

UNITED BOARD

HORIZONS

DECEMBER 2019

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



100 Years and Beyond

In this issue:

Our 2019 Annual Report

Message from the Chair & President

Our Second Century Comes into Focus

Welcome to a season of celebration! With this issue of *Horizons*, we are launching the United Board's multiyear centennial celebration. The United Board was founded in October 1922, so we officially turn 100 in October 2022. In anticipation of this joyous event, we plan to extend the celebration over the course of several years so as to multiply the opportunities for us to share this milestone with the many colleagues, supporters, and friends who are so important to our mission and programs.

"Great Expectations" is the theme that unifies our wide-ranging plans for observing the centennial. "Great Expectations" defines both our heritage and our outlook for the future. It recognizes that the United Board has been a forward-looking organization from its earliest days, when a small number of ambitious and determined missionary educators endeavored to introduce new approaches to higher education in Asia. It describes the aspirations of the leaders and faculty of our network institutions, who translate the principles of whole person education into practice. And it captures the anticipation of eager students as they first arrive on campus and as they graduate and embark upon the initial stages of their careers and adult lives.

Great expectations also are evident in the strategic priorities that United Board trustees and staff have defined to guide us into our second century. A number of them, described on the next page, show the pathways for turning our vision of whole person education into action. These priorities recognize that our work is done in concert with educators across Asia — and that their talents, needs, and great expectations for the future must be taken into account if we are to achieve our shared goal of delivering education that enriches the intellect, heart, and spirit.

For many of you, the words "great expectations" will bring to mind Charles Dickens' classic tale of the orphaned Pip and the dreams he pursued to rise above humble beginnings. Like



Judith A. Berling
Chair



Nancy E. Chapman
President

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“Great Expectations defines both our heritage and our outlook for the future.”

Pip, the United Board has always looked to the future with ambitious plans. The course of our journey, however, has been much different: rather than social standing and wealth, the United Board and its community of educators, supporters, and friends have sought paths that enable young adults to develop their minds, hearts, and consciences so that they can better serve their families, communities, and societies.

We know that our generous and committed supporters also set great expectations. Your gifts in support of a program, scholarship, fellowship, or higher education institution all represent a belief in the transformative power of education — and the great expectation that even small contributions can have lasting effects. We look forward to sharing insights with you, over the coming months, that show how these gifts help fulfill the great expectations of students, faculty, administrators, and leaders at colleges and universities across Asia.



UNITED BOARD

FOR CHRISTIAN HIGHER EDUCATION IN ASIA

1922-2022

Our centennial logo is a symbol of our 100-year heritage and our vision for the future.

United Board Strategic Priorities

Leadership Development: The United Board will support and prepare leaders who set the vision for whole person education at their institutions and help them to secure the resources and relationships to ensure its success. *(See an illustrative story on page 4.)*

Faculty Development: The United Board will support the intellectual, ethical, and spiritual development of students and educators through faculty development and promotion of proven strategies for attaining whole person education. *(See an illustrative story on page 5.)*

Special Initiatives: The United Board will develop programs that respond proactively to the needs of lesser-resourced countries and regions or address the concerns of historically underserved or underrepresented groups. *(See an illustrative story on page 6.)*

New Forms of Networking: The United Board will develop new ways to connect a dynamic, inclusive network of educators who generously share expertise, experience, and opportunities with colleagues across Asia. *(See an illustrative story on page 7.)*

Resource Development: The United Board will initiate a special centennial campaign to significantly increase the capacity of colleges and universities in our network to engage their alumni, professionalize their fundraising and stewardship, and secure the resources needed to realize the respective visions of their institutions. *(See an illustrative story on page 8.)*

Leadership and Self-Awareness

Tony Sam George, Christ University

Strategic Priority: Leadership Development



Tony Sam George

“In India, most academic leaders are dropped into their positions without warning, so they have not had opportunities for reflection and developing self-awareness” Tony Sam George, dean of social sciences at Christ University in India, said in a recent interview. With the support of a generous alumnus,

who endowed a leadership chair at Christ University in April 2018, Dr. Tony and his colleagues in the psychology department are developing new training programs to prepare and sustain leaders.

Their training of senior leaders places a strong emphasis on self-awareness. That focus springs, in part, from Dr. Tony’s experience as a 2017-2018 United Board Fellow. “I realized self-awareness is a key to leadership,” he said. “How open are we to examining our blind spots?” At the program’s Summer Institute at the Harvard Graduate School of Education, he found that his level of self-awareness was enhanced through discussions with other Fellows, examination of case studies, team activities, and simulations. “What does my behavior in these interactions and simulations signify?” he asked himself, and that prompted introspection about his leadership style. “The group work methodology is powerful.”

Christ University focuses its training for senior leaders on the “self,” with a three-day program that helps participants identify their strengths, weaknesses, and leadership attributes — as perceived by themselves and by colleagues — and consider how their backgrounds and

assumptions influence their approach to leadership. After the program, participants may continue their training through one-on-one coaching sessions. Leadership often can be lonely, so Christ University also has introduced a Leadership Conversation Forum, giving leaders opportunities to gather and share their challenges, success stories, or ideas on leadership.

Self-awareness and introspection also can be elements of a leadership style that facilitates whole person education. “At Christ, we focus on ‘authentic leadership,’” Dr. Tony said. “In Indian tradition, leadership is associated with power and position. But authentic leadership is based on caring for others. Leaders must put the care of others first and facilitate their development. This approach matches the ethos of our university.” Ethics also are important. “Ethical leadership emphasizes the right use of power, respects diversity, and establishes boundaries between personal and professional,” Dr. Tony said. “It appreciates justice and fairness and recognizes the best intentions of those under our care.”

“People often think leadership is intuitive,” Dr. Tony finds, “but there is a lot to be learned from research and data.” Rather than working from assumptions about leadership or simply replicating past practices, “we can intentionally look for the types of leadership skills needed for success in a certain set of conditions.”



Tony Sam George (back row, far right) and other 2017-2018 United Board Fellows examined their leadership styles at the Summer Institute.

A New Outlook on Teaching and Learning

Pham Tran Thuy Anh, Hue University

Strategic Priority: Faculty Development

“In Southeast Asia, our classrooms usually are teacher-focused,” Pham Tran Thuy Anh, a lecturer at the University of Foreign Languages, Hue University said. “We focus on teaching knowledge, but not in a whole person way.” She attended the United Board’s 2018 Whole Person Education Academy because she wanted to find new ideas to motivate her teaching and, in turn, her students’ learning. The two-week program, led by the Ateneo Teacher Center at Ateneo de Manila University, helped participants understand teaching as a vocation, adopt a student-centered pedagogy, and practice new ways to connect with students.

The program brought Dr. Thuy Anh back to Ateneo, where she received her PhD in English language and literature in 2014 with support from the United Board Faculty Scholarship Program. The campus was familiar but the academy’s focus on whole person education was new to her. The program helped her develop her own definition of whole person education: to Dr. Thuy Anh, it means that students “should not only improve their knowledge but also their attitude, their behavior, and their beliefs about life.” That changes the role of the teacher from someone who delivers lectures to someone who “offers students knowledge and also helps them develop good personal characteristics.”



Pham Tran Thuy Anh

Dr. Thuy Anh wanted to shift away from the teacher-centered style used when she was an undergraduate. “Students then were not free enough,” Dr. Thuy Anh said. “We were too dependent on the teacher.” Teachers need to open two-way channels for communication if they are to help their students to grow as critical thinkers and innovators. “We need to listen to our students,” she said. “Students are more motivated to learn when they are encouraged to give feedback on material or asked to share their feelings.” Dr. Thuy Anh sees positive results from her new approach: her students are more active in class and more willing to seek her advice.

Teachers also should use technology to connect with today’s tech-savvy students — who Dr. Thuy Anh describes as “the 4G generation.” At the academy, participants learned how technology has changed students’ habits and how to adapt teaching approaches accordingly. Young people are used to receiving content at a fast pace, so teachers should divide their lessons into smaller chunks to keep students focused on the task. Students receive fast reactions to their social media posts and instant scores in online games, so teachers should give them prompt feedback about their performance in class or on assignments.

Dr. Thuy Anh has shared her new insights with colleagues at Hue University and educators from other institutions in Vietnam. “Teachers want to involve students more and make the classroom more interesting,” she said, “so they are willing to learn more.”



Pham Tran Thuy Anh (left) at the Whole Person Education Academy.

Empowering the Underprivileged

Father S. Xavier Alphonse, S.J.

Strategic Priority: Special Initiatives



Father Alphonse

“Community colleges are in the people-building business,” Father S. Xavier Alphonse, S.J., director of the Indian Centre for Research and Development of Community Education, believes. He first learned about community colleges during a trip to the United States more than 20 years ago, and

the experience was eye-opening. “The community colleges helped students complete high school requirements, awarded associate’s degrees, and gave credit that could be applied to a four-year college,” he recalled. He began to think of how these “people’s colleges” or “opportunity colleges” could give people in India the skills to live better lives.

“Our goals were to empower, build capacity, and employ,” Father Alphonse said. These efforts led to the creation of more than 200 community colleges that have educated more than 200,000 young men and women throughout India. Father Alphonse stresses that this type of education is not only about creating economic opportunities: “It also helps people become better human beings.”

Students first enroll in a four-month module on life-coping skills, designed to build up self-esteem, decision-making abilities, coping mechanisms, English-language proficiency, and computer skills, among others. Students then go on to modules related to their chosen trades, an internship, and evaluation and assessment of their skills. Ninety-six percent of students achieve employment after completing their community college training.

“This not only helps the student but lifts up the whole family,” Father Alphonse said.

Now Father Alphonse is helping the United Board explore how community colleges might help Sri Lanka rebuild a society damaged by civil war. “First, through life-coping skills, community colleges can respond to the lasting effects to the psyche of war-torn generations — their fears, lack of self-worth, and sense of loss. Second, these colleges can show the way to livelihoods.” Early stages of this collaboration would focus on vocational institutions in the Sri Lankan cities of Jaffna and Batticaloa, with a longer-term goal of catalyzing a network of satellite community colleges.

Sri Lankan teachers are searching for a meaningful system, and Father Alphonse has witnessed their sense of purpose in recent United Board-supported faculty development workshops. He expects Sri Lankan teachers will, like him, encounter ups and downs as they develop a community college model to fit local needs and aspirations. He also hopes they will reap the rewards. “The smiles and confidence of former students — who say, ‘I thought I did not have a future and now I have hope’ — have kept me going,” he said.



Sri Lankan educators traveled to India to learn about community colleges.

Placing Content in the Hands of Students

Lady Doak College

Strategic Priority: New Forms of Networking

“The great advantage of technology in the classroom is that it places content in the students’ hands,” Pitchumani Angayarkanni, an associate professor of computer science at Lady Doak College, explained in a recent interview. Students already look to their smartphones for explanations of new concepts, and advanced technology applications, such as augmented reality (AR), can open more opportunities for learning. Dr. Angayarkanni and her colleague, Sridevi Venkatachalam, an associate professor of chemistry, decided to build on students’ ease with technology and incorporate AR into a module for Dr. Sridevi’s chemistry course. “Bringing these types of immersive experiences into the classroom can enhance students’ learning and creativity,” Dr. Angayarkanni said.

Technology lets students set their own pace, and Dr. Angayarkanni designed the chemistry module so that technology can gauge the learner’s level of comprehension. “If the technology senses doubt in a student, based on her eye movement, then it can help her review material or let the teacher know where she lacks understanding,” Dr. Angayarkanni said. Online multiple-

choice quizzes, built into the chemistry module, give Dr. Sridevi insights into students’ comprehension, and the comments they post help her understand any difficulties they encounter.



Pitchumani Angayarkanni

Technology does not replace teachers, the two Lady Doak professors believe, but it can prompt them to take a fresh look at their role in the learning process. “As a chemistry teacher, I must first understand the subject thoroughly,” Dr. Sridevi said, “and then I can take on the role of content creator.” Technology allows her to make greater use of her imagination as she introduces new concepts to her students in creative ways. “How can I use technology, for example, to show how particles collide? Can this content be reproduced in 3-D to enhance learning?”

And, the professors have learned, even digital natives value the physical presence of a teacher in the classroom. “The teacher is a must,” Dr. Sridevi said. “Students want a teacher to clarify their doubts.” Technology also can free the teacher to pay more attention to the social aspects of teaching: if technology gives her an early indication that a student is struggling, the teacher can explore whether social, emotional, or health factors are contributing to academic problems.

Technology also opens new opportunities for interdisciplinary cooperation, something Dr. Angayarkanni and Dr. Sridevi both found especially rewarding. “Our computer science department wants to work alongside colleagues in other departments to develop beautiful, intellectually stimulating modules,” Dr. Angayarkanni said. That kind of collaboration improves teaching, deepens learning, and, as Dr. Sridevi points out, helps educators respond to the question “How can we make a whole person?”



Sridevi Venkatachalam with her chemistry students.

A Responsibility to Enhance Education

Elisabeth Penti Kurniawati, Satya Wacana Christian University

Strategic Priority: Resource Development

“Before I joined the United Board Fellows Program, I was in a comfort zone,” Elisabeth Penti Kurniawati said. She enjoyed her role as a member of the accounting department at Satya Wacana Christian University (UKSW) in Indonesia and her research interests in business and entrepreneurship. “I felt that all the activities at my university were fine and nothing needed to be changed on my campus.” She gained a new perspective on her career, however, as a 2014–2016 United Board Fellow, especially during her placements at International Christian University (ICU) in Japan and Mary Baldwin College in the United States. “It opened my mind and made me realize that, as a faculty member, I have a big responsibility to be involved in enhancing education.”

At ICU, she learned how the university manages its endowment and how this type of fund can help a college or university reduce its reliance on tuition fees. She also compared how ICU builds long-term relationships with its alumni with Indonesian practices. “In Indonesia, alumni tracking and relationship management are required for institutional accreditation assessment,” Ms. Kurniawati pointed out, but ongoing communication with alumni can bring many benefits. “Alumni know the strengths and weaknesses of a university,” she said. “They can give us feedback to improve the university in many aspects. They can share ideas, experiences, and funds, as an expression of care for the university.”

In May 2016, Ms. Kurniawati joined eight of her colleagues on a donation program task force, charged

with developing a website for the Satya Wacana Career Center & Alumni office. The goal was to create a platform for fundraising purposes and to strengthen bonds with alumni by sharing news and information. More recently, UKSW took another significant step to strengthen its resource base:

on October 1, it launched a Resource Development and Mobilization Bureau. The bureau will help university leaders identify and mobilize external resources; develop a database of potential donors; strengthen relations with current individual and institutional donors; create fundraising publications; and collaborate with the Bureau of Promotion, Public Relations and Alumni on alumni outreach.

Enhancing education can encompass faculty development, student services, improving campus facilities, and more. It also can mean, as Ms. Kurniawati discovered, investing time, effort, and expertise in ways to strengthen a university’s base of support and expand the circle of alumni and other friends who are committed to its success.



Elisabeth Penti Kurniawati

Taking Steps to Cultivate New Resources

On October 1, Satya Wacana Christian University launched a new Resource Development and Mobilization Bureau. Two days later, on October 3, the bureau’s director, Ms. Esthi (front row, far right), attended a resource development workshop at Petra Christian University, supported by the United Board.



United Board for Christian Higher Education in Asia

Annual 2019 Report

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 its principles and practice, 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. We thank you for your generous support of our mission.



Clockwise from top left: Participants at the Asian Campus Ministry Forum; sharing ideas at the Whole Person Education Harvest Seminar; scholars reconnect at the IASACT reunion; and Indian faculty discuss approaches to teaching about China.

2019 Financial Review

For the fiscal year ending June 30, 2019, the United Board had total support and revenue of \$9,705,415; total expenses of \$8,024,703; and total net assets of \$138,741,175. Support and revenue are 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 Financial Statements page of our website.

*The following pages describe programming in
Fiscal Year 2019 (July 1, 2018 to June 30, 2019).*

TURNING OUR MISSION INTO ACTION

Participants join our programs or receive our grant support with great expectations about what they will experience and learn; at the conclusion of a program or grant term, they have equally great expectations about how they can apply their knowledge and skills or share them with others.

More than 900 educators participated in United Board-administered events, and hundreds more attended workshops and seminars led by our network institutions, with support from the United Board.

Investing in Faculty



Alumni of the Whole Person Education Academy compare their experiences in introducing new pedagogies.

Spotlight on Whole Person Education: Faculty training programs in India, Sri Lanka, and Bangladesh gave hundreds of educators from a wide range of disciplines new ideas on how to nurture the intellectual, spiritual, and ethical development of their students.

Intensive Training for Pathbreakers: At the **2019 Whole Person Education Academy**, **20** educators from 16 Southeast Asian institutions learned about the pedagogy of whole person education, with hands-on practice in skill-building sessions.

Expanding the Impact: Whole Person Education Academy alumni led **echo training sessions**, designed to share their knowledge and catalyze the introduction or expansion of whole person education within their home institutions.

Increasing Understanding: The Second Faculty Training Workshop on Teaching about China in India gave **16** Indian educators a deeper understanding of China's political economy, urbanization, and Sino-India relations, as well as opportunities to share effective strategies for implementing China studies in their institutions.

27 faculty members from our network institutions pursued advanced degrees with support from the **United Board Faculty Scholarship Program**.

Additional Support: **15** awards for intensive English training and **11** scholarships for training at the Mindanao Peacebuilding Institute.



Sharing the experience of being an “echo trainer” for whole person education.

Exploring New Directions: At the Regional Forum on Innovation in Teaching and Learning, **25** South Asian educators shared the ways in which they are using technology to better engage their students.

BUILDING STRENGTH IN OUR NETWORK

Through its programs and grantmaking, the United Board responds to the needs of Asian educators and offers them support in designing ways to

effectively implement whole person education in their institutions. These educators, in turn, bring insights and innovation to our network.

Investing in Leaders

18 Fellows completed leadership training through the 2018-2019 United Board Fellows Program. This program gives thoughtful, engaging, and dedicated educators opportunities to expand their vision for their institutions, observe innovative practices, and build an enduring network of peer support.



A Focus on Spirituality



The Asian Campus Ministry Forum promoted an exchange across religions and national boundaries.

Asian Campus Ministry Forum: The Role of Campus Ministry in a Multireligious Context; **35** participants.

- Chaplaincy Training Program; **36** participants.
- Institute for Advanced Study of Asian Cultures and Theologies: Academic Conference cum the 15th Anniversary Celebration; **74** participants.

New Roles & Strategies

- Consultation on Revisioning the Role and Relevance of Christian Universities in Multireligious Asia, with **43** participants.
- Women's Leadership Forum: Challenges and Opportunities for Women's Colleges and Universities in Asia, with **25** participants.
- **8** training workshops in Sri Lanka to explore the needs and aspirations of educators, with hundreds of participants.
- **44** Project Grants totaling \$514,820 to 40 institutions in 8 countries or regions, supporting projects on service-learning, counseling, internationalizing the curriculum, peace education, and more.
- **21** Bamboo Grants totaling \$95,360, giving faculty at 20 institutions in 9 countries and regions support for start-up activities and pedagogical experimentation.



Discussing ways to strengthen leadership at the Women's Leadership Forum.

We thank our network institutions for their support of our programs.

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The United Board gratefully acknowledges the generous support of our donors. Those listed below made contributions between July 1, 2018 and June 30, 2019.

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Contributions from **475** generous donors expanded our impact. In FY 2019, alumni and friends supported our network institutions with **\$2,148,548** in designated grants.

Endowment grants totaling **\$726,077** 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.



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