



ACUCA MEMBER INSTITUTIONS

HONG KONG

Chung Chi College, CUHK
Hong Kong Baptist University
Lingnan University

INDONESIA

Parahyangan Catholic University
Petra Christian University
Satya Wacana Christian University
Universitas Kristen Indonesia
Maranatha Christian University
Duta Wacana Christian University
Soegijapranata Catholic University
Universitas Pelita Harapan
Krida Wacana Christian University
Universitas Atma Jaya Yogyakarta
Sanata Dharma University

JAPAN

International Christian University
Kwansei Gakuin University
Meiji Gakuin University
Nanzan University
Doshisha University
Aoyama Gakuin University
Momoyama Gakuin University
J.F. Oberlin University
Tohoku Gakuin University
Seigakuin University

KOREA

Ewha Womans University
Sogang University
Soongsil University
Yonsei University
Keimyung University
Hannam University
Jeonju University
Handong Global University
Hoseo University

PHILIPPINES

Ateneo de Manila University
Central Philippine University
De La Salle University
Philippine Christian University
Silliman University
Trinity University of Asia
Filamer Christian College
Philippine Women's University
Miriam College
St. Paul University

TAIWAN

Fu Jen Catholic University
Soochow University
Tunghai University
Chung Yuan Christian University
Providence University
St. John's University
Chang Jung Christian University
Wenzao Ursuline College of Languages

THAILAND

Asia-Pacific International University
Payap University
Assumption University
Christian University of Thailand

The Great East Japan Earthquake and ACUCA Member Institution Affected by the Earthquake

On March 11, a magnitude 9.0 earthquake struck the Tohoku area of Japan. The tsunami and the accident at the Fukushima Nuclear Plant wrought unprecedented damage to the area. This Newsletter will inform you about the destruction caused by the earthquake and support extended from ACUCA colleagues.

The Great East Japan Earthquake and Disaster

At 2:46 p.m. on March 11, 2011, a magnitude 9.0 earthquake occurred below the Pacific Ocean off the Sanriku coast. The subsequent tsunami seriously damaged coastal villages and towns in the 3 prefectures of Iwate, Miyagi and Fukushima. An accident at the Fukushima Dai-ichi Nuclear Power Plant forced residents within a radius of 20km to evacuate, while detection of radioactive particles in vegetables and other foodstuffs caused further damage. As of June 8, the police have confirmed 28,926 casualties: 15,391 dead, 8,565 missing and 5,364 injured. 91,523 live in evacuation centers.

Damage at Tohoku Gakuin University

ACUCA member Tohoku Gakuin University reported five students dead (of which one was a freshman) and two still missing. Buildings on campus were seriously damaged. The university resumed classes for AY 2011 on May 9, one month after the usual date. (Reference Tohoku Gakuin University Website)

Support for Tohoku Gakuin University from ACUCA Member Institutions in Japan

Five ACUCA schools in Japan sent a gift of 2,500,000JPY (\$31,203, based on the exchange rate as of June 9, 2011) to Tohoku Gakuin University.

Call for Support for Tohoku Gakuin University by ACUCA Member Institutions

We would like to ask ACUCA members to support Tohoku Gakuin University. The details for the university account for donations are available at the Tohoku Gakuin Website:
<http://www.tohoku-gakuin.ac.jp/en/topics/20110328-2.html>

Support extended from many member schools

Many ACUCA schools extended their warm sympathies and encouragement to ICU, the ACUCA Secretariat institution, for victims of the earthquake. We thank you for your warm support. Several ACUCA institutions have started their own efforts to support victims of the earthquake.

At Payap University (Thailand), charity events were organized to support Japan.

Chang Jung Christian University (Taiwan) sent us a photo with a warm message of encouragement. "Ganbare Nippon" in the center means "Stay strong Japan!"



New Subsidy for the ACUCA Student Mobility Scheme

The ACUCA Executive Committee has recently approved of a new subsidy for the Student Mobility Scheme. Currently, ACUCA supports the cost of study-abroad students' airfare up to \$750/person. In addition to this subsidy, a stipend for living expenses will also be provided for the participants. The amount of the monthly stipend ranges from \$300 to \$500 according to their home country and destination. It is expected to stimulate exchange of students and to increase the number of the participants in the Student Mobility Scheme.

To apply for the airfare and living expenses subsidies*, the home institution should submit the required form as well as required documents to the ACUCA Secretariat.

With regard to the application deadline for the participants who start their program in the fall semester, 2011, the application materials will be due on August 15 as the next Executive Committee will be held in September while normally the items should have been submitted by the end of September.



It is hoped that the number of participants will increase.

* The amount of the airfare and living expenses subsidies are allocated within the limits of the budget.

For further details, please check
<http://www.acuca.net/application-process.html>
or contact the ACUCA Secretariat.

ACUCA Management Conference 2011 "ACUCA Network Model of Sustainability Education, Student Mobility Scheme and E-learning"

The upcoming ACUCA Management Conference will be held at Kwansei Gakuin University in Kobe, Japan, between September 15 and 17, 2011. The theme for the conference this year will be, "ACUCA Network Model of Sustainability Education, Student Mobility Scheme and E-learning."

How will ACUCA member institutions raise the quality of their Christian-based education? Surely this can be said to be a time when the importance of cooperation between ACUCA member institutions is increasing. At the upcoming Management Conference, we will add depth to our answers to these questions through a keynote lecture and discussion activities. To this end, we have set the following three keywords for this conference: "sustainability education," "student mobility scheme," and "e-learning." While considering the topics expressed by these keywords both individually and from an overarching perspective, we believe it will be possible to create a vision of a new direction for the future.

Confirmed keynote speakers include Father Bienvenido F. Nebres, S. J., Former President of Ateneo de Manila University in the Philippines and Former President of ACUCA, and Dr. Takamichi Mito, Professor of Kwansei Gakuin University.

A dedicated meeting time will also be set aside for presidents and chaplains for a more in-depth discussion relating to the theme of the conference as well as other issues of interest. We hope your chaplain and other staff will join us for the opportunities presented by these discussions.

Also planned for this conference is a presentation about the new project called the "ACUCA Network Model," that ICU and other Executive Committee members are working on to get started.

Please visit the conference website to obtain up-to-date information about the event and register online.

<http://www.acuca.net/mc2011.html>

Thanks to the significant preparations made by Dr. Takutoshi Inoue and his team at Kwansei Gakuin University, we are confident that the conference will be an excellent opportunity for learning, discussion, and building connections with ACUCA members.

We expect that you have received the invitation letter from the ACUCA president. Registration can be done on ACUCA website, by email and fax. Registration fee is as follows:

Registration by July 21, 2011	USD 200 (Early Bird Discount)
Registration through August 10, 2011	USD 230

We look forward to meeting with you at Kwansei Gakuin University in September !



Lively discussions are expected.



Kwansei Gakuin University Campus

Assumption University, Thailand

Assumption University's 38th Commencement Exercises at the Queen Sirikit National Convention Center, Bangkok, Thailand

The 38th Commencement Exercises for Assumption University was held at the Queen Sirikit National Convention Center, Bangkok, on January 22, 2011.

The Assumption University's 38th Graduating Class included 40 Doctoral graduates, 1034 Master graduates and 2,983 Bachelor graduates and 1 graduate with a diploma in Teacher Education.

Among the graduates was the current Ambassador from Timor Lestè Mr. Jaôao Freital de Camara obtaining his Master of Management degree in

Organization Development. The Ambassador thus becomes the first graduate from Timor Lestè for Assumption University. Eight graduates from the Assumption University-Ho Chi Minh University of Foreign Languages and Information Technology collaborative MBA program also received their Master degrees in the presence of the HUFLIT President, Mr. Hyunh The Cuoc attending the Commencement Exercises as a Special Guest of Assumption University.

The Graduation Ceremony was marked with solemnity and grandeur. The highlight of the morning was the Commencement Address by the President, Rev. Brother Dr. Bancha Saenghiran, f.s.g. (Pictured handing a Graduate from the Ph.D Programs her degree)

4th International Conference to be held by the Graduate School of Education on October 1

The theme of the conference this year will be "Reaching All Learners: the Challenge of Diversity."

Please visit our website: <http://www.education.au.edu>



Assumption University's 38th Commencement

Liberal Arts Education at Payap University

Pradit Takerngrangsarit, D. Theol. President, Payap University

At Payap University in Chiang Mai, Thailand it would be accurate to say that liberal arts are imbedded in the program for all students. Every course, no matter how oriented to a science or profession it may be, includes windows on the world.

However, there are two ways that Payap University makes a major attempt to prepare students for life on the other side of the windows, out in the world at large.

In the first place, as of this year, all incoming students will be living for at least their first year in one of our five dormitories on campus. In this environment they will be supported in what will be the first attempts of many of them to live outside the structures of their immediate family. Rather than just turning the students into a bewildering boundary-less and unstructured living space where they have to develop all their own personal and social guidelines (as is the case with a majority of universities in Thailand, especially those where students live in unsupervised housing off campus), the community living plan for the dormitories provides a network of assistance. There are trained residence assistants who help students make appropriate choices when they are confused about life in a society of peers, and there are a wide range of program options including: tutorial services for academic homework and supplementary interests; spiritual life programs include meditation, worship and group activities. Student residence will also provide tutorial assistance in some courses which are needed by students, such as, foreign languages, computer and IT skills, some major courses and so on. These programs will be given by teachers who volunteer to help students to catch up with their studies.

It cannot be assumed, for example, that just because a student has been admitted to an institution of higher education, that therefore the student either knows how to study, has good study habits, is able to create a personal study environment or has such basic intellectual skills as clear thinking, productive argumentation, and effective expression in speech or writing; it takes the help of others for students to most assuredly acquire these, and that can be done in an informal setting if it is done intentionally. Sports, recreational and fitness facilities, of course, meet other needs. Finally, there must be experiences of ethnic diversity, inter-religious dialogue, and many kinds of service to the underprivileged and disadvantaged. All these programs help new students develop life-long skills and habits of compassionate service to others, and empathy for co-inhabitants of a social sphere. After the first year in the semi-structured dorm environment, whether the students choose to move out or stay in the dorms, there are still other clubs, associations, and activities, including still more community service options, that the university provides or monitors to keep students' vision expanding.

The second way that Payap University embeds liberal arts into all students' programs is through a number of General Education courses designed to provide the intellectual structure which students can use to construct their own philosophy of life, which includes a global perspective and moves beyond the adolescent hedonism which tends to obscure young adults' perceptions these days. Our General Education courses are carefully planned, and are usually very inter-disciplinary. The overall goal is to inspire the students and to incite their enthusiasm for the principles being presented; this describes the instructional style as much as the course content. In order to see how students in, say, hotel management or nursing or law, are challenged to see life and the

world more broadly than their professional courses might provide, consider the liberal arts courses that they all take:

"Path to Wisdom" is a student's first introduction to the matter of a philosophical or religious base that underlies ethics, which is the intellectual structure for moral decision making. "Truth and Service", which is the university's motto, is the name of a course that is all about knowledge of and responsibility for one's self, society and culture. But cultural issues are then more thoroughly and challengingly considered in the course on "Well Being and Aesthetics of Life" which looks at emotional factors and character development in a healthy and creative environment. "Science of Technology and Quality of Life" is a course explicitly about the wider world and how one acquires fulfillment in it. One of the courses that is unique to Payap University among Thai universities is the course on "Peace and Reconciliation" which has to do, of course, with relationships but also with justice, social integration and human dignity. The final liberal arts course that all students take is "Math and Logic for Living" which is not only about the abstract matters of how one learns to think rationally, but about such practical applications of that as managing one's personal financial credit, and managing the quantitative aspects of life. Rounding out the general education requirements are also courses on language and culture including four courses of English for native speakers of Thai, and two courses of Thai for communication.

The purpose of all this is so that Payap University can honor its promise to our stakeholders, the students, parents, future employers and community leaders in particular, that a graduate from Payap will be nurtured to fulfillment, which is another way of saying that we are trying to carry on the work of Jesus Christ who came so that we might have "abundant life." Our intentional programs of general education courses and community life are in response to the perception we have that it cannot be taken for granted that a student on a professional track will automatically, somehow, acquire the concern for fellow human-beings, the ability to project personal social skills into a political scope, or the insight that what enlivens and enriches culture is of surpassing value. To do that, we understand, students must be in laboratories of life in order to become proficient practitioners of the art of living. That is what liberal arts at Payap University is all about.

This paper is presented at the Fifth Thailand-US Education Roundtable in honor of His Majesty the King on the Auspicious Occasion of the 84th Birthday Anniversary, March 29-30, 2011 at Assumption University of Thailand, March 29-30, 2011, hosted by Office of the Education Council and Association of Private Higher Education Institution of Thailand.



President Pradit at the Roundtable

Classes at Payap University



Lingnan University in Hong Kong Gets Ready for Four-Year Curriculum

Universities in Hong Kong, China will be switching from a three-year to a four-year system from 2012/13, which has provided a good opportunity for Lingnan University there to boost its liberal arts and whole-person education.

"We've always found the three-year curriculum somewhat restrictive. With one extra year available, we can further broaden our undergraduate programmes and enrich our extra-curricular activities so that students can benefit even more from their study lives at Lingnan," said Professor Chan Yuk-Shee, President of the University.

As the only liberal arts university in Hong Kong, Lingnan is characterised by a broad-based interdisciplinary curriculum, a small student population, a residential campus, close faculty-student relationship, and an emphasis on exchange and out-of-class learning experiences. It offers undergraduate and postgraduate programmes in arts, business and social sciences.

In preparation for the four-year system, Lingnan has restructured its undergraduate curriculum to include a balanced spectrum of general education courses – covering subjects such as critical thinking, morality and history – as well as language courses and multiple free electives. It will also make participation in civic engagement projects (including both service-learning courses and community service) a mandatory graduation requirement. About 70% of its students presently live in hostels on campus and the University is on track to provide accommodation to all undergraduates by early 2013, making Lingnan

the only fully-residential university in Hong Kong. To ensure that students have an international outlook and a cross-cultural perspective, the University has admitted outstanding students from around the world and now offers exchange programme places for about one third of its students to study for one semester in its 80-plus overseas or Mainland China partner institutions. The proportion is expected to increase to half by 2012 and more in future years.

"Our whole-person approach to education aims to cultivate values, skills, competence and sensibilities that enable our graduates to become caring, responsible and independent-minded global citizens. Changes brought by the four-year

system are definitely moving us one step closer to our goal of becoming an internationally recognised liberal arts university distinguished by excellent teaching and the highest standard of scholarship," said Professor Chan.

Lingnan University was founded in Guangzhou, China in 1888 and re-established in Hong Kong in 1967. The University was applauded for providing high-quality liberal arts education and for adopting a positive and energetic approach to quality improvement in a report released by the Quality Assurance Council of the University Grants Committee under the Education Bureau of the Hong Kong Special Administrative Region Government in 2010.



Lingnan students come from all over the world and various cultural backgrounds, creating a vibrant international environment on campus.



Lingnan's small student population and residential campus are essential elements of its liberal arts education.



Professor Chan Yuk-Shee and his colleagues at Lingnan University are very excited about the introduction of the four-year curriculum in 2012.

Wenzao Ursuline College of Languages, Taiwan

"2011 Wenzao Chinese Summer Program" A 3-week Unique Cultural and Academic Exchange Experience in Taiwan

Since 2008, Wenzao Ursuline College of Languages have hosted consecutive Taiwan Experience summer programs for faculties and students of our sister schools. For the past 3 years, more than 150 international students and faculty member of 25 different universities from France, UK, Czech Republic, Poland, Belgium, USA, Panama, Korea, Japan, Thailand and China, etc came to Taiwan for the first time in their life to learn Chinese and to be exposed to Taiwanese Culture and academic exchange. Participants all had great and unforgettable experience from this unique and eye-opening informative program. Besides making new friends from all over the world, they got to learn and know Taiwan well and grew to love the extraordinary and unique culture and history of Taiwan.

This program is a special and exciting 3-week Taiwan Experience Studies Camp and is especially designed for international students and teachers to learn and explore more about Taiwan from different

perspectives. Diverse topics on Taiwan lectures introduce different aspects of Taiwan. Traditional hands-on activities such as folk arts and crafts, music and play show the unique development of Taiwanese culture and history. "Culture Night" activities allow international participants to present and share their own culture and tradition with participants from different countries. And, homestay hosted by Wenzao faculty, staff and students during the weekend give the opportunity to an unforgettable and valuable Taiwan family experience.



For more info, please contact oiip@mail.wtuc.edu.tw
Office of International Programs
Wenzao Ursuline College of Languages
Or http://www2.wtuc.edu.tw/oiip/en/about_us/main_about_us.html

News from St. John's University, Taiwan

St. John's University currently has 7580 students, of which 6218 are in full-time study, and 1362 are part of the continuing education section, studying at night and weekends. We are very excited to be able to welcome 26 students from Mainland China for this current semester and also one from Sungkonghoe (Anglican) University in Seoul, South Korea. These students are here for a semester to one year only, it is expected in the future that students from Mainland China will be able to study here for longer periods of time, depending on government allocations. This is to meet the growing demand in Mainland China for student places, and to respond to the falling birth rate in Taiwan and thus the growing number of available student places.

It is exciting that many of these Mainland Chinese students have got involved in the SJU Chaplaincy program and every week some of them attend the activities, including the Alpha course on Thursday evenings.



New buildings on SJU campus

We also have increasing numbers of our students on 'Study Abroad' programs, currently in Korea, Japan and the USA.

The new buildings of administration offices and lecture rooms on the campus are now fully operational. The university has just bought a set of 18

computer-operated carillon bells from Paccard in France (www.paccard.com) and these are being installed as we go to press. It has been consecrated on arrival at St. John's University on March 31, 2011 all ready for installation. In the photo shown Bishop David J. H. Lai came to St John's University on Tuesday April 26 for the dedication of the bell tower and Sheng-Kung Building. This is the central 6-story building constructed and consecrated in May 2010. 'Sheng-Kung' is the Chinese name of the Episcopal Church.



Dedication of the bell tower by Bishop Lai

On Sunday April 10, we were honored to welcome President Ma Ying-Jiu, President of Taiwan, to the university to dedicate the two remaining new buildings, Sun-Wen Building named after the first principal of SJU, Dr. Vivien Yen; and Zuo-Yun Building, named after Dr. Cecilia Koo, chair of SJU Trustees since 1972. Our Korean exchange student, Lee Jane-she, raised a question with President Ma when he held a conversation session with campus students. Her action received great attention from media reporters and on the internet. She is considered as a role model for exchange students who properly express opinions to foreign leaders when the opportunity arrives.

Providence University, Taiwan

Successful Providence International Education Fair (PIEF)

The annual two-day Providence International Education Fair, sponsored by the Office of International Affairs in collaboration with Ambassadors Elite, International Friendship Buddy and the international students, attracted about 2,000 students, faculty-members, and guests on March 30-31, 2011. Besides being a very festive event for the visitors who were milling around, the fair provided practical information on how to study abroad. Counselors were available to assist visitors to find the right country, university, affordable academic summer/winter programs, and scholarships being offered.

Guest speakers provided a broad, comprehensive understanding of studying abroad. Deputy Director Peter Ruey-Hong Sheu of the Bureau of International Cultural and Educational Relations discussed government policies. Executive Yuan Director Hung, Chih Hung, of the Consumer Protection Commission spoke about students' rights and how to pay close attention to the important features advertised so as to discover what is actually offered before purchasing any study abroad program.

Director Dual Wu of the Netherlands Education Support Office captivated his audience with the attractions and benefits of studying in the Netherlands. Ms Dominique Luthringer, Project Manager of the Study Abroad Foundation, offered a wide range of choices in studying abroad. Mr. Jack Fang of the American International Educational (AIEF) explained the first steps toward studying in the USA.

The international students served in their decorated booths and introduced their 59 respective schools assisted by Taiwanese students who have studied abroad. Five universities captured awards for their decorations and popularity.

Currently, there are more than 165 academic partners from 40 different countries for Providence University students to choose from if they hope to become an exchange student for a year or a semester, or for summer or winter intensive language programs.



"The fair was an excellent way not only to introduce our university, Vytautas Magnus, but also our Lithuanian culture, and to demonstrate a native dance. It was a great opportunity for Taiwanese students to get the necessary information on how to study abroad," commented Marija Grazyte, an exchange student.

Tunghai University Goes to Southern California to Deepen Christian Heritage

Tunghai University (THU) was invited by Azusa Pacific University (APU) for a one-month visit from Jan.18 to Feb.17, 2011. Azusa Pacific University is a comprehensive, evangelical, Christian university located near Los Angeles. Two faculty members and one staff member (from the Chaplain's Office) were sent to APU. Their trip has been a wonderful experience and a success.

APU's Chaplain, Rev. Dr. Kevin Mannoia, has had contact with THU through conferences and personal relationships for more than three years. He has shared APU's spiritual roots and gave abundant enlightenment and encouragement on how to keep Christian identity and founding spirit in a Christian college. Seeing is believing. The three-person team actually understood how Christians, disciples and communities can be built through faith integration and excellent ministry of student life. They received comfortable accommodations and the warmest welcome like the sunshine of Southern California. Moreover, all faculty and staff members in APU had very willingly and generously shared their strategies, working manuals, and experiences. Aside from the hospitality, they also saw how much love APU has for Christ and an elegant working style even in the midst of a heavy administration load.

During this visit the THU team was able to learn: 1) a faith-integrated

teaching and learning: it is challenging but important to build up the Christian world view in our Chinese culture. 2) a creative model of campus youth ministry: they established a well-designed structure which consists of chapel program, personal/group mentoring system, pastoral counseling mechanism, Christian students service and leadership team. These lead to a Christ-centered and student-oriented campus. 3) a God-first commitment: the whole institution remains spiritually alive and individually as vital Christians. This is the deepest impression left in their minds.



APU is a model of a Christ-centered institution which demonstrates the servant mind. It can be a role model for THU and other Christian higher education institutions interested in deepening their Christian heritage.

Hannam University, Korea

GCC Campaign at Hannam University

The University campus is the environment where students and faculty live. Hannam University in Daejeon, Korea is on the move to improve its environment. We call it Green and Clean Campus (G.C.C.) Campaign. Since so many people of 15,000 are living actively on campus everyday, there have been a lot of trashes and cigarette butts everywhere.

To keep campus clean is one of goals of all the administrations. Here the Student Body initiated a campaign called GCC three years ago. Students tried to accomplish small, but not least things. What they did first is to pick up the cigarette butts. At the beginning of the campaign, the situation of campus environment did not seem to improve much. But as the campaign goes regularly and steadily, the campus became cleaner than ever. The lesson all the college dwellers could learn is that if we stick to what we believe there must follow good results.

The Student Body became confident of what they were doing. Students decided to give back thanks for the campus cleaners who are hired to clean campus everyday. What students did was to send them on a vacance during the semester. Instead, the Student Body took the

responsibility to clean the campus on behalf of them. It was a fresh and shocking idea for the campus cleaners, for they always thought to themselves that students are not interested in them and their work. This event becomes regular, since it pleases both parties at the same time.

The GCC Campaign gets media attention several times, as it has proven to be successful. The Student Body try to extend its campaign to conceding their seats to the elders and the disabled in bus while they commute. They also try to spread the good spirit by participating in exams with no proctors present. They hope and believe that the GCC Campaign can be another MRA (Moral Re-Armament) movement in Korea starting from Hannam University.



Soegijapranata Catholic University, Indonesia

News from Soegijapranata Catholic University, Indonesia

In 2010 Soegijapranata Catholic University (SCU) was successful in receiving 4 small grants from the United Board for Christian Higher Education in Asia for staff-oriented research projects centered on the Board's 3 initiatives: Environment, Inter-religious Understanding and Peacebuilding, and Local Knowledge. The grants are for research to be completed within the first 6 months of 2011 and will result in the production of education modules to be used within SCU and introduced to other universities nationally.

Last year SCU also received funding from Neso Indonesia under the Netherlands Fellowship Program (NFP) for a tailor-made short course training program entitled 'Training on Enhancing the Capacity and Competence of Teachers in Values Based Education for Raising Awareness on Anti-Corruption Issues'. This training for school teachers is supported and developed by SCU's Center for Urban Studies and the Corruption Eradication Commission Indonesia (KPK, Komisi Pemberantasan Korupsi), and was provided by the International Institute of Social Studies (ISS), Erasmus University Rotterdam. Evaluations of existing anti-corruption modules in schools found the modules to be ineffective in raising awareness and thus initiated the training program. The program is aimed at improving teacher capacity and competence in understanding the inclusion of anti-corruption principles learning process

and evaluation of its effectiveness. Post training activities are on-going extending into 2011. This included a workshop in Sept-Oct 2010 for finalization of the modules to be used as teaching guidelines as well as national seminars and dissemination of the materials. Teachers who attended the workshop in the Netherlands will now be responsible for further training and mentoring of other teachers with several schools set to implement the improved anti-corruption modules.

Central Java has been considerably affected by the repeated eruptions of Mount Merapi that began in late October 2010. In support of the aid efforts for those suffering loss or trauma, SCU students became quite creative with fundraising as well as both staff and students frequently travelling to affected areas to provide services (such as trauma healing) and deliver and dispense donated supplies. Each department of SCU has been involved in its own way using their specific skills to assist in post disaster relief through donation of labor and basic necessities as well as acting as consultants for re-development and medical work. SCU is also greatly appreciative of a donation from ACUCA and members that will be used to assist student-oriented service-learning programs in affected areas that will be on-going for some time due to the extent of the damage.

News from Maranatha Christian University

Maranatha Christian University is located in Bandung, West Java, Indonesia. MCU was founded in 1965 with the support of Gereja Kristen Indonesia (Indonesian Christian Church) and Gereja Kristen Pasundan (Pasundan Christian Church). The following are the recent activities at MCU.

CHRISTIAN ART EXHIBITION

The Exhibition of Indonesian Christian Visual Art (SERUNI) was held at Maranatha Gallery of Maranatha Christian University from 9 to 20 April 2011. With the theme of BECOZOFME (Because of Me), the SERUNI artists exhibited their visual art works in the context of interpreting the death and resurrection of Jesus Christ. We are all sinners. Because of us, He was crucified.

Eighteen artists participated in this exhibition. They come from Bandung, Jakarta, Yogyakarta, Bali, and Manado. Many visitors (from MCU, churches, high schools etc) came to enjoy these art works.

STUDENT MOBILITY PROGRAM

Maranatha Christian University (MCU) takes part in the Student Mobility Program Malaysia – Indonesia – Thailand (MIT). This Credit Transfer MIT Program is under the coordination of SEAMEO RIHED at ASEAN level and Higher Education authority in the participating countries at country.

The mission of this program among others is to provide the opportunities for students in Malaysia-Indonesia-Thailand to move around freely in the pilot countries and study between 3-12 months. There are five disciplines in the Credit Transfer MIT Program for 2011, which are:

1. Agriculture
2. Language and Culture
3. International Business

4. Hospitality and Tourism

5. Food Science and Technology
The design of this program is based on reciprocal principle. This principle applies to both number of students and fees waiver. The credit obtained by the students is transferable.

Last semester, four students from MCU studied at two universities in Malaysia (Universiti Sains Malaysia and Universiti Teknologi Malaysia) and in Thailand (Thammasat University) for 1 semester. This semester, three students from Universiti Teknologi Malaysia study at the English Department of MCU.



STUDENT ACTIVITY ("Live in @ Pejinen Village, Yogyakarta")

Thirty seven students participated in the activity called "Live in @ Pajinen". Pajinen is a small village at the foot of Mt. Merapi, Yogyakarta. It was carried out from 11 April to 16 April 2011 with the theme of "Unity in Harmony". The purpose of this activity is to learn the environment of village life, and to apply their knowledge.

The students lived with the inhabitants of this village, and they were accepted as the member of the family. They helped "their parents" by doing the villager daily activities such as farming, collecting sand from the river etc. They also helped the villagers to renovate their church.

Dr. Johannes Unsok Ro, International Christian University

News from ACUCA General Secretary

I have attended the Asian University Leaders Program (AULP) on Liberal Arts in Asian Higher Education hosted by the United Board for Christian Higher Education in Asia (UBCHEA). The event took place Jan 24 through 28, 2011 at Chung Chi College of the Chinese University of Hong Kong. Eighteen leaders from a variety of Asian universities participated in the conference.

The workshop emphasized the significance of and problems with liberal arts education in Asian universities. On the second day, participants held three important sessions in which both their personal experiences and useful information was exchanged:

In Session 1, "Renewing Advocacy for Liberal Arts in Higher Education," Drs. Ridling Waller, Haydn Chen and Philip Leung explained the current situation with liberal arts education at their universities.

Session 2, "Dealing with Problems and Prospects of Liberal Arts in Higher Education in the 21st Century," included Drs. Ben Malayang III, Pradit Takerngrangsarit and Alexander Jesudasan critically reviewed the weaknesses of liberal arts in higher education in Asia, and suggested a number of alternatives based on their experiences and analyses.

A 16 minute video clip was presented in Session 3. The video addressed changing educational paradigms in the 21st century. The participants discussed changing educational paradigms after viewing this video.

On day four, the focus was on a number of impressive presentations covering a broad spectrum of topics.

In the first presentation, "Bringing Asia Out of the Shadows: The Rankings Game," Dr. Kevin Downing from City University of Hong Kong discussed the current status of the worldwide university ranking system, including problems, and suggested alternatives. After the presentation the discussion session focused largely on the criticism that the current ranking system does not take into account the strengths of many Christian liberal arts universities in Asia. As an example, the dedication

at these universities to community service and education was highlighted. The President of Siliman University, Dr. Ben Malayang III commented "Why should I build a soccer team which has to play in the premier league if my team functions well in our local league." The President of International Christian University (ICU), Dr. Norihiko Suzuki, noted that the satisfaction rate of ICU graduates, which has been independently provided and analyzed, has been number one in Japan for a long time. However, this factor is not taken into consideration in the current university ranking system. Such examples underscore the absence of equity in the system for small liberal arts universities like ICU.

Of course, the above is a mere précis of the valuable topics and spirited discussions at the conference. Each session offered a detailed analysis of the topic, and the discussion session following each helped all attendees to better understand the scope of the problems.

Overall, the conference was a great opportunity for me to contemplate the what, why and how-questions related to liberal arts education among ACUCA members. The presentations and discussions were very fruitful with many thought-provoking ideas emerging. The hard work of UBCHEA was evident in the well-prepared panels and assembly of guests and participants. I was sincerely inspired by the AULP. I would hope that the ACUCA Management Conference in September, 2011 will be as satisfying and stimulating for those attending as the AULP was for me and all others with whom I spoke. The September conference should provide another valuable opportunity to meet and exchange ideas and experiences among Christian educational leaders in Asia enhancing the E-learning as well as the Sustainability Education in the Christian faith.



Dr. Ro with President Nancy Chapman of the United Board

ACUCA E-learning Project on 'Sustainable Development and Faith'

A new 2-year ACUCA project for an e-learning network model was approved by the ACUCA Executive Committee which was recently held on April 18, 2011 at Chang Jung Christian University, in Taiwan.

The project is to jointly develop and test a sharable undergraduate learning module(s) on the topic of 'sustainable development and faith' based on e-learning approaches. The project engages the Executive Committee member universities to explore common practical approaches to integrate the e-learning module into their regular academic programs through the collaborative work of the faculty and students participating in the joint Working Group.

The 2-year project is designed to create synthesized knowledge and increased confidence in e-learning module development and implementation among the ACUCA member institutions as well as strengthened network spirit based on the shared development experience. The project will proceed in two phases: Development and testing phase in Year 1 (April 2011-March 2012) and Synthesis and Sharing Phase in Year 2 (April 2012-November 2012).

Year 1 will involve designing, developing and testing a trial e-learning module on 'sustainable development and faith.' Specifically it will involve the following activities:

- (1) Establishment of a Joint Working Group for planning and implementing this project (Please see "4. Project Organization" below)
- (2) Analysis of participating ACUCA member institutions' e-learning readiness and teaching-learning system
- (3) Design and Development of the e-learning module on 'Sustainable development and faith' ;
- (4) Tryout of the e-learning module in one regular course setting of participating ACUCA member institutions and testing of its learning effectiveness, teaching efficiency and practicability
- (5) Elaboration of sharing and capacity building activities, including online and/or face-to-face faculty training and learner orientation, if necessary and appropriate;
- (6) Self-evaluation of Year 1 development/tryout work and elaboration of Year 2 Plan

In Year 2, the e-learning module developed in Year 1 will be refined and synthesized in respect of both its substantive content and pedagogical approaches. At each participating university an attempt will be made to integrate the module into its regular curricular framework. Another important activity in Year 2 would be to share this development experience as widely as possible among the ACUCA member institutions. A tentative plan for Year 2 would involve the following activities:

- (1) Refinement of the e-learning module based on Year 1 results;
- (2) Implementation of the refined e-learning module as part of the regular curriculum of the respective institutions;
- (3) Preparation of a textual and video report of the project which can be used as a manual for future implementation; and
- (4) Sharing of the outcome of the e-learning module implementation at the Wrap-up Seminar during the Student Camp and with the entire ACUCA community.

By the end of Year 2, the project will have generated (1) a refined and elaborated e-learning module that are integrated in the member institutions' regular courses and includes effective, efficient and appealing e-teaching and e-learning strategies, and (2) a textual and video report of the project which can be used by other ACUCA members as a manual for adopting this module. These outputs will be shared with the ACUCA members at large at the General Assembly in November 2012.



ACUCA Network Model Working Group at ICU

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Dr. Johannes Unsok Ro
General Secretary, ACUCA
International Christian University
3-10-2 Osawa, Mitaka-shi,
Tokyo, Japan
Tel +81 422 33 3002
Fax +81 422 33 3355
E-mail: acuca@icu.ac.jp

ACUCA
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Editor's Notes

- o Four issues of the newsletter "ACUCA News" are published each year. If you have a story you would like to share, please send an article together with print quality photos by e-mail to the ACUCA secretariat (acuca@icu.ac.jp) no later than August 5.
- o A new staff member, Masahiko Chiseki, joined the ACUCA Secretariat in April. Previously Masa was working at the International Educational Exchange Office of International Christian University and now is in charge of the ACUCA Student Mobility Scheme and the E-learning Project.
- o Please also visit the ACUCA's website: <http://www.acuca.net/>