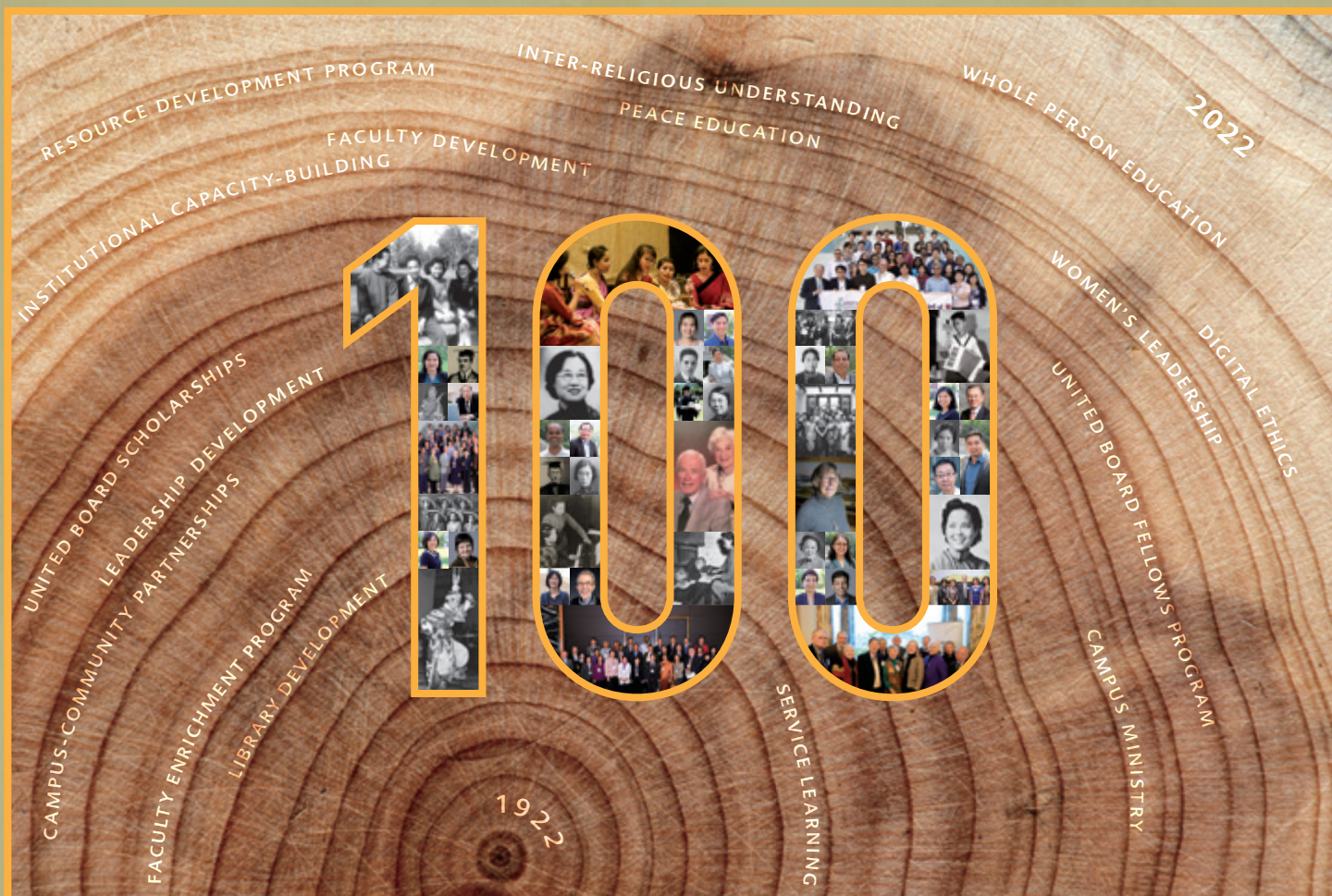


UNITED BOARD

# HORIZONS

JUNE 2022

UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



**A CENTURY OF NURTURING  
CHRISTIAN HIGHER EDUCATION**



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# Message from the President

A hundred years ago, in 1922, a small office was set up in a building at 150 Fifth Avenue in New York City. Its modest mission was to support three missionary-led colleges in China. That was when and where the organization known as the United Board for Christian Higher Education in Asia today first began to take shape.

The sphere of our services has since expanded from China to other parts of Asia—Northeast, South, and Southeast. The scope of our support has ranged from grooming young scholars to nurturing visionary leadership to raising the capabilities of institutions in the regions. A small sapling a century ago has grown into a tree with a strong trunk and many branches, its rings bearing witness to its many milestones and accomplishments.

The featured story in this issue is another inspiring story of origin: a modern music school brought into existence by the vision and passion of Dr. Juanelva Rose, who shares with us the same ideals of Christian values and education. The seed Dr. Rose sowed more than half a century ago has blossomed into a haven of music education on the campus of Tunghai University.


The past two years have not been only about disruption and despair. Among other projects, our staff rapidly developed a Pandemic Response Fund to help our network institutions to ride out challenges of remote learning necessitated by the onset of the pandemic. We are also heartened to see others benefit from our Digital Content Development Grant and the online course for Adaptive Design for Learning to take their capability and adversity preparedness to the next level. Their stories, told in these pages, affirm beliefs and values that bind us with the partners and participants.

In celebration of the United Board Centennial, we have developed a number of special grant and program initiatives in leadership and program development



*Nancy Chapman, President*

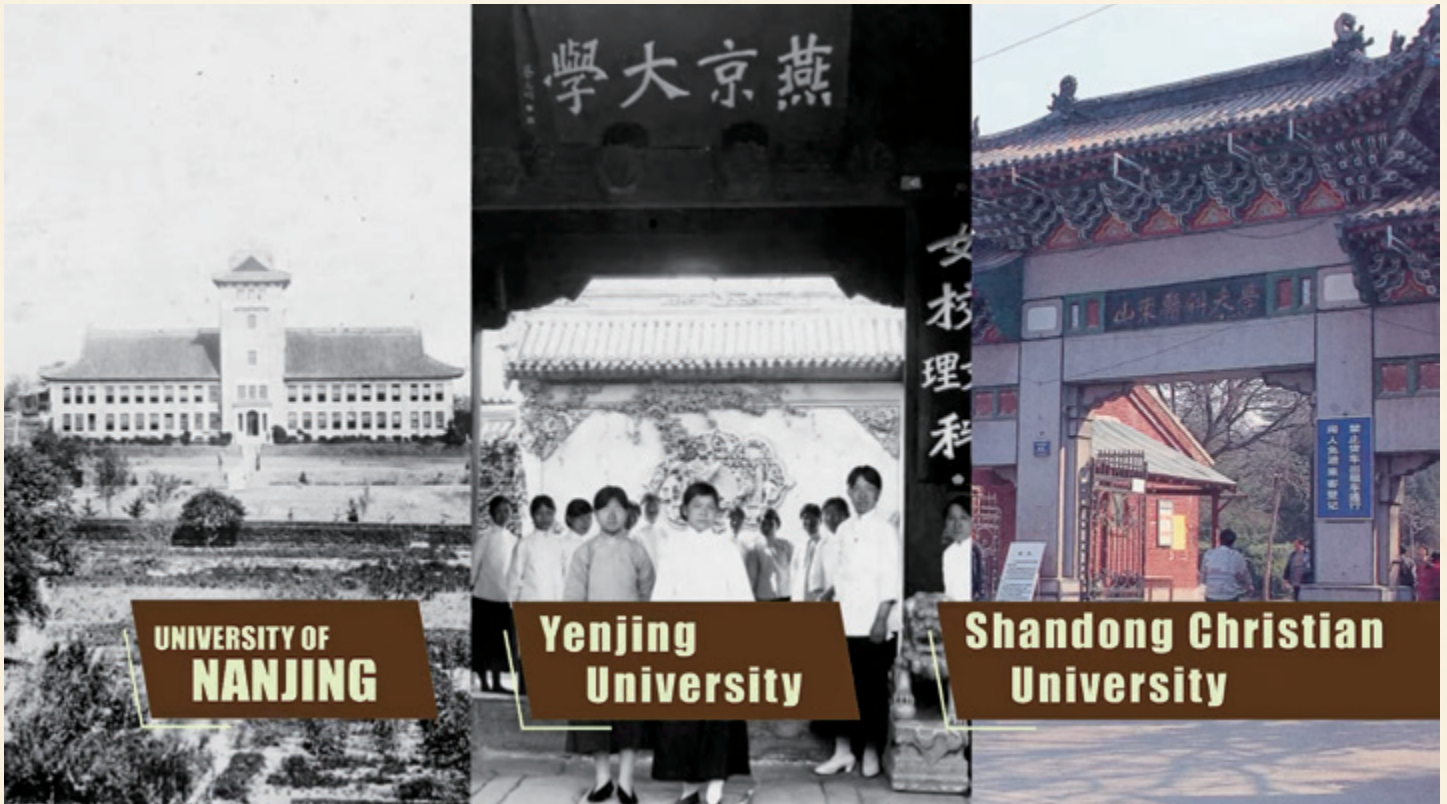
which are largely made possible by the generosity of our donors and supporters. To further engage our friends, alumni and partners to collaborate and celebrate with us, we have asked leaders in the higher education sector to tell us what whole person education means to them. We have also invited partner institutions to, where their anniversaries intersect with ours, hold joint events or programs to commemorate the doubly special occasions.

The year 2022 does not mark the end of a beginning but rather another beginning, a new ring to be added to the already substantial body of an evolving legacy. Our worthy goals beget “Great Expectations”, which is the organizing theme of this Centennial Year and which keeps our vision clear and our hands busy. On the threshold of the United Board’s second century, our trustees, staff, supporters, and the community of educators with whom we work remain filled with a sense of mission, mission not completed but renewed for a new age. We invite you to share our excitement as you read the rich stories that follow. 



# The United Board: Early Roots

*As part of our Centennial celebration this year, the United Board is preparing a brief history that will highlight key developments in the evolution of our organization and work over the years. We look forward to sharing excerpts from this publication with our readers in subsequent issues of Horizons.*



The United Board began in 1922 as a small administrative operation set up to support three missionary-led colleges in China. Housed in a one-room office in New York (see “Where It All Began”, page 22) with a staff of two, the Central Office, as it was commonly called, lacked the usual trappings of an organization intended to last: there was no mission statement, no charter, and neither trustees, officers, nor permanent staff. The instruments of permanence would come in time, as would several name changes, a greatly expanded identity and geography, and a distinguished record of service to Christian higher education throughout Asia. The turbulent century across which these developments took place would leave Asia stunningly transformed; it would also provide the United Board with many opportunities for meaningful service, helping to shape the direction and development of the organization in significant ways.

While its beginnings were modest, the Central Office was not without purpose. In an effort to achieve greater efficiency, its sponsors, the American boards of trustees of the three colleges, had decided to coordinate their clerical functions, recruitment of missionary staff, outreach to donors, and purchases and shipment of supplies and equipment to China. These three colleges, along with nine others like them, had been founded decades earlier by Protestant missionaries sent to China by American, British and Canadian mission boards as part of a century-long effort to bring Christianity to China. Now, the colleges were experiencing growing pains, and it was hoped that cooperation among them would be helpful to all.

Discussions had been underway for years regarding the actual form that coordination among the colleges might take: there had been conferences, proposals,




and reports laying out the benefits of collaboration and some ways the work of the colleges might be integrated. These included proposals to coordinate educational programs and policies, and even suggestions that some colleges be merged for greater impact. It had proven challenging, however, to get everyone with a stake in these institutions — the college leaders, the faculty, the sponsoring mission boards, the college boards of trustees, even the alumni — to agree on a comprehensive plan acceptable to all. The Central Office was a small first step that did not require the colleges to surrender their autonomy or distinctive identities.

The boards of another seven colleges would call on the Central Office for support over the next decade and, in 1932, this loose consortium formed a new entity, the Associated Boards for Christian Colleges in China. The Associated Boards assumed a broader mandate for cooperation in both operations and educational policy while also raising substantial funding for the colleges that saw them through the extraordinary challenges and hardships they faced during the Second World War. With recovery efforts underway but the prospect of civil war in China looming, the Associated Boards took the final step toward integration, becoming in 1945 the United Board for Christian Colleges in China. When, in 1951, the colleges were abolished altogether by the newly ascendant Communist government and absorbed into the national education system, the United Board



became both their legal successor and the keeper of their heritage.

To a striking degree, these early beginnings helped to define key elements of an identity the United Board has embraced for the past century. It is a Christian organization but does not evangelize. It is a support organization, not a mission board holding ownership of institutions under its direction; it also is not a school, not in charge of one, and not responsible for setting educational programs and policies. Instead, it is an organization that supports a network composed largely of Christian colleges and universities throughout Asia

that share a common educational philosophy and heritage but retain their own identities, traditions, and approaches, often reflecting the communities in which they are situated. The resources that the United Board collects and stewards and the programs it organizes are dedicated to the benefit of these like-minded colleges and universities, all of which participate in this network freely and voluntarily. Then as now, the rewards to the United Board come in seeing the colleges and universities it serves prosper and thrive. 





# The Making of a Music School

*The music department at Tunghai University owes much to Juanelva Rose, who arrived in Taiwan as a young woman and never looked back.*





The missive dropped through the letterbox of Juanelva Rose, and changed her life. The United Methodist Church was sending the Texan-born educator to the other side of the world, to teach music at Tunghai University. That was in 1965.

Her first mission? Find out where on earth she was going. “When I got the letter, I quickly got a map and looked for where Taiwan was,” she recalls. “I knew nothing about it. But I decided if they wanted me to go, I would.”

### From Texas to Taiwan

A resident of Tulia, Texas, Dr. Rose’s journey in education began with a degree from West Texas A&M University in 1958. Her first job brought her to McNeese State University in Lake Charles, Louisiana, where she taught piano, organ and clarinet.

During this time, she was also serving as organist and Director of Christian Education at the local United Methodist Church.



*Dr. Rose pictured in 1974, with a senior violin student (first from left) from the first graduating class just after playing his senior violin recital, along with his accompanist and parents*

Dr. Rose arrived in Taiwan in 1965 and would make it her home ever since, as she embarked on a vocation that would become her life’s passion.

“I feel like coming to Tunghai was really a calling,” she says.

### Establishing a music department

Tunghai was the first private university in Taiwan when the United Board for Christian Higher Education in Asia helped to set it up in 1955. Upon her arrival, Dr. Rose became a part of the young institution’s plan to establish a department of music. A big problem in music education was human resources. “When I first started, there were very few music teachers.”

Dr. Rose recalls that for voice, in particular, recording and sending lessons from the United States was all they could do at the time.

In the fall of 1971, Tunghai’s Department of Music became a reality, with Dr. Rose as its chair. She developed a program based on the American model which aimed to lay a solid foundation in music history, music theory and the students’ chosen instruments, and gave them ample time for practice and resulting performance opportunities, including solo recitals, chamber music and large ensemble performances. In the early days of the university, all Tunghai students were required to take a music course as part of their general curriculum, as well as a semester each of art, philosophy and religion.

Once the department was established, Dr. Rose worked



tirelessly to expand the university's reach. She often travelled to mainland China to teach, staying two or three weeks at a time to work with institutions such as the Central Conservatory of Music in Beijing, the Sichuan Conservatory of Music, and the School of Music at the Nanjing University of the Arts.

### **The growth of music appreciation on Tunghai's campus**

The United Board supported the music department heavily from its infancy, funding faculty both to travel to the university to teach and overseas to learn. It also helped fund the purchase of many instruments, pianos in particular.

The music department has grown considerably since those early days. While its first class had just 12 students, its most recent class numbered some 250 music majors including undergraduate and graduate students. Tunghai has experienced similar growth overall, with a total of 15,273 students enrolled in 2021.

The university has seen its mandate expand along with the size of its student body. In addition to instruction within the classroom, Tunghai places great emphasis on educating students outside the classroom to develop



*At the organ in Tunghai University Luce Chapel*

the whole person, which Dr. Rose notes is an emphasis shared by the United Board. Music instruction is no longer mandatory for students but remains a popular elective.

Music continues to permeate college culture and enhance spiritual life on campus at Tunghai in other ways as well. The church choir sings every Sunday and on special occasions such as Christmas and Easter. The

Luce Choir practices every Wednesday and Sunday night—the days that worship services occurred when the college was founded—and performs a wide range of compositions, religious and of other genres. In addition to both choirs and the college band and orchestra, the campus hosts full-scale opera productions and sends its groups to perform at major concert halls in Taiwan.

All music students must perform both junior and senior recitals, so the student body has a regular supply of performances from which to choose. Faculty members also participate in solo recitals or in ensembles on campus and concert halls around Taiwan, while students and teachers alike occasionally perform in church services.



*Taken in the early 1980s at home on the Tunghai campus, practicing for an upcoming performance with Fan Yu-wen, a fine young soprano who had recently returned from study abroad*



## Leaving a legacy for the future

Dr. Rose oversaw much of this growth during her 22 years as chair of the department. Even after retiring as professor emerita in 2005, she continues to contribute to music education. She still teaches piano, both at the university and privately. She judges piano competitions and advises teachers from the community who are seeking to establish piano-teaching programs outside the school. She also remains in contact with many of her students, who have become lifelong friends.


Dr. Rose's tremendous support of education includes leaving a future legacy gift in her estate plans to the university and to the United Board. Part of her donation will directly support the Tunghai music department, and the remainder will support the United Board's Centennial Fund and mission.

"I think I have been most fortunate to have been able to put my passion into what I do for a living," Dr. Rose explains. "I think it is good to continue that legacy by contributing what little I have."



*Taken in 2018, Ms. Rose (fifth from right) is among students and teachers at a Woodwind Workshop held at Tunghai University*

The United Board's forward-looking approach to higher education is one of the reasons she has decided to leave it a legacy gift in her will. She also believes it is important that the United Board continues to emphasize the religious aspect of its mission.

"I think it's the most important thing in my life—the influence of a Christian upbringing and a Christian education," Dr. Rose says .

## A Legacy Gift for Our Second Century

The United Board Legacy Society recognizes individuals who have included the United Board in their estate plans. Like Dr. Rose, our supporters come from many walks of life and are inspired to support the United Board's mission and programs.

A legacy gift can be made through a bequest, endowment fund, charitable trust, or assignment of life insurance and retirement plan assets to the United Board as a beneficiary.

Please contact Trudy Loo, Director of Development, by telephone at 212.870.2612 or email [legacysociety@unitedboard.org](mailto:legacysociety@unitedboard.org) for a confidential gift discussion. We thank you for considering us.





# Counting Centennial Projects and Events

*While the clock seems to have stopped in many parts of the world for the past year due to the pandemic, the United Board has been keeping time to mark its 100<sup>th</sup> anniversary of service and leadership with a series of projects and events.*

## Centennial Anthem

The Centennial Anthem *Cherished Moments* had its world premiere at Chung Chi College in March 2021. Its three versions—ethnic, solo, unity—were performed at Silliman University in July 2021 at a virtual consultation of the Association of Christian Universities and Colleges in Asia (ACUCA) to mark another of our centennial events as well as to commemorate Silliman University's 120<sup>th</sup> anniversary. The music and lyrics of *Cherished Moments* will continue to serenade the Centennial Year and beyond.



## Centennial Website

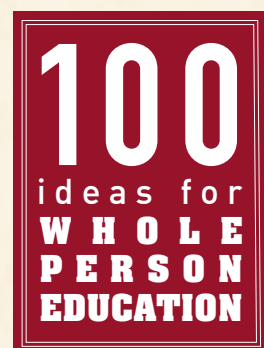
“Setting Great Expectations for 100 Years” is the organizing theme of the Centennial Website. Newly launched, the website serves as a platform for sharing and disseminating news and information as well as a reminder and repository of what and how the United Board's services have impacted lives and learning in the past century.

Please visit: <https://unitedboard.org/centennial>

## An Outpouring of Ideas

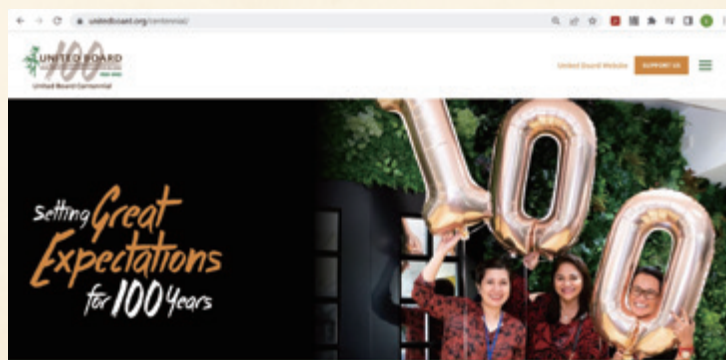
Advocacy for whole person education remains a mainstay of the United Board's work which has long been recognized and credited by leaders in Christian education and higher learning. It is therefore most fitting to see what our friends and partners in this endeavor say whole person education is and does (See page

13). Given that enthusiastic responses are still pouring in, there may be well over one hundred quotable quotes when the final count is taken.



## Centennial Challenge Grant Initiative

Launched in 2021, this grant initiative supports our network institutions to meet future challenges by developing their capacities to raise their profiles and resources. The institutions selected in the first round—Chang Jung Christian University, Petra Christian University, and Seoul Women's University—have shown great progress in their advancement efforts. More institutions will take up the challenge and the grant initiative in future rounds.







## Centennial Fund

Our Centennial Fund gives special attention to three of our strategic priorities: Leadership Development, Faculty

Development, and Special Initiatives. The aim as well as the target is lofty. We are making good progress on the way to raising US\$2 million in the form of current gifts and future pledges to put ourselves in an even stronger position to further our work and support our network institutions.

To learn more about supporting the Centennial Fund, please contact Ms. Trudy Loo, Director of Development, at 1.212.870.2612 or [tloo@unitedboard.org](mailto:tloo@unitedboard.org).

## Centennial Initiatives

A number of Centennial initiatives in leadership development, faculty development, campus ministry and digital ethics are taking off. For example, good progress has been made to establish hubs for selected institutions to help develop their capacity in leadership development training. Meanwhile, discussions have been held with the Association of Christian Schools, Colleges & Universities (ACSCU) group in the Philippines to establish teaching and learning consortia to equip students with skills and competences over and beyond what conventional academic programs and curricula could give them.

Discussion has started with Ateneo de Davao University in the Philippines to host the Asian Academy for Campus Ministry at the end of the year. Efforts are also being made to establish a consortium of community colleges in Sri Lanka to help the underprivileged youth there to regain a purpose and confidence. These signature initiatives will drive and foster deeper collaborations between the United Board and its friends and partners in the Centennial Year and beyond.

## Partnering Anniversaries with Partners

Rejoicing in its centenary, the United Board also rejoices in celebrating the various milestones of its network institutions. This June sees our joint celebration with Ginling Women's College of Nanjing Normal University (NNU) on NNU's 120<sup>th</sup> anniversary and the 130<sup>th</sup>

birthday anniversary of the late Dr. Wu Yifang (1893—1985) in 2023. As part of the celebration, on 10 June, a statue of Dr. Wu Yifang will be unveiled and a large-scale Chinese-English drama based on Dr. Wu's life will be performed. More joint anniversaries with other institutions will be celebrated in due course.

## Centennial Souvenirs



*One of the souvenirs is a set of three Whole Person Education coasters*

## United Board at 100

A brief history of the United Board, told in photographs and prose, is being prepared to highlight key developments in the evolution of our organization and its work in its first 100 years, and also to put those moments and changes in the larger context of Christian higher education in the region. This edition is not to be missed by anyone who has crossed paths or joined part of the journey with the United Board.



## Centennial Galas

To top it off, a Centennial Gala is being planned where old friends and new partners meet. When that happens, it may be a hybrid event or it may take place on different locations at different times. Stay tuned!



# What Transpired... In Numbers

## 1088

participated in four webinars in the **Toward a Caring Campus Webinar Series** held between October 2021 and February 2022 to provide support and share resources in the difficult times of the pandemic. The webinars addressed issues of mental health on campus, mental well-being of leaders, self-help for women leaders, and effective online counselling practices. The overwhelmingly positive responses testified to the success of the Series.



## 907



participated in the **eLearning Forum Asia (eLFA) Conference**, a virtual conference supported by the United Board and hosted by Soegijapranata Catholic University (SCU) and held on 31 November & 1 December 2021. Mr. Kevin Henderson, Director of Digital Content and Programming at the United Board, and one of the keynote speakers, spoke on “Digital Ethics: Navigating Disruptions in Higher Education”.

## 88

attended **Women’s Leadership in Asia (WoLA): Transforming for the Next Normal** in October–November 2021. WoLA is an online leadership course developed by the United Board, the Ewha Institute for Leadership Development, and the Scranton Women’s Leadership Center. Its aim is to develop leadership potential for women leaders in Asia, advance their academic careers, and empower them to flourish in the post-pandemic era by upholding adaptability and expanding global vision.



## 40



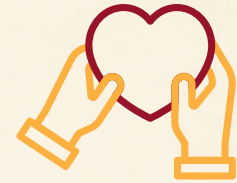
joined the **Capacity Building Program for Peace Educators in Asia** which was offered in response to the needs expressed by the alumni of the Mindanao Peace Institute (MPI) for further training and support to institutionalize peace education. The United Board offered scholarships to selected educators to attend two online courses in Phases I and II from October 2021 to February 2022. A concluding virtual session for sharing strategies and action plans (Phase III) took place on 24 March 2022.



# 100 Ideas for Whole Person Education

*Whole person education emphasizes not only competence but also conscience and compassion so students can hopefully pay it forward to others.*

**Theresia Enny Anggraini,**  
Sanata Dharma University, Indonesia



For society, whole person education creates people with imagination, creativity, the ability to work outside the box and to collaborate and build community.

**Judith Berling,**  
United Board Past Chair

*Learning entails the weaving of two threads: on the one hand, the thread of one's personal and communal life and the thread of reality and truth on the other.*

**Mark Joseph Calano,**  
Ateneo de Manila University, Philippines



Whole person education is not just intellectually challenging students, but also giving them a humanist perspective through education.

**Mary Shantha Joseph,**  
Stella Maris College, India

The most successful teachers are the ones who are passionate about the students themselves: who see them as individuals carrying gifts and talents and are willing to help them discover their own passions.

**Father Ben Nebres,**  
Former United Board Trustee



Ministry is about encountering other people's stories, and the person we serve is the protagonist in their own story.

**Shoko Kitanaka,**  
International Christian University,  
Japan



Whole person education is collaborating across disciplines to provide students a learning experience where they can use their academic knowledge and skills to address real needs of the community. One way to do this is through service learning.

**Huynh Than Gien**  
An Giang University, Vietnam



# A Friend in Need is a Friend Indeed

## The Pandemic Response Fund in Retrospect

Soon after the COVID-19 pandemic closed borders and schools in 2020, its impact on higher education was not lost to education leaders and institutions. Lockdowns threatened not only students' opportunities to learn but also teachers' to teach. The switch to remote learning was more easily made by universities in developed economies than in those of developing ones.

Seeing that immediate response was in order, the United Board set up in 2020 the Pandemic Response Fund with the objective of helping our network institutions meet the challenges of delivering quality education during the pandemic. Specifically, the Fund aimed to support the institutions' general operating expenses and help them transition to online delivery of classes. Originally USD\$500,000 was allotted. Due to the enthusiastic response and after gaining deeper understanding of the prevailing challenges facing the institutions, the United Board increased funding to US\$1 million.

As Dr. Judith Bering, Chair of the Pandemic Response Fund Advisory Committee, put it, "The Pandemic Response Fund is a considered response to this once-in-a-lifetime pandemic whose impact is still to be assessed. We aim not only to provide immediate and short-

term relief but also prepare our network institutions to adapt to long-term changes in ways appropriate to our missions."

From October 2020 to January 2021, applications from 44 of the United Board's network institutions flowed in. In the end, the United Board's trustees approved grants of up to US\$25,000 per grant for 43 institutions. The number of recipients and percentages of awarded sums are in Figure 1.

The United Board did not just sign and send the checks. Our staff had all along been communicating with the applicants, understanding their specific hardships and advising on the best use of the Fund for the best course of action.

A survey conducted among the receiving institutions in March 2021 revealed what major challenges they faced. The majority of respondents reported revenue drops and rising expenses, as well as the challenge of shifting to online teaching and learning due to lack of equipment and the need to upgrade the teaching faculty's competence on e-learning. (See Figure 2)

### Number of Recipients and Awarded Amounts (by country/region)

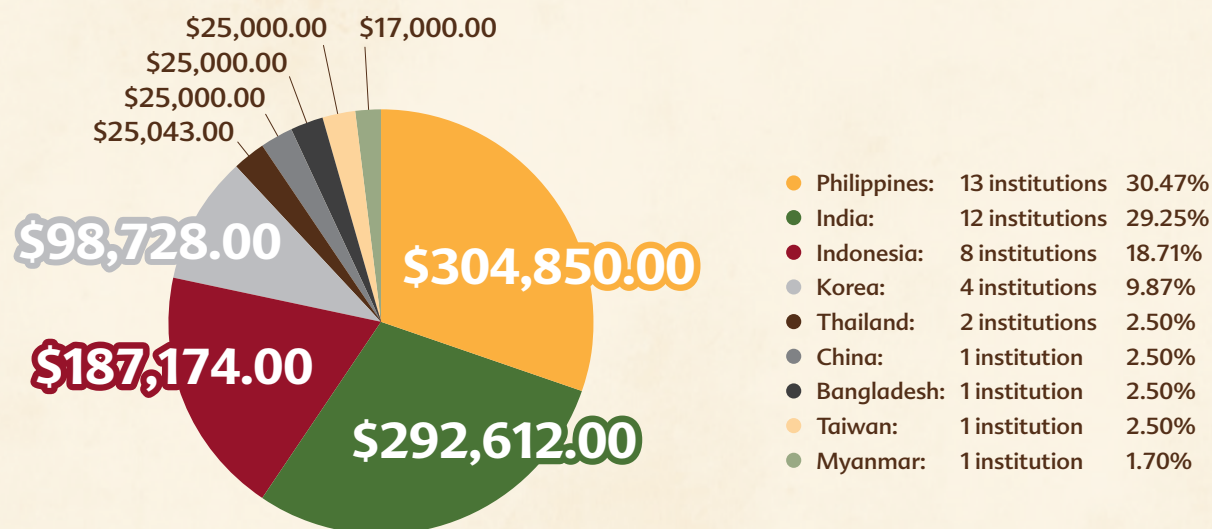


Figure 1



## The Main Challenges for Institutions During the Covid-19 Outbreak

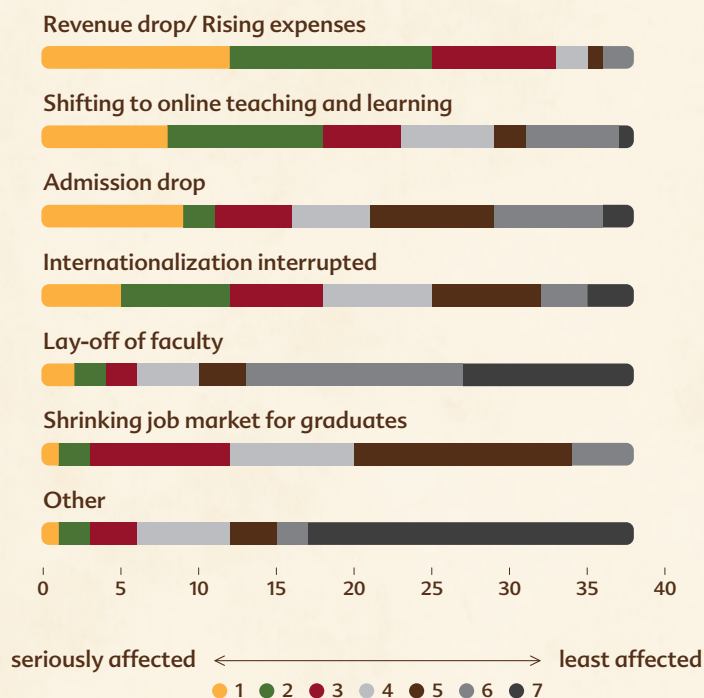


Figure 2

## Purposes for Which Awarded Sums Were Used

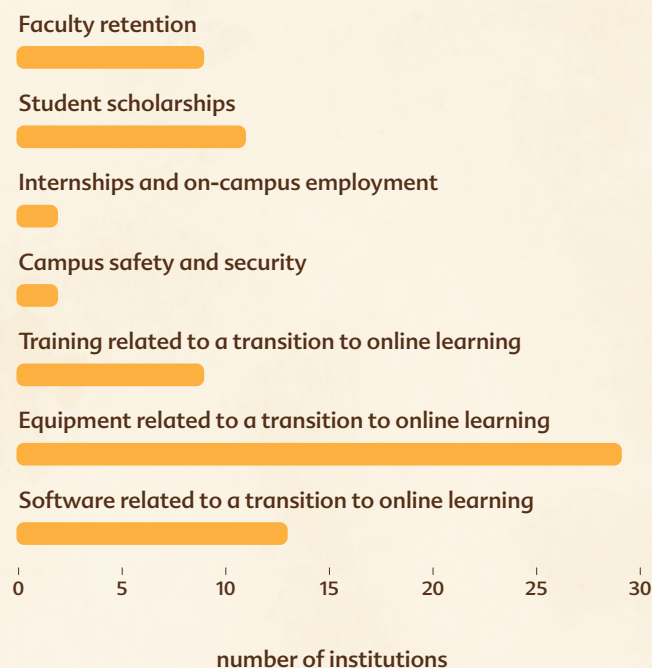


Figure 3

It is therefore no surprise that the uses to which the awarded sums were put related primarily to purchasing equipment to make online learning possible, retaining faculty, and helping students through scholarships. (See Figure 3)

The institutions did not just acquire e-learning devices and equipment. As e-learning, in its full or hybrid variety, will conceivably remain a permanent fixture of post-pandemic education, many recipients utilized the Fund to invest in hardware and improve their e-learning infrastructure.

Fujian Hwa Nan Women's College in China built and upgraded their e-learning commons, enabling 12 classes to be conducted there with a capacity of over 400 students. St. Christopher College of Education in Chennai, India established the Digital Learning Support Centre to offer blended learning and online training for students and teachers, paving the way for the design, development and delivery of digital instructional materials for more efficient, effective, engaging and inspiring knowledge transfer.

The Fund helped keep many students in schools and many teachers teaching them. In Indonesia, the Duta Wacana Christian University (UKDW) established scholarships for 100 students with financial difficulties. Jessica Ivana Wijayanto, a UKDW student in Information Systems, said, "I would like to express my deepest gratitude to the United Board for providing me with a scholarship that has eased the burden of my parents and encouraged me to take this opportunity to be more productive in my studies."







The purchase of a total of **429** devices and equipment related to transitioning to online learning is reported, amounting to over **40%** of the total awards



**3,228** students received scholarships, about **12%**



**372** faculty and staff retained, about **6%**



**629** faculty and staff trained for online teaching and learning, about **2.3%**



**36** student internships on campuses, about **2%**

Figure 4

Nearly 240 faculty and staff of the University of St. La Salle (USLS) in the Philippines would have been seriously affected by the pandemic but for USLS's Agape Fund. Dr. Sheilla M. Trajera, Director of the Center for Linkages and International Affairs of USLS, could not quite control herself when the United Board confirmed its support of the fund: "I was teary eyed...realizing that no one employee making the sacrifice will be left out."


The United Board is also pleased to see innovative uses of the Pandemic Response Fund by some institutions to take on challenges. For example, Chang Jung Christian University (CJCU) in Taiwan used the money to purchase telepresence robots for exchange students who had to stay behind in their home countries. Controlling the robots through mobile devices, the grounded students could interact through their avatars in the classroom with their teachers and classmates as if they were under the same roof. Encouraged by such success, CJCU has decided to invest henceforth the same amount to support their internationalization efforts.

Ewha Womans University in Korea, another beneficiary of the Fund and a partner of the United Board in promoting women's leadership in higher education, foresees the need to support women as a socially underprivileged class, as well as the value of women's leadership research in active disaster relief in the post-pandemic era. The Fund will undoubtedly consolidate and further the United Board's alliance with kindred

spirits such as Ewha Womans University to support and foster female leadership training and awareness in Asia.

At the time of writing, the world was still beset by the Omicron variant of the coronavirus. Questions remain whether Omicron is the endnote of the pandemic or other variants of the virus might still lurk around the corner. One way to assess the impact of the Fund is the numbers of devices purchased and people whose financial hardship was relieved, as reported by the recipients and summarized in Figure 4 above.

There are reassuring signs from the survey mentioned above. Seventy-four percent of the respondents reported that the situation at their universities had improved. Further, all the respondents considered their faculty, to varying degrees, not quite up to online teaching before the pandemic. By March 2021, however, their faculty's competence had significantly improved. A significant change was also reported in students' access to online learning.

Dr. Nancy Chapman, President of the United Board, saw strengthened relationships and acquired preparedness as the bonuses of administering the Fund. She said, "The Fund helped us to deepen our relationship with our network institutions, and we feel fortunate to have been able to help their members through this difficult time. I think the experience will also help us respond in a prompt and precise manner to other crises in the future." 




# Centennial Publications

## Centennial Brochure

The Centennial Brochure brings a joyous and hopeful message to the United Board's donors, program alumni, faculty and students of our network institutions, and other friends and sponsors to join in a multiyear celebration of our history.

The brochure is an exquisite publication to whet the appetite for our Centennial festivities and encourage our supporters to stay tuned for more. On its cover, sturdy bamboos shoot up majestically into the sky in a canopy of bright light and blue sky — symbolizing the immense possibilities ahead and tying into our Centennial theme, “Great Expectations for Our Next Century of Service”.

The Centennial theme reflects the vision of our founders who were committed to introducing a new approach to higher education in Asia. It also describes the goals of the leaders and faculty of our network institutions who translate the principles of whole person education into practice. Great expectations have inspired our work for 100 years, and they will continue to guide us in our second century. 




## The United Board and China

*The United Board and China* (《亞聯董與中國(1922—2018)》) celebrates our 100<sup>th</sup> anniversary in 2022 by capturing nearly a century's history of the United Board's work to develop whole person education and serve Asian higher education.

Based on historical documents and the United Board's archives, *The United Board and China* begins by tracing the United Board's efforts to develop 13 Christian colleges and universities in China in its first three decades, which have since become legendary in Christian higher education in Asia. The book also outlines how we continue to work with Asian colleges and universities today to support faculty development, leadership development, and much more.

*The United Board and China* was written by Dr. Xu Bingsan (徐炳三博士) from Central China Normal University (CCNU) and Dr. Zhang Xiaoyu (張曉宇博士) from Shandong University. This publication was

also made possible with the help of the late famous historian Professor Zhang Kaiyuan (章開沅教授) and the Institute of Modern Chinese History at CCNU. The CCNU's involvement is especially meaningful because it was founded from one of the original Christian colleges supported by the United Board and remains one of our network institutions to this day.

The book is a timely and welcome completion of the trilogy of United Board chronicles that include William P. Fenn's *Ever New Horizons: The Story of The United Board For Christian Higher Education In Asia 1922—1975* (1980) and Paul T. Lauby's *Sailing on Winds of Change: Two Decades in the Life of the United Board for Christian Higher Education in Asia 1969—1990* (1996). 





# Innovative Ways to Engage Students in Digital Learning

## United Board grants generate creative delivery of learning

In celebration of our Centennial, the United Board has launched initiatives to support new and innovative approaches to higher education among our network institutions.

One of those Centennial Initiatives, the Digital Content Development Grant Initiative, encourages our network institutions to develop digital educational content to deliver knowledge that is central to whole person education. In particular, grants are designed to fund digital content that expresses complex and challenging issues in simple and engaging ways.

In July 2021, our first call for grant submissions resulted in the United Board awarding funding to five projects from three institutions.

In January 2022, Xavier University hosted a virtual soft launch to discuss their two projects that received funding. The event drew approximately 100 attendees, including Fr. Mars P. Tan, President of Xavier University; Dr. Juliet Dalagan, Vice President of Higher Education and former United Board Fellow; Dr. Freddie T. Bernal, Regional Director of the Commission on Higher Education; Andre Robert Daba, Central Student Government President; and a host of faculty, students, project collaborators, and other guests.

Fr. Mars P. Tan, Xavier University President, said, “As the COVID pandemic continues to restrict us,



our classes, and other activities for almost two years now, we have also learned to get by creatively and successfully in certain ways. [...] With the current online teaching and learning platform, Xavier Ateneo sees the importance in helping our students understand self-directed learning and develop in them better appreciation of data privacy and ethics through videos and games.”

Mr. Kevin Henderson, Director of Digital Content and Programming at the United Board, gave welcome remarks and an overview of the grant initiative and its objectives. Then, the leaders of the two projects spoke about how their work helps educate students on different elements of learning in a virtual environment.



### Project Themes

### Deliverables

#### Lady Doak College, India

Literature and Gerontology

An interdisciplinary online course to study the representation of aging in literature and other disciplines

#### Soegijapranata Catholic University, Indonesia

Tolerance and inclusiveness

An educational game on the importance of tolerance and inclusiveness

Digital citizenship and online behavior

An Augmented Reality (AR) app that introduces the concept of digital citizenship and online behavior

#### Xavier University, Philippines

Self-directed Learning (SDL)

A series of five animations on SDL

Data privacy and regulatory compliance

A role-playing game named Xyberium that develops students' understanding of data privacy and regulatory compliance




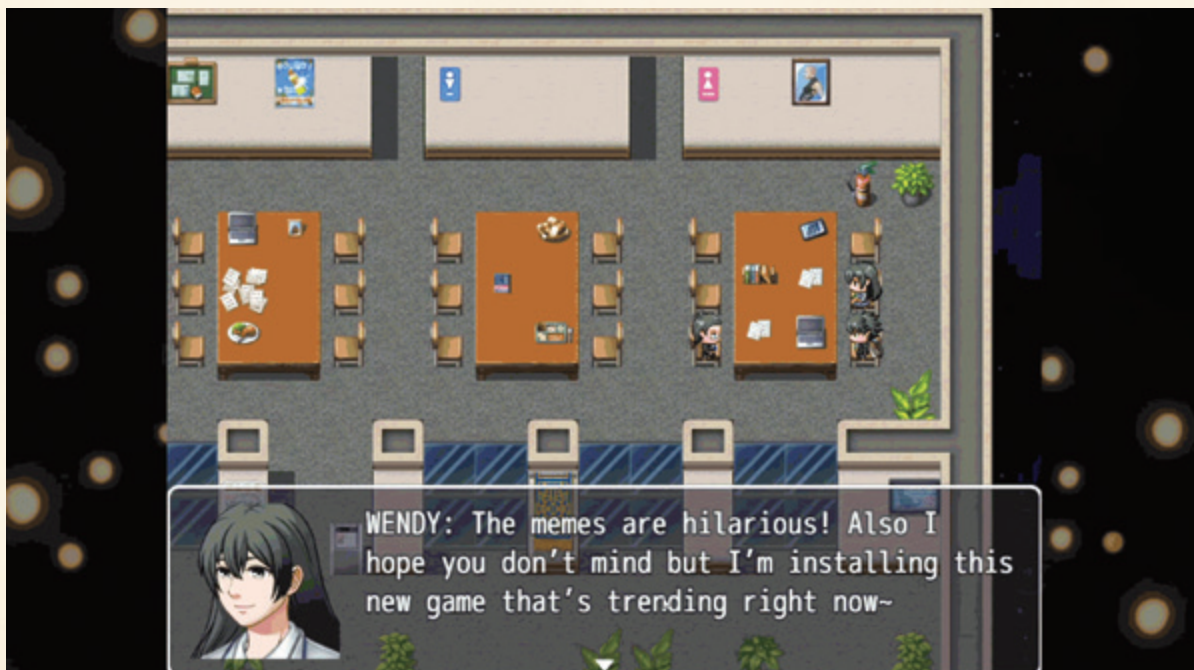


Dr. Kathleen Morales presented an engaging and visually appealing series of videos to help students better understand self-directed learning (SDL). To support retention of the video content, the project team used storyboard animation and a memorable song to introduce and tie the videos together.

Dr. Meldie Apag presented the Xyberium project, which developed a game to improve students' understanding of data privacy and enhance the quality and enjoyability of the teaching and learning process.

The session wrapped up with Dr. Bernal expressing his enthusiasm about the projects and his willingness to endorse the projects to the national office for possible future funded partnerships with the Commission on Higher Education.

Details of the next round of the Digital Content Development Grant applications will be announced in July 2022. Content from all completed projects, together with the United Board's own digital content (such as webinars, lectures and courses), will be used to form an open-access platform for teaching and learning materials. 





# Solving Teething Problems in Online Teaching

## A Faculty Development Program provides educators with tools to enhance online teaching and learning experiences

Since the pandemic began, the United Board has been looking for innovative ways to help educators through the rapid transition to online teaching. While some institutions were able to adapt more quickly despite the disruptions, others needed more help.

To equip educators for the transition, the United Board's Faculty Development team partnered with Ateneo de Manila University's Institute for the Science and Art of Learning and Teaching (SALT) in offering their Adaptive Design for Learning (ADL) online certificate course. ADL is aimed at helping educators design a new online course or redesign an old course for online teaching.



"Given the limitations of online teaching, ADL focuses on key principles: providing "just enough content," encouraging the warm presence of the teacher as coach, and forming an actively engaged community," said Dr. Hope Antone, Director of Faculty Development at the United Board. "This is whole person education in the new modality, which supports the intellectual, ethical, and spiritual development of students and educators."

"Not only does the ADL guide educators in redesigning their curricula for online teaching while promoting active learning, it also provides practical tips for using digital tools for asynchronous learning," she added.

The three-month ADL course covered six modules:

applying adaptive design principles; planning competence-based modules; designing assignments for alignment; designing content for engagement; designing active and interactive learning; and designing for adaptability.

The United Board's offer to make ADL available to educators was met with a tremendous response, attracting 95 selected participants from various colleges and universities.

The participants generally responded enthusiastically to what they learned from the course. One participant, Aniruddha Chatterjee from Scottish Church College in India, said, "This course has been a real eye opener. It taught us not only to adapt in an online environment but also to revisit our entire teaching learning process from a fresh perspective. Before, I was highly skeptical about how to engage students in an online learning environment and make learning active and interactive. Now I am much more confident about the same."



"I used to think that online courses would be less engaging and collaborative than the normal face-to-face encounter," said Faye Rafael, a course participant from St. Scholastica's College in the Philippines. "Now I learned it is possible to design a course that is learner-centered and that creates a more vibrant online community. I used to worry about whether the students were genuinely learning and getting the course's content. Now, I have the tools to design a course where I will know they will truly learn." 





# A Pathway to Personal Development

## Samrat Bhattacharjee, Scottish Church College

Samrat Bhattacharjee was inspired to incorporate service learning into his work at Scottish Church College in Kolkata, India, after a visit to Lady Doak College, where he attended a United Board-sponsored program and observed service learning practice. He felt the principles of service learning resonate with the mission and vision of Scottish Church College: creating morally upright, intellectually sound, and socially conscious persons capable of serving the community.

“This is the idea that has motivated me to try and extend education beyond the walls of the classroom, to the benefit of society,” Samrat explained in a recent interview.

The United Board’s Virtual Consultations on service learning, held from August through November 2020, gave him an opportunity to learn more about service learning and what distinguishes it from social service or community outreach. As educators from a range

of institutions shared experiences and advice, Samrat became fascinated by the ways in which service learning can facilitate personal development.

“The moment of reflection after completing the service learning program helps the inner self to manifest, which in its turn shapes the student or faculty member’s future thinking,” he said. “There is the element of reciprocity wherein, through such services, not only do you get to learn so much about the people you are working for, but you are also able to tune in to your own consciousness.”

Still, there were practical considerations for Samrat to take into account. “Our college is an affiliated institution, so we cannot modify our curriculum *per se*,”

he explained. “From the consultation, I gathered that institutions like mine can initiate such programs in the form of certificate courses, which will be beneficial to the students as they will be involved in something over and above their regular curriculum.”


With that in mind, Samrat designed the curriculum for a three-month certificate course for students of the zoology and microbiology departments, which will engage them in assessing the water quality of a slum area near Scottish Church College. The college also will explore ways to implement service learning in other departments.



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When service learning is integrated with an academic discipline, it can help college students develop intellectually and grow as human beings — key components of whole person education. Samrat also believes it could be valuable for younger students as well. “The early years of life comprise a critical period, during which any instilled ideas are permanently rooted in the mind, or imprinted,” he said, “so the concept should be taught to neighboring schools as part of extension or awareness programs.” In that way, service learning, with its ability to combine personal development, spiritual awakening, and social awareness along with enhanced disciplinary knowledge, can be an even more powerful force.

“I feel that if such programs are adopted by every institution, the world will soon become a much better place for all of us to live in,” Samrat concluded. 



## Where It All Began

### 150 Fifth Avenue, New York City: Then and Now


“Without fanfare on October 1, 1922, the Central Office of the China Union Universities opened in a small room approximately fifteen feet square on the fifth floor of the Methodist Building at 150 Fifth Avenue, New York City.” So wrote William P. Fenn, General Secretary of the United Board for Christian Higher Education in Asia from 1941 to 1970, in *Ever New*

*Horizons: The Story of The United Board for Christian Higher Education in Asia 1922–1975.*

The first home of the United Board, the Methodist Building was on the southwest corner of 5<sup>th</sup> Avenue and 20<sup>th</sup> Street in a neighborhood known for its

religious printing and publishing houses, missionary society offices, and church headquarters.

The eight-storey Romanesque Revival-style building was designed by Edward Hale Kendall and completed in 1890. Another three floors were added in 1909. By 1926, the United Board’s expanded operation required it to move to larger quarters on the eighth floor, and later to the ninth floor.

Today, the building is the technology headquarters of Mastercard. 





## Staff News

The United Board for Christian Higher Education in Asia announces that Dr. Nancy E. Chapman will retire on February 1, 2023 after 12 years of distinguished service as its President.


Dr. Christian Murck, Chair of the Board of Trustees, said, “Nancy’s long service to the United Board as a Trustee and as President has been distinguished by effective leadership, notable accomplishments and consistent focus on the United Board’s mission and values.”

Since her appointment as President in 2011, Nancy has led the United Board from strength to strength in innovating new programs, extending the United Board’s network to new regions, and providing timely support for the emerging needs of Asian higher education. Under her leadership, a clear focus on whole person education has guided the United Board’s work, allowing it to benefit cohort after cohort of students and faculty. The United Board’s programs, including its signature faculty and leadership development programs, have continued to flourish and generate impact, helping to raise the profiles

and advancement capabilities of participating institutions.

Nancy is known not only as an institutional leader but also as a warm and trustworthy person and colleague. She has cultivated deep collegial relationships both inside the organization and throughout its network, including with trustees, staff, alumni, donors, supporters, and key figures in higher education throughout Asia.

Nancy remarked, “I am thankful for having been given the trust and the opportunity to work with our Board of Trustees, staff, supporters and partner institutions—sharing ideas, travelling together, and building programs and projects collaboratively.”

Dr. Murck said that a search for Nancy’s successor will begin soon and that a smooth and orderly transition is expected. 



The United Board welcomes Mr. Tommy Cho as Director of Communications, a new position created to develop and implement integrated marketing and communications to further advance the United Board’s brand identity and engage its stakeholders. His major areas of responsibility lie in strategy and planning, content development, marketing and communications, and promoting Centennial programs, initiatives and celebrations.


Tommy’s career has spanned the fields of law to university administration. Prior to joining the United Board in early April, he was a key communications officer at the Chinese University of Hong Kong.

It is neither exaggeration nor metaphor to say that Tommy has come home to the United Board. He was a recipient of a United Board scholarship in the late 1970s that enabled Hong Kong students to study at the International Christian University in Tokyo.

Tommy believes it is serendipity that brought him back to the United Board family decades later at an auspicious juncture: the United Board’s celebration of

its Centennial presence on the higher education scene in Asia. “It’s no easy work,” admitted Tommy, “as the bar has already been set so high that expectations can only be greater. But I’m glad I’ll be a part of this journey forward.”

A key member of the United Board executive team and posted in the Hong Kong Office, Tommy has already started working with colleagues in all other offices and touching base with both internal and external stakeholders.

According to Tommy, “It is both challenging and meaningful as the United Board, like every key player in the field of higher education, has to navigate a landscape changed by technology and the coronavirus. I hope to be able to help embrace new media and platforms to carry forward the missions of the United Board and develop strategies to meet changes in demographics and emerging trends in philanthropy.” 





# Setting Great Expectations for 100 Years

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