Graduate Theological Union in Berkeley, California, became chair of the United Board on July 1, 2018. In the interview below, she reflects upon her career, her United Board service, and how the United Board can best support higher education in Asia.

What have you found most fulfilling in your career as an educator and scholar?

I have been very fortunate to have been a scholar and teacher at a particularly exciting moment in history. I entered college in 1963, and from the very beginning of my studies the intellectual world was exploding with new theories and approaches that included voices that had been previously excluded: voices of women, people of color, and indigenous peoples; postcolonial voices; voices from the "underside" of social history and religion. My three primary disciplines (religion, history, and anthropology) and my secondary disciplines (education and pedagogy) have all undergone radical changes. I have been learning and unlearning all of my career; it has been an exhilarating ride.

My greatest joy has been in mentoring students, helping them to find their distinctive voices and creativities by listening very carefully for what they were trying to say.

What are some of the changes you have observed in the United Board's approach to higher education in Asia since you first joined the Board of Trustees in 2002?

I was recruited in part to support the board's efforts of Asianization: increasing the number and effectiveness of our Asian trustees and positioning ourselves to learn about issues in Asia from people on the ground there, which eventuated in establishing our program office in Hong Kong. Asianization is an ongoing process, never "complete." We learn more about what it means as we continue down the path.

We have been increasing our attention to less developed regions and institution of higher education in Asia. Many of our long-standing partners are now very strong, themselves leaders in their regions. We realized that they could become collaborators in offering programs to strengthen developing institutions in less prosperous regions of Asia.



Judith Berling

We also have been developing programs that strengthen institutional leaders and leadership, through faculty development, pedagogical training, and helping institutions to develop their institutional resources and their educational uses of technology.

Finally, we have clarified our mission as supporting whole person education, as opposed to narrowly vocational or technical education.

How can an institution like the United Board — nearly 100 years old — be of service in the fast-changing environment of Asian higher education?

As we approach the centennial in 2022, we will need to be even more flexible and resilient. We want to be more effective in creating and maintaining networks both within and across regions of Asia. We will need to extend and deepen our learning "on the ground" by making strategic use of consultants and experts. We will seek as much as possible to "train the trainers," to help those who benefit from our programs to return to their contexts to train their own colleagues. We also seek to increase our impact by finding new ways to sponsor conversations of leaders in whole person education, platforms to share pedagogical strategies, and grants or awards to lift up excellent models from which others can learn.

In short, we wish to do what we have been doing, only better and with more impact, making full use of our networks of extraordinary leaders in Asian higher education.

Transformative Teaching, Learning, and Leading

Lilian Jasper, Women's Christian College

“
The leader's vision should inspire a shared vision.”

Ten years ago, when Lilian Jasper was an English professor at Women's Christian College (WCC), the United Board Fellows Program helped broaden her exposure to transformative teaching and learning practices. In July 2018, as principal of WCC, she enthusiastically renewed her connection to the Fellows Program in order to learn more about transformative leadership. Dr. Lilian and five other relatively new leaders of Asian higher education institutions joined the Fellows Program's Summer Institute, studying leadership styles, team effectiveness, institutional planning, and other topics alongside 14 midlevel college and university leaders. The three-week Summer Institute was administered by the Harvard Graduate School of Education's Institute for Higher Education.

“‘Learn to change the world’ is the motto of the Harvard Graduate School of Education,” Dr. Lilian said, and that spirit of openness to learning and change echoes her experience as a 2006-2008 United Board Fellow. Placements at De La Salle University in the Philippines and Randolph College in the United States helped her transform her approach to teaching. “At De La Salle University, there was a lot of emphasis on research,

teaching, and learning, which were seen as a three-pronged approach,” Dr. Lilian recalled. “This was a new concept for me, and when I returned to WCC I plunged into research on local knowledge, with grants from the United Board. My students and I benefited enormously as we explored service-learning concepts and learned from the community.”



Lilian Jasper

Her experience at Randolph College also gave her new ideas. “After my stint at Randolph College, I introduced a class called ‘Ecoliterature,’” Dr. Lilian said. “It was a pure arts course but I introduced practical components and took students on field trips and engaged them in service-learning projects.” This change in classroom dynamics had lasting impacts on the students. “Students became passionate about the environment,” she said, and they carried that feeling with them after graduation. “Students have come back to WCC to say that as journalists or social workers they have been advocates for the environment. I think this is transformative learning.”

Dr. Lilian was both a leader and a learner at the 2018 Summer Institute. “I learned that leadership is the art of mobilizing others to want to struggle for shared aspirations,” she said, “and that the leader's vision should inspire a shared vision.” Dr. Lilian's vision is for WCC to develop young women who are intellectually well trained, morally upright, socially aware, and spiritually inspired. Now, several months after its conclusion, she is putting some of the lessons of the Summer Institute into practice. “I am sharing my vision with important stakeholders so that we can move toward common goals and enhance the quality of education among our women students.”



A new approach to teaching helped WCC students become passionate about the environment.

A College Campus Becomes a Flood Relief Camp

Thara K. Simon, Union Christian College

“We thank God we could cater to all who needed service.”



Thara Simon

Thara K. Simon began her tenure as principal of Union Christian College (UCC) on March 31, 2018, the first female to lead this 100-year-old institution located in the southwestern Indian state of Kerala. Five months later, as heavy rains and flooding struck Kerala, Dr. Thara put aside her typical administrative responsibilities in order to respond to emergency conditions. UCC, located on a hilltop, had been spared the worst effects, so the principal and her colleagues welcomed those displaced by the flooding to the campus. For two weeks, the campus served as a flood relief camp, giving shelter to about 13,000 people.

“A team of committed faculty, staff, and 30 student volunteers worked day and night,” Dr. Thara wrote soon after the camp closed and the college prepared to resume normal operations. Conditions were extremely difficult during the relief efforts. “There was no power supply or landline telephone connection or mobile signal. The airport was closed. Food, medicine, water, clothing, and other amenities were available through helicopters that landed in the UCC football ground. The military as well as the rapid action force had their separate base camps in UCC itself, and went to rescue people in and around the area.”

Despite the challenges, Dr. Thara, Lt. Dr. G.

Geethika, and their colleagues and students responded with hospitality and efficiency. “We had special sections for 12 pregnant women, 16 mothers with infants up to six months, and a room full of feeding children and mothers. A special section was set apart for very old people and for people who had undergone many kinds of surgery. The college cafeteria was converted into a mini hospital, and we thank God that we could cater to all who needed service without any casualties.”

After two weeks, the water levels receded and UCC was able to close the relief camp, clean up the campus, and reopen the college. UCC received appreciation from the local government for the successful completion of REBUILD KERALA - Damage Assessment Survey, which was conducted to assess the structural damage of 9,534 houses in 21 wards. Two hundred sixty-one students of the college, including National Cadet Corps (NCC) members and National Service Scheme (NSS) and pain and palliative care volunteers, registered for the survey and uploaded the damage details through the “Rebuild Kerala” app using geo-tagging technology within a short span of three days.

Dr. Thara has had some time to reflect upon the experience. “With profound gratitude, I recall how the United Board provided leadership training to me as a United Board Fellow,” she wrote. Dr. Thara was a member of our first cohort of United Board Fellows (2002-2004) and continues to draw on the leadership skills she acquired over the course of the program.

The United Board applauds the UCC community for its generous response to those in need during the period of dislocation. “Kindly keep us in your prayers,” Dr. Thara wrote, a request that we humbly accept.



Supplies arrive by helicopter at Union Christian College

An Ambassador for Whole Person Education

Nguyen Duy Mong Ha, University of Social Sciences & Humanities, Vietnam National University

“My colleagues realized the importance of applying whole person education.”

“My daily responsibilities vary greatly,” Nguyen Duy Mong Ha recently wrote, and indeed, in her role as head of the Office of Educational Testing and Quality Assurance at the University of Social Sciences and Humanities, Vietnam National University in Ho Chi Minh City, her work touches many aspects of the university’s teaching and learning, research, and community service. Yet a common theme runs through her busy days of reviewing curricula and syllabi, collecting data for assessments, monitoring the implementation of improvement plans, and mentoring colleagues: improving the quality of teaching and learning.

Despite the demands of her position, Dr. Ha was eager to spend two weeks at the United Board’s September 2017 Whole Person Education Academy, which was administered by the Ateneo Teacher Center at Ateneo de Manila University in the Philippines. “The description really caught my attention as it deals with the philosophy of whole person education in very practical ways,” she recalled. “Learning sessions covered the fundamentals and theories of education, curriculum, instruction, assessment and evaluation, classroom dynamics, research, media, technology applications, and service learning. From my experience, I have found that our teaching staff really have the need to improve their competence in these aspects.” Dr. Ha was already familiar with many of the topics but she relished the chance to experiment with facilitation techniques, media and technology tools, and new ways of managing service-learning.

The United Board strongly encourages participants at the Whole Person Education Academy to develop “echo training” workshops, through which they can share their learning with colleagues at their home institutions and educators from other colleges and universities. That appealed to Dr. Ha. “I want my colleagues at USSH, VNU-HCM to have better awareness of the importance of the whole person

education philosophy and then acquire the practical skills to apply the whole person approach in their teaching,” she said. In July and August, she collaborated with two other Vietnamese participants, Huynh Thanh Tien and Tran Thi Thanh Hue of An Giang University, to deliver two echo training workshops.



Nguyen Duy Mong Ha

“I enjoyed working with Dr. Tien and Dr. Hue thanks to their enthusiasm, commitment, and leadership competence,” Dr. Ha said. “We could share a lot of things and support each other.” One of their goals was to model student-centered learning during the workshop, and that meant monitoring participants’ reactions to new material and adjusting the content and tempo of the workshops accordingly. The three educators were, in essence, ambassadors for whole person education, and Dr. Ha was pleased that participants found the workshops so inspiring: “My colleagues realized the significance of applying whole person education and felt empowered to make changes in their own teaching.”



Participants at an echo training session that Drs. Ha, Hue, and Tien facilitated.

Strengthening the “Bricks and Mortar” of the University

David Pong

“The quality of teaching faculty is very important.”



David Pong (third from right) and his wife, Barbara (center), and daughter, Myra (third from left) visit the United Board's Hong Kong office.

David Pong, professor emeritus of history at the University of Delaware, had been giving to the United Board for years before he realized the role it played in his own family's history. In 1947, his father, Rev. James Tak-Ming Pong, was a professor at Lingnan University in Guangzhou when he learned he had been awarded a scholarship from the Associated Board for Christian Colleges in China (later renamed the United Board for Christian Higher Education in Asia). That scholarship enabled his father to earn a master's degree in government from the University of Chicago. It stood him in good stead later as he pursued theological studies at St. Augustine's College, Canterbury and Oxford University, held academic leadership positions in Hong Kong and Taiwan, and served as the Episcopal Bishop of Taiwan in the 1970s.

“Once I learned my father was connected to the United Board, I recruited my sister, Rachel, to give as well,” Dr. Pong recalled. They support faculty scholarships, which enable young faculty to pursue advanced degrees — the type of scholarship that helped their father 70 years ago. “The quality of teaching faculty is very important,” Dr. Pong said, “as faculty are the bricks and mortar of the university.” Dr. Pong understands the importance of faculty development — he served as a professor of history for more than 43 years and advised the State of Delaware on curriculum reform — as well as the role that college and university leaders play in helping faculty grow and thrive.

“Without good leadership, faculty become frustrated,” he said. “Leaders lay down the vision, framework, and infrastructure for faculty to develop.”

Dr. Pong also has given much thought to whole person education and the ways in which campus life can shape students. “A whole plethora of things outside of a classroom education makes a person whole,” he said, and following his retirement from the University of Delaware in 2013, he accepted an invitation to put some of those ideas into practice as the master of one of the new residential colleges at the University of Macau. The goal was to help students look beyond exams and practice critical thinking skills, develop global awareness, and become better at interpersonal relationships. He emphasized the importance of teamwork; increased opportunities for students to go abroad for study or to participate in events such as choral festivals; and shared meals with his students several times a week. He also underscored the importance of service: “I taught that there is no leadership without service.”

The United Board appreciates Dr. Pong's leadership and service in support of whole person education and is grateful for the contributions he and his sister Rachel provide to the Faculty Scholarship Program.



David Pong as a young boy in Guangzhou with his parents and younger sister. The photo was taken after his father returned from the University of Chicago.

United Board for Christian Higher Education in Asia 2018 Annual Report

Supporting a Community for Whole Person Education



Our programs support a growing community of educators with the knowledge, expertise, and commitment to implement whole person education by:

Supporting leaders who set the vision for whole person education.

Equipping faculty with the concepts & skills for whole person education.

Connecting a dynamic, inclusive network of educators.

Responding to people & communities in need.

Our support is magnified by the many generous individuals who contribute their time, talent, and resources.

Investing in People, Investing in Ideas:

The United Board's mission is to promote education that develops the whole person — intellectually, spiritually, and ethically. By raising the profile of whole person education in Asia, supporting Asian educators who are committed to it, and connecting these educators to each other, the United Board seeks to prepare individuals for lives of professional and personal fulfillment and meaningful service in community with others.

These pages describe programming in Fiscal Year 2018 (July 1, 2017 to June 30, 2018).



Students at Kristu Jayanti College in Bangalore, India.

FY 2018 programs put the focus on whole person education:

660 educators participated in United Board-administered events, and hundreds more attended workshops and seminars led by our network institutions.

Whole Person Education

Consultation: Top leaders from 14 institutions shared their experience in translating the goals of whole person education into practice.

Whole Person Education

Academy: Educators from 19 Southeast Asian institutions learned about the pedagogy of whole person education and reflected upon their own teaching philosophy.



Learning new pedagogical techniques at the 2017 Whole Person Education Academy.

Nurturing Whole Students in

Myanmar Universities: Our fifth Higher Education Leadership Program in Myanmar guided 150 faculty members on how to implement pedagogies that support whole person education.

Other programs focused on leadership development in Southeast Asia; specific aspects of faculty development in India, Sri Lanka, and China; and technology-assisted teaching and learning in the Asian context.

Our programs develop the talent and vision of leaders and educators:



2017-2018 Fellows reflect upon their leadership journeys at the concluding seminar.

- 20 United Board Fellowships for leadership development
- 30 Faculty Scholarships
- 11 Awards for intensive English training
- 13 Scholarships for participation in the Mindanao Annual Peacebuilding Institute

\$4 million in United Board Programs

The United Board's network spans 15 countries and regions of Asia and engages more than 80 colleges and universities. Our grant-making helps educators at these institutions develop student-centered teaching, link the content of their courses to values, make connections between the classroom and the community, respond to new challenges and opportunities, and share their knowledge with others.



Participants in one of the five Higher Education Leadership Programs conducted in Myanmar from 2013 to 2018.

Our programs had an impact:

Ignatius Tri Endarto of Duta Wacana Christin University reflects upon the impact of attending one of this year's echo training sessions on whole person education In Indonesia.

"As a young teacher, not only did I feel challenged to redefine my own understanding of teaching, but I came to realize that the world had changed much more quickly than we imagined. Teachers, as agents of change, certainly need to keep themselves updated with recent pedagogical trends and development in order to meet the actual needs of their students. In other words, as suggested by the theme of this training, good teachers are good lifelong learners at the same time. More importantly, the training also motivated us to embrace the characters of true educators and become more aware of the demands of the 21st century learning."



Ignatius Tri Endarto

Our grant-making helped institutions advance whole person education:

In FY 2018, we disbursed more than \$747,000 in grants.

59 institutions received Project Grants and Bamboo Grants.



A project at Satya Wacana Christian University focused on local knowledge and climate adaptability.

These projects addressed our program areas of leadership development, faculty development, campus-community partnerships, and culture and religion in Asia.

7 grants enabled participants in the 2017 Whole Person Education Academy to share what they learned through "echo training" at their home institutions.

Your Support Makes a Difference

Contributions from nearly **400 generous donors** expanded our impact.

In FY 2018, alumni and friends supported our network institutions with **\$1,482,590** in **designated grants**.

Endowment grants totaling **\$723,543** were disbursed, as an enduring legacy of generosity that supports new generations.

We thank all who support our work with their financial and in-kind contributions.

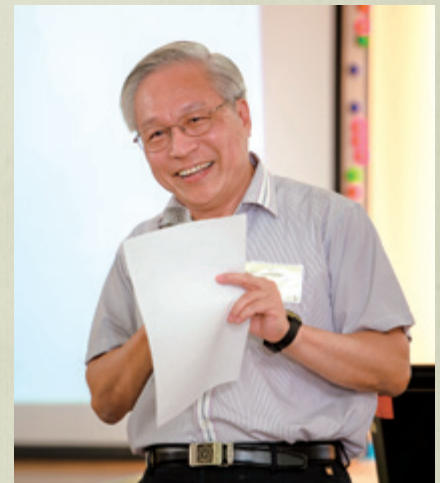


Participants at the Whole Person Education Academy recognize the importance of linking the classroom to the community.

Our support helped network institutions grow stronger:

In 2015, with the support of a United Board grant, leaders of Chang Jung Christian University (CJCU) began exploring new ways to mobilize resources. They soon realized that the term “resources” should not be limited to monetary terms. As CJCU Vice President Po Ho Huang explained, “Resource mobilization also means creating space and identifying dialogue partners to engage in conversations on the concerns, visions, and expectations of the university.” As a result, “Friends of CJCU” units were launched in five regions of Taiwan, creating a space for dialogue between the university and alumni, local church members, and business communities, among others. These friends discuss how they might serve as ambassadors of the university in the public space; how to help with student enrollment, fundraising, and public relations; and course and teaching evaluation.

CJCU is now expanding its outreach. A 2017-2018 Bamboo Grant from the United Board will help Dr. Huang and his colleagues develop another 20 Friends of CJCU groups in Taiwan and one in the United States.



CJCU Vice President Po Ho Huang leads a discussion on resource development.

2018 Financial Review

For the fiscal year ending June 30, 2018, the United Board had total support and revenue of \$9,564,957; total expenses of \$7,129,714; and total net assets of \$140,520,025. 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 Form 990 can be found on the Giving section of our website (www.unitedboard.org).

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