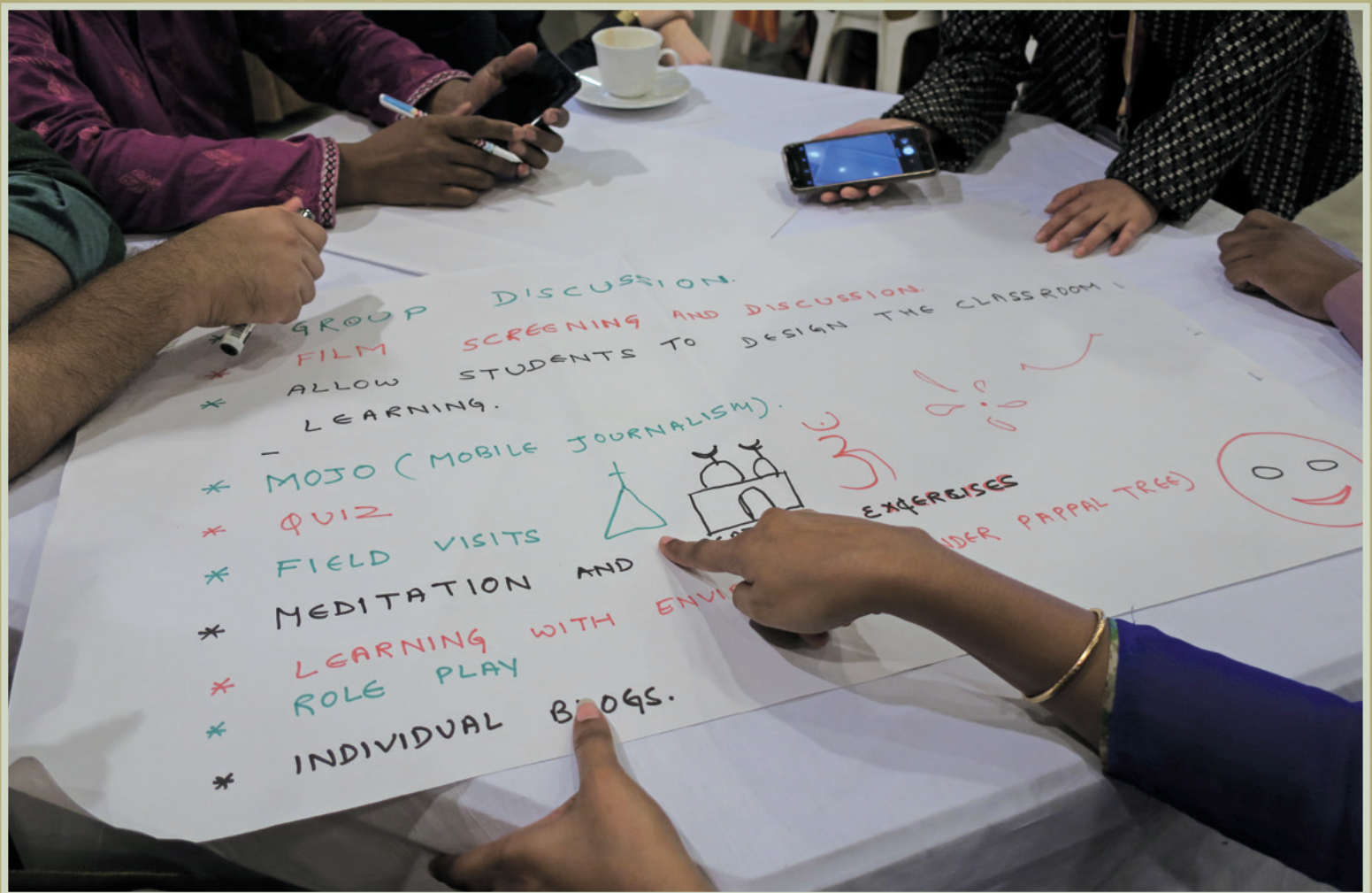


UNITED BOARD

HORIZONS

JUNE 2019

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



Linking Technology, Innovation, and Learning
see pages 4-5

In this issue:
**Sharing ideas and practices for teambuilding,
peacebuilding, and institutional development.**

Message from the President

Developing New Forms of Support

My United Board colleagues and I often encounter visionary leaders and gifted educators with ambitious ideas for nurturing the hearts, minds, and spirits of their students. Their ideas are abundant but the financial resources needed to turn them into practice are limited. Our conversations with these educators have made us realize that new forms of support are needed to help our network institutions sustain high-quality education.

Therefore, the United Board is launching a new effort that will help colleges and universities develop and strengthen their own fundraising departments. In the past, colleges and universities may have been able to rely upon government support or tuition fees to cover their costs, but circumstances have changed. Over the next several years, to help our network institutions

diversify and expand their sources of support, we will introduce a variety of training resources for higher education fundraising and offer mentoring support for fundraising staff.

This issue of *Horizons* spotlights some of our efforts to date. United Board Executive Vice President Ricky Cheng led a series of fundraising workshops in India and Indonesia last year designed to show leaders and administrators how to lay the groundwork for successful fundraising. Immediately following his presentation, Petra Christian University (PCU) designated a senior staff person (and former United Board Fellow) to lead a new Office for Institutional Advancement. PCU's early efforts, backed by Ricky's mentoring, are described on page 8. Union Christian College (UCC) received a small grant from the United Board to help it strengthen its alumni outreach; on page 11, UCC's manager shares reflections on engaging alumni to inspire goodwill and potential sources of support.

As we approach the United Board's centennial in 2022, we will continue to look for innovative ways to support the goals of network institutions. We extend our heartfelt thanks to the many friends whose contributions make it possible for us to explore new ways to support colleges and universities committed to the intellectual, spiritual, and ethical development of their students.



Nancy E. Chapman
President

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Network News

Cultivating Women Leaders

Women's colleges and universities in Asia recognize that the learning environment on campus sends signals to young women about the roles they play in society. That awareness, in turn, prompts them to examine the form and content of the education they offer and the expectations they set for students. To share experience and discuss the outlook for the future, leaders and senior representatives of 27 colleges and universities from nine Asian countries and regions attended the April 11-13 **Women's Leadership Forum**, convened by the United Board and Ginling College in Nanjing.

One goal for these institutions, participants agreed, is to prepare women for leadership roles in their societies. On campus, this means, "to create an environment where their voices are heard, their ideas are pursued, and their successes celebrated," as Rosario Lapus, president of Miriam College in the Philippines described it. Developing women's leadership capacity will pay future dividends: as Heisook Kim, president of Ewha Womans' University in South Korea, noted, these investments are "almost certain to naturally increase the representation of women in socially significant areas, such as policy- or decision-making." Educators also should pay attention to emerging fields, such as artificial intelligence, that will shape future economic practices or set new social norms, and ensure that female graduates are empowered to address to these challenges.



Leaders and senior representatives of 27 Asian colleges and universities attended the Women's Leadership Forum.

Chaplaincy on Asian Campuses

Many Asian colleges and universities have adapted their traditional chaplaincy frameworks, responding to such dynamics as multifaith student bodies, reduced numbers of ordained ministers on campus, and students' needs for emotional, as well as spiritual, support. The **Asian Campus Ministry Forum**, which the United Board and International Christian University convened March 12-14 in Tokyo, provided an opportunity for representatives of nearly 40 Asian colleges and universities to exchange ideas on creating and sustaining nurturing campus environments.

Campus ministry, participants agreed, can create bridges for members of different cultures and traditions to engage with each other, as well as inculcate a sense of mutual respect and social responsibility. Participants shared examples of how their institutions are creating opportunities for dialogue, introducing mentoring programs, and actively practicing hospitality and inclusion. The forum also explored character education, delivering in-person and online counseling support for distressed students, and meditation and spiritual exercises for campus ministry staff.



Participants shared experiences shaped by their religious traditions and campus cultures.

Campus Classroom, Global Platform

Amina Akhter, Asian University for Women

“We want all of our students to have some skills in programming.”

When Amina Akhter was completing her studies in computer science and engineering, the software industry in Bangladesh was in a relatively early phase of development. So after graduation, instead of seeking a programming position in the business world, she decided to combine her technical and problem-solving skills with her passion for teaching. In 2010 she joined the faculty of the Asian University for Women (AUW), an ambitious higher education institution in Chittagong, Bangladesh, whose students come from 16 countries in Asia and represent diverse cultural and religious traditions.

"AUW is a small place, but so vibrant," Ms. Akhter said in a recent interview. "Teaching a diverse group of students with high motivation, alongside faculty from all over the world, makes this a very different experience than what I might find at another institution." In 2016, AUW decided that all of its students should gain some exposure to computer science during their undergraduate years, a goal Ms. Akhter greeted with enthusiasm. "We want all our students to have some skills in programming," she said, as that could open more career paths for graduates and help prepare them for the ways in which technology may shape societies in the future.

Ms. Akhter was designing an introductory course, but she wanted her AUW students to strive for high-quality learning. "Why don't we introduce the global standard for this type of course?" she asked herself. Using a MOOC (massive open online course) could connect her students to the same content offered to students at Harvard University. Harvard's Computer Science 50 is designed to provide an "introduction to the intellectual enterprises of computer science and the art of programming," according to its course description, and it became the basis for CS50x, one of the most popular MOOCs on the EdX platform.

From Ms. Akhter's perspective, a MOOC can enrich course content, but it shouldn't replace the role of the teacher or the in-class interaction students need to turn



Amina Akhter offers guidance to one of her students.
© Asian University for Women

new information into problem-solving and learning. "We adapted the course for the AUW campus," she explained, "by having students watch the lecture in class together, followed by a discussion session. Watching the lecture together and then discussing it helps us catch if the students understand the content or need more help with a component. Then students do three hours of lab work over the course of a week. And, to keep students motivated, extensive office hours are offered." Students submit their assignments for online grading through the MOOC, but Ms. Akhter and her colleagues also instituted an on-campus assessment to measure students' learning.

And the results to date? "Initially, when we were offering CS50, I was not sure about the outcome and how successful we might be," she said, "and frankly, all of our students found the course challenging." Yet she is proud that all 107 students from the first two sessions of the course have successfully completed it, and that more than 100 students are signed up for the current session. Ms. Akhter believes students take away more than programming skills from the course. "Our students can have live conversations with students throughout the world," she said. "This gives them a greater sense of confidence and takes them to a different level — and it shows them that geographic distance doesn't matter as much."

Making Effective Use of Innovative Tools

“Technology can promote an inquiry-based style of learning.”

A 2016 United Board survey highlighted our network institutions' keen interest in using technology to enhance teaching and learning. Sixty-four percent of survey respondents indicated they planned to introduce an online or hybrid course at their institutions within the year, and 92 percent said their institutions would welcome an opportunity to partner with the United Board to develop expertise in technology-assisted teaching and learning. These findings prompted the United Board to introduce a range of forums and training sessions to support innovative approaches, which have been enthusiastically received by Asian educators.

United Board Program Officer Kevin Henderson, who has coordinated much of this programming, said "The balanced use of digital technology in education can provide a diverse set of ways to engage with educational content." It also opens new ways for teachers to connect with students, who already turn to computers or phones to access information and rely upon apps to manage their lives. "Technology can promote an inquiry-based style of learning," he said, which puts more of the responsibility for learning on students. It also changes the role of the teacher, from the lecturer who delivers information



Kevin Henderson leads a discussion on technology at the Asian Campus Ministry Forum.

to a facilitator who helps students evaluate the value and accuracy of the information they discover online, apply their knowledge in ethical ways, and connect their learning to the needs of the local community or to social concerns.

The United Board looks forward to sharing examples of how educators at our network institutions are making innovative use of digital technologies.

Digital Technology in the Classroom

The information below is adapted from a presentation Amina Akhter made at a United Board Faculty Training Workshop in Jabalpur, India, in October 2018, titled "Designing Pedagogical Models for Integrating Digital Platforms."

What are some benefits of MOOCs?	Advice for institutional leaders
<ul style="list-style-type: none">• They ensure global-standard educational content, anytime, anywhere.• They enable students to collaborate with their peers throughout the world as they test their understanding of new knowledge and skills.• They can deliver an assessment of quality and provide personalized feedback.• They can enhance the level of digital skills among students — which is essential in an increasingly digitized world.	<ul style="list-style-type: none">• Develop an institution-wide policy on how MOOCs will be used.• Make digital technology a central consideration in all areas of the curriculum and in learning assessment.• Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support teaching and learning.• Promote new pedagogies that support the integration of online and classroom learning.

Investing in Human Capital

Maher Spurgeon

“Plurality and diversity are core strengths in India.”

Maher Spurgeon, the United Board's senior program consultant for South Asian programs, draws on his background as an ordained minister and former chaplain on Indian college campuses to describe his understanding of whole person education. "Whole person education, in the Indian context, insists on more than just learning for the sake of learning," he said. "It should also be learning for the sake of living and living together." Therefore, Dr. Spurgeon recommends that Indian college and university faculty and leaders take steps to strengthen human relations and team building at their institutions through such means as celebrating plurality, cultivating trust, developing communication skills, and working toward common goals.

"Plurality and diversity are core strengths in India," Dr. Spurgeon said, "so in all our projects, we should note the importance of working with different types of people, to accept others as they are, and to celebrate plurality." That means that educators need to push back against current societal trends, which seem to shift toward uniformity and create an environment in which people only seek out those who share the same language, faith group, or

cultural background. They also will need to invest time and effort in cultivating trust among their colleagues. "We need to recognize that relationships are permanent, not temporary, and they should be based on love, not likes and dislikes," he said. "With love, we can bring about change."



Understanding and sharing a common goal are central to building strong teams that can address current and future challenges. Yet "leaders may not always take the time to share their goals with people at all levels of the institution," Dr. Spurgeon finds, "or they only frame the goals from the top to the bottom." When leaders consistently communicate their institution's mission or vision statement, in words, actions, and aspirations, they help faculty internalize its values and apply them inside and outside the classroom.



Maher Spurgeon discusses teambuilding at a faculty development workshop.

Dr. Spurgeon believes that faculty should feel called to a vocation. "Teachers need to understand that their work is more than fulfilling the syllabus," Dr. Spurgeon said. "How can they help instill the ethos of the institution in their students, through their teaching or through activities outside the classroom? How can they prepare their students to be good Indian citizens and global citizens?" Building relationships with their colleagues, developing effective communication skills, and appreciating the diverse backgrounds and experiences of their colleagues and students can help educators effectively respond to these questions and strengthen their institution's foundation for whole person education.

Leading, Learning, and Listening

Annabelle Balor, University of St. La Salle

“ I have deliberately pursued dialogues. ”

Annabelle Balor placed herself in the position of leader and learner during the 2017-2018 academic year. She had assumed a new professional role at the start of that academic year, as vice-chancellor for academic affairs at the University of St. La Salle in the Philippines. She also was a 2017-2018 United Board Fellow, open to learning new approaches to leadership.

She found valuable lessons at the United Board Fellows Program's Summer Institute, held at the Harvard Graduate School of Education. "Something I learned at the Summer Institute has actually become one of my guiding principles" she said in a recent interview. "As school leaders, we do not always have control over the results, but we do have control over the conditions that will bring about success in our institutions." Now, with a focus on "enabling conditions," she is taking steps to put a more inclusive and deliberative decision-making process in place.

"After coming back from the Summer Institute, I have deliberately pursued dialogues," she said. "I also have encouraged members of my administrative team in the Higher Education Unit to provide time and space for lots of dialogues or conversations. These conversations can happen in structured meetings, informal one-on-one dialogues, or during the administrators' scheduled office

hours." Over time, this type of communication can build a sense of teamwork and a willingness to tackle problems together. "This process may not yield solutions right away, but it may bring forth information that helps team members better understand themselves, each other, and a problem situation."



Dr. Balor also decided to revive a practice — called "Open Hours with the VCAA" — to let colleagues and students know their ideas and opinions matter. "I thought it would be best to intentionally carve out time and space for real conversations, especially with those who do not have the courage to speak in a public setting," she said. "These conversations provide an avenue to discuss issues and concerns that, if left unattended, could hinder team success."

When administrators take the time to listen, Dr. Balor finds, the response from colleagues and students is extremely positive. "They often feel valued that their opinions are sought out and that their views are heard," she said. "The people we lead have valuable insights into the problems we are trying to solve, if only we take the time to 'weigh' it with them, and not think that the leaders always have the solutions. Other times, colleagues and students may not agree with an administration's point of view in the beginning, but once we enter a conversation space, they can understand the reasons for the direction we are taking."

"Higher education leadership must be characterized by a leader's commitment to lifelong learning," Dr. Balor wrote, soon after being named a United Board Fellow. Her fellowship experience showed her the rewards of connecting leadership, learning, and listening.



Visiting hours give Dr. Balor a chance to hear what's on the minds of colleagues and students.

Bringing Theater Skills to New Roles

Meilinda, Petra Christian University

“ Theater skills reminded me to use perseverance. ”



When Ms. Meilinda was placed at Valparaiso University for several months in 2014, as a United Board Fellow, she had the opportunity to interview the university president, Mark Heckler. To her surprise, she learned that Dr. Heckler had earned a master in fine arts degree, with a concentration in directing, before changing his career focus to higher education leadership. This was a revelation to Ms. Meilinda, who was then the head of the Bureau for Cooperation and Institutional Development at Petra Christian University in Indonesia and who also had a degree in theater. "President Heckler shared how his background in theater helps him to be a better leader, to understand characters, and to be human in facing problems that he needs to solve," she recalled. "He told me that leading a university is like leading a theater performance, with visioning, planning, implementing, and evaluating."

Upon reflection, Ms. Meilinda realized her own theater-based skills were useful in her work at Petra. "Analyzing situations quickly, creating a strategy, listening, and paying attention to details, not to mention creativity and improvisation — all of these I learned from theater," she said. She needed these skills in her work at the Bureau for Cooperation and Institutional Development, which was taking steps to build up its internationalization efforts. "Petra received six different grants from the government to help its internationalization agenda," Ms. Meilinda recalled. "For me, this is an achievement because in

Indonesia there is a clear dichotomy between public and private universities and the possibilities we can get." Fundraising was new to her, so she applied her theater talents in new ways. "Dealing with the people in the Ministry of Higher Education and Research, understanding their agenda while also pushing our agenda — those skills came from theater," she realized.

While heading the bureau, Ms. Meilinda had stepped aside from the Petra Little Theatre (PLT), a theater group under Petra's English Department. But her experience at Valparaiso University inspired her to return to PLT, as its artistic director, and take the group in new directions. "We started a movement to nurture young talents to write plays based on social situations in Indonesia," she said. "Up to this point, we have had seven productions of our students' creative work. In April, one of the plays was performed in Yogyakarta."

The Yogyakarta performance was PLT's first touring performance since 2002. It also represented a milestone in Ms. Meilinda's work as a fundraiser. Getting funding for the Yogyakarta production was one of her first exercises in her new role as director of Petra's Office of Institutional Advancement.

"After two months of hard work and heartbreak — since rejection is also part of fundraising — we finally got the money to send 25 students to perform in Yogyakarta," she said. "Theater skills helped again, this time by reminding me to use perseverance."



In her new role as director of Petra's Office of Institutional Advancement, Ms. Meilinda helped raise funds for Petra Little Theatre's first touring performance since 2002.

Development Officer: Qualities for Success

The position of “development officer” is relatively new in the Asian context, and institutional leaders may wonder how to evaluate candidates for this important role. Ricky Cheng, who has led the United Board’s development efforts since 2010, shares his thoughts on some of the qualities that development officers need for success.

Mr. Cheng is leading efforts to help United Board network institutions develop and strengthen their own fundraising departments. These efforts will build momentum as the United Board approaches its centennial in 2022.



United Board Executive Vice President Ricky Cheng frequently speaks to network institutions about ways to approach fundraising.

Mission-driven:

Someone who is committed to the mission of the institution.

Positive thinker:

A true believer in the program who expects that the donor will feel the same way.

Self-motivated:

Someone who finds motivation in the work itself and the impact gifts can have, rather than the glory of getting a big gift.

Good communicator:

Adept at storytelling, both verbally and in writing.

Active listener:

Willing to lend an ear to donors, who often want to share their own stories.

Detail-oriented:

Yet focused on the bigger mission.

Team-builder:

Able to motivate a range of stakeholders (alumni, colleagues, etc.)

Leader:

Intent on spearheading innovative fundraising efforts.

**For more information on establishing a development officer,
please contact Ricky Cheng at rcheng@unitedboard.org.**

Appreciation for Higher Education

Ann English

“Education is very important in our book.”

"We came from very modest means," Ann English said of herself and her late husband, John, who served as a United Board trustee (1992-2001). "Both of us had parents who worked hard to give us our bachelor's education." That appreciation for education, combined with the couple's long history of service to nonprofit organizations, inspires her continuing support for the United Board. "Education is very important in our book," she said in a recent interview. "It's the best way to get a stable job and to have money to help other people."

Mr. English developed his expertise in investment management and pension funds during his 26-year career



Ann English (center) visiting with Trudy Loo and Ricky Cheng of the United Board.

with the Bell Telephone System (later AT&T). He took a leap of faith in 1981, when he left the security of the corporate world to become chief investment officer at the Ford Foundation. "We prayed a lot about the decision," Mrs. English recalled. "But John said, 'If I am at the Ford Foundation, I can help people all over the world.'" Those years at Ford became a learning experience for both of them, as Mrs. English often accompanied her husband on travel, including a memorable trip to India in 1984. "We both learned so much during those years."

Mr. English retired from the Ford Foundation in 1993, at age 60. "He wanted to focus full-time on helping nonprofit organizations," Mrs. English said. His financial expertise was of particular value to nonprofit organizations, including the United Board. "He always wanted to serve on the investment committees, and he recruited others to serve on those committees too." Mrs. English said she often learned about the work of nonprofit organizations, like the United Board, by proofreading her husband's investment committee reports. "John would be so happy to know all that you are doing now," she said.

Mr. English passed away in 2001, but Mrs. English continues to support causes they both felt strongly about. A recent contribution to the United Board is an illustration. Inspired by her 1984 trip to India, Mrs. English decided to support a 2018-2019 United Board Fellow from India. She also wanted to support a woman, "as John, in the 1980s and 1990s, had been helping young female professionals who were hitting the glass ceiling." Dr. Jyothi Kumar from Christ University, India, is an educator whose perception of leadership might resonate with that of the late Mr. English. In her application, she wrote: "I believe a leader is not one who has followers, but one who will multiply leaders."

The United Board extends its appreciation to Mrs. English for her support of the United Board Fellows Program and for the generous contributions she, with her husband and on her own, has made over the course of more than two decades.

Connecting with Alumni

Rev. Thomas John, Union Christian College

“We hope we will be able to inspire alumni.”



Rev. Thomas John, manager of Union Christian College (UCC) in Aluva, India, is clear-eyed about the need for institutional development.

"Colleges and universities must have a development office," he said, "but finding proper candidates to fill the post of development officer is a challenge." Development officers, in his view, need both practical skills and a sense of how to connect with people. "The work of the development officer should go beyond finding financial resources, though that will be one of the most important tasks," Rev. Thomas John explained. "The development officer must be able to connect with alumni in an emotional way, and should be able to enthuse our constituents through stories."

From Rev. Thomas John's perspective, the work of alumni relations begins before graduation. "We have been able to sustain the emotional bonds that a large number of alumni have for the college," he said, in part because of the ways that UCC supports students — academically, socially, and emotionally — over the course of their college careers. Helping students with tutorials, remedial education, and mentoring helps build long-term loyalty to the institution, and encouraging students and faculty to be active in various campus clubs and associations can spark enduring social networks.

UCC's alumni association is the oldest in Kerala state, but UCC takes fresh approaches to nurture relationships with its alumni. "We encourage each academic department to form an advisory committee consisting of distinguished alumni in the subject/field, industry representatives, and distinguished scholars," he said. "Together, they can plan for the development of a particular academic

discipline, enhance industry participation, and strive to become more interdisciplinary." When alumni are engaged in this way, they may be able to help faculty and administrators identify potential donors or make connections to the corporate social responsibility programs of large companies.

Regular communication with alumni — through newsletters, websites, and social media — is important, and that means keeping track of former students. With support from a United Board grant, UCC developed an alumni database and populated it with current contact information. "We have a database of about 4,000 alumni," Rev. Thomas John said. "That gives us a vast base of alumni whose goodwill can be tapped, provided we have concrete plans for the development of the college."

UCC will celebrate its centenary in 2021, and Rev. Thomas John sees that approaching milestone as an opportunity to deepen relationships with alumni. "We are working on concrete projects and plans, in 10 areas of college life, to be accomplished by our centenary year," he said. "We hope we will be able to inspire our alumni to help us financially in making these dream projects become reality." In that way, UCC and its proud alumni can link their history with shared goals for the future.



From its Development Office, Union Christian College is reaching out to its alumni.

A Perpetual Benefit and Mark of Distinction

Nan Lin

“An endowed chair creates prestige for an institution.”

The concept of an endowed chair professorship is relatively new in Taiwan and other parts of Asia, but Nan Lin, an alumnus of Tunghai University, believes it can bring lasting benefits to Asian higher education institutions. "In the U.S. context, an endowed chair creates prestige for an institution, and it is an honor for the professor," he said. It also gives a college or university the financial resources to attract and retain a distinguished senior professor. Dr. Lin himself held a chair professorship — the Oscar L. Tang Family Chair Professorship — before his retirement from Duke University in the United States, a title he still holds in emeritus status. Now, working through the United Board, he is taking steps to support an endowed chair professorship at Tunghai University.

Like many of his contemporaries, Dr. Lin has been considering ways to give back to his alma mater. He appreciates that an endowed chair professorship ensures a permanent source of support for Tunghai: Dr. Lin's contributions will constitute the principal for the endowment and the interest earned will create a stream of funding for the chair professorship. According to the terms of his endowment, Tunghai will select either a

professor of sociology, social work, foreign languages, or Chinese literature to hold the Nan Lin and Alice Lin Chair Professorship. "The donor should not be involved in choosing the professor, but should trust the university to make the right choice," he said.

Dr. Lin graduated nearly 60 years ago, in 1960, but he is quick to point out the benefits of the liberal arts education he and his late wife, Alice (Class of 1963), received during their undergraduate years at Tunghai. "All freshmen and sophomores took introductory courses across multiple disciplines — the humanities, science, math," he said. "Learning the basic issues of a range of disciplines broadened our minds and gave us a better understanding of the world," he said. His Tunghai education put him on a path to graduate school in the United States and an academic career as a professor of sociology, with research interests in social networks and social capital.



Proud members of Tunghai University's Class of 1960.

Tunghai's Class of 1960 was small, with just 174 graduates, but that cohort built a lasting spirit of community and loyalty. "We learned from each other and built networks with each other before graduation," Dr. Lin reflected, "and those networks remain intact," nurtured by the annual or biannual class reunions held since 1990. Now Dr. Lin hopes he can inspire members of that network and other Tunghai supporters to consider supporting endowed chair professorships. "This would give both a perpetual benefit and mark of distinction to the university," he said, a lasting expression of gratitude to the institution that nurtured them.

An Endowed Chair Professorship: Some Advice to Consider

An endowed chair professorship is a position that is permanently paid for with revenue from an endowment fund specifically set up for that purpose. Individuals and institutions interested in exploring this option may benefit from Dr. Nan Lin's advice, which he shares below.

A step-by-step process

Individual donors may believe that an endowment is beyond their financial means, but Dr. Lin advises, "Don't view this as requiring a one-time donation: you can build up the endowment over a period of two or three or even five years, which may be helpful from a tax perspective as well." Donors can talk to the United Board, as Dr. Lin did, about holding the endowment funds; when the threshold amount of principal is reached, the process of distributing the earnings to the designated institution for the chair professorship can be activated.

Give as a group

Dr. Lin suggests that, "if the amount needed is too much for an individual to manage, think about setting up an endowment as a group — members of your graduating class may want to join together to support an endowment, which can be named in honor of the class."

Stewardship

Donors want reassurance that their gift will be properly managed, so Dr. Lin strongly encourages higher education institutions to set up a development office or designate an individual to be a development manager. "Too often universities rely on the president's office or alumni office to manage gifts, and in those cases, development becomes a side job and not a primary responsibility." Hiring people with previous fundraising and gift management experience is important.

Partnering with the United Board

Donors may want to consider establishing their endowment through the United Board, as Dr. Lin did, as it can provide an additional level of stewardship of the gift. And, as a tax-exempt, nonprofit organization in the United States and a public charity in Hong Kong, gifts made through the United Board may offer tax benefits for some donors. To learn more about options and requirements for endowments, please contact United Board Senior Development Manager Trudy Loo (1.212.870.2612; tloo@unitedboard.org).

**The United Board is honored to steward nearly 200 endowments,
each made possible by generous donor support.**

Peacebuilding and Undergraduate Education

A. Christina Nancy, Women's Christian College

“Peacebuilding starts from the way one looks at another person.”

"I am an individual who gives a lot of importance to Christian faith, values, and whole person education," Dr. A. Christina Nancy, assistant professor of physics at Women's Christian College in Chennai, India, said in a recent interview. Dr. Christina Nancy is a physics educator who finds opportunities for peacebuilding in her daily life. "I interact with hundreds of teenaged girls each year, who come from various religious, cultural, language, caste, and socioeconomic backgrounds," she explained, "and I recognize the importance and necessity of peacebuilding as an inseparable entity from undergraduate education."

Dr. Christina Nancy believes that small, everyday gestures can contribute to an environment of harmony or conflict. "Peacebuilding starts from the way one looks at another person, their thoughts or opinions about each other, how they smile or shake hands," she said. "In class, most of the students sit next to a person belonging to the same religion or caste or status, to always feel safe and comfortable." In her eyes, this can be a first step in "groupism," through which people cling to the familiar and avoid encounters with those they perceive to be different. As a teacher and a peacebuilder, she takes action. "I put students in mixed groups for classroom activities such as quizzes, presentations, games, and lab work," she said. "This way, they are forced to work along with a mixed group of students, and they get to know each other better."



Dr. Christina Nancy at the MPI training course.

Educated in science, Dr. Christina Nancy was eager for more formal training as a peacebuilder. So, with the support of the United Board, she attended a three-week training course at the Mindanao Peacebuilding Institute (MPI) in May 2018. MPI courses and field study gave her new insights into the fundamentals of peacebuilding, interreligious understanding, and the ways that culture and identity can be resources for peacebuilding. She heard the peacebuilding stories of other participants—who came from 22 different countries and diverse social, cultural, and religious backgrounds—and is already sharing some of them in the values education classes she teaches at WCC. "For example, I discussed a case study related to two rival ethnic groups in Kenya and how the uneducated women there played a major role in peacebuilding initiatives," she said. "All my students, being women, were really motivated to hear this."

Dr. Christina Nancy often advises her students on the importance of inner peace, and the MPI program gave her a chance to cultivate her own sense of inner peace. "Personally, MPI has given me space for self-reflection and continuous learning," she said, "and the exposure I experienced in terms of co-participants from various countries, faiths, and languages was really valuable. In addition to peacebuilding, I have learned many important life lessons," she said.



Students get to know each other better by working in groups.

A Deeper Understanding of Peace

Pham Quang Huy, Diplomatic Academy of Vietnam

“ I have great, generous international friends. ”

Pham Quang Huy, a student and then teacher at the Diplomatic Academy of Vietnam (DAV), was always curious about international relations and the causes and consequences of war and peace. However, it was not until he enrolled in a master's degree program at International Christian University (ICU) in Tokyo, Japan, that he could develop a more comprehensive understanding of peace. Mr. Pham's studies were supported by the United Board's Faculty Scholarship Program and the Japan ICU Foundation.

“The field of peace studies is not yet common in Vietnam, so before my program at ICU I thought peace is simply the absence of violence,” he said in an interview. “During my master's program, I learned new approaches to understanding peace through international relations theory, peace and sustainability studies, and various other approaches.” His studies helped him recognize that peace, analyzed through ontology and epistemology, could be perceived as negative (the absences of violence, conflict, or oppression) or positive (an environment conducive to human development).

Studying at ICU also gave Mr. Pham new experiences in teaching and learning. “I learned a lot from my advisor and professors,” he recalled. “I learned critical thinking, how to manage the classroom, how to stimulate students, and how to link academic knowledge with real world practices.” Furthermore, he had a chance to expand his network through his interviews with Japanese specialists. After earning his master's degree in June 2018, he was eager to incorporate his new knowledge and skills into his teaching of English for special purposes (ESP) at the DAV. His course on “English Language for International Relations” gave him the opportunity to stimulate in-class discussions and determine that the topics related to global governance and peace and conflict studies should be further developed in courses at the DAV.

Mr. Pham's plans for new courses are ambitious, but his ICU education and experiences are lasting sources of motivation. When he began his master's program at



ICU, his advisor told him “You are here for big learning,” and Mr. Pham now wants to share that eagerness for big learning with others in Vietnam. “We have experts in area studies and international relations,” he said, and such experts could be the foundation for a network of people enthusiastic about peace studies. He also appreciates how friendships can promote understanding and peace. “The diversity of cultures and lifestyles at ICU is the most interesting spiritual gift that I was given,” he said. As a result of his ICU experience, “I have great, generous, international friends,” he said, which certainly are elements in an environment of positive peace.

Support for Young Faculty

A gift in support of the United Board Faculty Scholarship Program transforms the lives of dedicated faculty members and, through them, a generation of students. The program enables promising young faculty from select United Board network institutions to pursue advanced degrees in an Asian country outside their own. It offers faculty the dual benefit of strengthening their academic credentials and expanding their international networks. To make a gift, please contact Trudy Loo, Senior Manager for Development (tloo@unitedboard.org or 1.212.870.2612).

Educating and Inspiring Women Leaders

Ying Wang, Fudan University

Ying Wang is a United Board trustee and professor of higher education administration at Fudan University in China. She delivered the opening address at the United Board's Women's Leadership Forum, held in April at Ginling College. Excerpts from her remarks are below; the full text is available on our website.

Women's colleges and universities are in a unique position to educate women for leadership. Inspired by role models and mentors, young women in an affirming and liberating atmosphere can develop confidence, self-efficacy, and talent more freely, less burdened by cultural stereotypes and social pressures.

The value of women's education and leadership development has received widespread recognition in Asia over decades. Governments, institutions and organizations in Asia have implemented policies and practices aimed at improving diversity and equity. Take China for instance. Since 2008, Chinese women have been more likely than men to continue on to tertiary and postgraduate education. According to the Ministry of Education, women constitute 52.5 percent of undergraduate students in China's colleges and universities in 2018.

Despite positive outcomes, the climate on Asian campuses has not reached desirable levels of gender fairness. Women's chance for higher education is still restrained by tradition, culture, religion, and economic circumstances. Women continue to fall behind their male colleagues in progressing towards leadership. Gender imbalance among senior university academics remains an acknowledged problem.

There are deeply concerning issues that have to be addressed in detail.

First and foremost, women's institutions still have a vital role to play in educating and inspiring tomorrow's leaders. But how to carry out the legacy of creating welcoming campus climates for female students and helping them develop the confidence they need to take risks and push boundaries? Innovative efforts should be made to structure leadership development into the curriculum and

co-curriculum, through the whole person education. It is important for women to feel consistently supported and motivated to transform their skills and competencies in the workplace, make well-informed decisions, and achieve a better balance in their personal and professional lives.

Furthermore, we also need to get women better prepared for new requirements in the labor markets of the digital age. Initiatives should be launched to foster female digital literacy and entrepreneurship. More women should be encouraged to enter tertiary education and STEM occupations, unleashing their talent in learning new digital technology, and enhancing their economic and social autonomy.

The need of discussing these issues has drawn all of us. We [each] have brought unique expertise and experience [to this Women's Leadership Forum]. The forum allows us to share diverse perspectives and insights with our counterparts, learn from each other's leadership journey and good practices, and identify ways to cope with new challenges. It provides a great opportunity to build a network of personal relationships, to work together closely and make progress effectively, to strive with all our combined strength, for cultural, attitudinal and structural changes that ensure equal opportunities and a more representative leadership in the sector of higher education and in society as a whole.



Our Thanks

The United Board extends its sincere appreciation to the colleges and universities that have hosted our programs, our Fellows, and our Faculty Scholars.