



# ACUCA NEWS



ASSOCIATION OF CHRISTIAN UNIVERSITIES AND COLLEGES IN ASIA  
*"Committed to the mission of Christian higher education of uniting all people  
in the community of service and fellowship."*

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## 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

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Kwansei Gakuin University  
Meiji Gakuin University  
Nanzan University  
Doshisha University  
Aoyama Gakuin University  
St. Andrew's University  
J.F. Oberlin University  
Tohoku Gakuin University  
Seigakuin University

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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

## Justice and Environment

BEN S. MALAYANG III

President, Silliman University, Philippines



**Discussions on environmental issues in academic circles tend to focus on science and economics, leaving out the vital component of social justice.**

Linking social justice as a core issue in scholarly treatments of environmental protection and preservation has been comparably sparse. When we think of the environment, we think of natural resources: mountains, bodies of water, flora and fauna and of the sciences and economics of undertaking how they serve humankind. We hardly place as much scholarly emphasis on the dynamics between winners and losers of the use and misuse of environmental assets. To be sure, there have been many studies of these and advocacies to advance these issues in recent years. But given the deaths and losses of properties and opportunities associated with environmental decay, we could do with more.

At this time, when the common concern of nations across the globe seems to be intensifying economic competitiveness, achieving social justice appears to be a struggling secondary priority. It is pushed farther down the priority list when viewed in relation to the environment. Oftentimes, in the context of multilateral agreements, that set caps on carbon emissions, or on moving towards "green technologies", you will observe governments arguing how the move would compromise their economies. There is little consideration made on the ultimate threats to human existence.

The issue of social justice continues to linger. But it has not been this pronounced. There remains vastly unequal access to natural resources and environmental services. Most of the world's resources are sequestered to satisfy the needs of the rich. Such injustice explains as much deforestation and fisheries loss as do traditional concepts of illegal logging and fishing. It does, in the same way, explain as much climate change as a result of unjust distribution of wealth and resources as do principles of globalization.

When flooding hits us, who are the ones most affected? Too often, they are the poor. They get displaced, further threatening what already is a diminishing livelihood that can hardly bring food to the table and exacerbating their lack of access to land and other resources. But does our concern go to this vulnerable sector? Look around and see what almost always preoccupies our governments: trade, military, politics, power and money. Not the poor. They talk a lot about the poor; but never do much for them.

Studies on the impacts of environmental phenomena tend to focus more on the alteration to the biophysical attributes or to the diminishment of an area's investment viability. Interventions lean more towards an approach that is either scientific or too capitalistic. This approach, while necessary, unfortunately leaves out the marginalized sector. It moves away from identifying potential damages to a sector that is thought to be the least-contributing. It feeds on a materialistic culture that develops neglect to the effects on human kind in the long-term, and on the least, the last and the lost among us.

Traditional concepts of environmental studies trap us in the misconception that the ones who are high-risk or have more stakes are those who generate bigger taxes and revenue for the government. The lower your place in the social strata, the less contribution you can give. Following this, the tendency is to draw safeguards for the better off, while ignoring the less off.

To me, academic institutions have to take on the challenge of shifting public attention to this

most vulnerable sector. When flooding occurs, who are the most affected by it? When weather patterns change drastically, whose economic opportunities should we be most concerned about? When sea levels continue to rise, who and what should matter most in developing our disaster risk management plans? We have to elevate discussions to include them in the overall picture of environmental protection. Must academic circles promote the concept of "economic efficiency" to give more environmental assets to those with more to invest to transform these assets to wealth, or to give more of the same assets to those with the least to survive?

Linking causes of environmental deterioration to both traditional and social factors, to include issues of justice, would seem to be the only way to enrich understanding of environmental phenomena and formulate solutions for them. And this challenge is on us as academic institutions in as much as it is on the rest of humanity.

Since climate change is one of the most significant faults produced by human civilization, it is natural that humans have to mitigate it. A concerted action by nations and communities is therefore needed to deal with it. However, the existing climate related initiatives at the global level seem still far from perfect. Countries still fail to bring the notion of solidarity to the meeting room.

Rigoberta Menchu, a Nobel Peace Laureate from Guatemala, once said that "Nothing is larger than Life co-existence". Life co-existence is also easily found in many Christian teachings. If co-existence is the most important aspect of life, it is imperative to promote the value of solidarity in face of climate change. Clearly, the current attitude of countries toward the common challenge of climate change tends to deny the most important aspect of life, i.e. life co-existence. In this case, education, especially Christian Higher Education has a deep moral obligation to put the value of solidarity in all efforts to combat climate change.

## News from the Members

### Soegijapranata Catholic University's Java Institute

Soegijapranata Catholic University

Soegijapranata Catholic University's (SCU) underlying principles of eco-settlements and service-learning are to be further streamlined throughout all faculties of the university in 2010, with the development of the multidisciplinary Java Institute. The Java Institute conducts comprehensive research on the island of Java in terms of its ecology, natural resources, socio-economic status and cultures and wisdoms of all ethnic groups to whom Java is home. On August 3-4, 2010, the institute will be officially launched with the 1st Java Institute International Conference to be held, at SCU in Semarang.

In 2011, SCU is expanding its International programs. Several departments are offering short programs, each consisting of a series of introductory lectures and workshops delivered by SCU academics and invited professionals, followed by an intensive period of field work allowing international students to build on their own studies with the experience of full immersion in the society, culture and environment of Java. Programs include:

#### Asia-Pacific Student Architecture Camp (APSAC) - Cities in Transformation: Urban Design in Asia, March 7-11

Students will discuss the sustainability of Asian cities in the face of rapid economic development and urbanization using the local district of Pasar Johar as a study site. Pasar Johar possesses the largest traditional market in South East Asia and further struggles under the burden of being the city's center for urban business services, various informal sectors and a residential area. The complexities of the rapid development of this culturally significant site will be examined.

#### Creating Peace through Education, January and March, 14 day program

Students can opt to live within a rural community and actively participate with capacity building in the areas of education and environmental awareness, working with schools and local community groups. Alternatively, students can participate in entrepreneurship programs, regularly visiting small home-based enterprises or traditional farms to provide business mentorship as well as to introduce small-scale modern technologies to improve market size in an increasingly global and competitive market.

#### Semarang : Smart Lessons in Water Management, June 13-18

This civil engineering-orientated program focuses on urban drainage and polder systems. The unique landscape of Semarang, consisting of highland and coastal lowland, leaves it highly susceptible to flooding and water management problems. In 2010 a pilot project of the construction of a polder in the area of Banger offers a unique and interesting case study for students.

#### Revealing 'Jamu' : Indigenous Indonesian Health-Promoting Herbal Medicines, January 24-29

The majority of the Indonesian population relies on traditional herbal medicines, known as 'jamu', for their primary health care needs. In particular, herbal beverages containing ingredients such as ginger, curcuma and tamarind are consumed regularly to maintain health and stamina. Students will learn about jamu history, the production processes, and functional properties of herbal ingredients as well as gain practical experience in herbal drink making.

More detailed information, or brochures, on each course can be obtained from the International Program Office by contacting:

Erin Carter, International Program Coordinator  
[erincarter@unika.ac.id](mailto:erincarter@unika.ac.id) or [carter.erin.j@gmail.com](mailto:carter.erin.j@gmail.com)

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## ACUCA at the Providence International Education Fair (PIEF)

Providence University

Hannam University (Korea), and Ateneo de Manila University (Philippines), were the ACUCA Member institutions that participated in an annual event sponsored by the Providence University Office of International Affairs, PIEF. The International Fair attracted more than 2,050 students interested in knowing more about studying abroad. Promotional brochures and materials on 64 different programs offered by Providence University (PU) and its institutional academic partners all over the world were displayed in booths managed by their respective representatives and students. PU remains committed to expanding its internationalization and strongly promoting the 411 study abroad program: four years at Providence University, among which students participate in one short intensive program abroad and one year of study abroad.

**Top Picture :** Korean exchange students from Hannam University posed with Learning Partners and Friendship Buddies at the PIEF.

**Bottom Picture :** Students who attended the winter Intensive English Program in Ateneo de Manila posed with international students from Switzerland.

### Great Benefits Studying at Providence University

Providence University welcomes people from around the world. Students from ACUCA member institution are welcome to apply for the exchange program at Providence University.

Providence University is publicly recognized for its outstanding teaching and research resources in Taiwan. Besides gaining professional academic knowledge and free Chinese Language courses, international students experience a variety of extra-curricular activities, cultural programs as well as on-campus housing and individual consultation with Office of International Affairs staff.

The PU Exchange Student Program also provides Learning Partners, for friendship buddies. A friendly global atmosphere on campus is felt with the presence of international students enrolled in the MS and MBA programs offered by Providence University. These programs, as well as International Graduate Programs (GIPs) in Business and in Administration and Computer Science, are taught in English and are particularly designed to meet the needs of a diverse student body from around the world.



## Sogang University, Korea, Accepts Paulinian Exchange Student



Randymax Bulaquit of St. Paul University, Philippines, has been accepted as an exchange student at Sogang University, Korea, for the spring semester 2010. St. Paul University Philippines (SPUP) and Sogang University are sister universities under the ACUCA umbrella. SU, a member of the Society of Jesus Congregation, also offered Bulaquit an option to enroll at a Korean language class through a scholarship waiver.

Bulaquit, Student Assistance Program grantee of St. Paul University Philippines, is a third year BSE student, majoring in English. As coordinator of the United Nations Youth Association of the Philippines (UNYAP), he co-founded the Asia Pacific Youth Network on Climate Change (AYCC) on October 2, 2009, in Bangkok, Thailand.

## News from the Secretariat

### APRIL 2010 EXECUTIVE COMMITTEE MEETING

The ACUCA Executive Committee held its first meeting of 2010 at Payap University in Chiang Mai, Thailand on Monday, April 5. The meeting was made possible because of the gracious hospitality of Payap President Pradit Takerngrangsarit. Details of what was decided at this meeting can be found at the archives section of the ACUCA website.



▲ The ACUCA Executive Committee delegation to Payap University pictured alongside ACUCA President Synn and Payap President Pradit after the meeting.



▲ The Exco Meeting in Progress

## ACUCA STUDENT CAMP 2010



We would like to remind all ACUCA institutions that the deadline for Student Camp registration is **June 18, 2010**.

- The registration fee is \$50 each for the first two students from your university. Subsequent students need to pay the higher rate of \$200 each.
- The registration fee includes accommodation, all meals, transport to and from camp events and written material. Please go to our site [www.acuca.net/camp](http://www.acuca.net/camp) for further details, including an online registration facility.



## Student Mobility Scheme Report



- ▶ **Name**  
YEH, HSIN-WEN
- ▶ **Home University**  
Wenzao Ursuline College of Languages
- ▶ **Host University you studied at the SMS Program**  
Central Philippines University
- ▶ **What did you study and what kind of activities did you take part in while abroad?**

I took 18 units while I was at Central Philippine University; the subjects included Communication Management, Communication Development, Production, World Literature, Creative Writing and Speech. I went to some events like the Dinagyang Festival, Jaro Fiesta, CPU International Day and Christmas parties. I also traveled to some places in the country.

▶ **What was the most positive experience that you had at your host institution?**

The warm welcome from Ma'am Jessica Chin, the teacher in charge of international students, was the best thing for me at CPU. From the first to the last day, she was like my family in the Philippines.

▶ **What advice would you give to fellow students at ACUCA universities who are thinking of taking part in the student Mobility Scheme?**

Don't hesitate, go and try out everything the country has to offer. It will be an experience of a lifetime.

▶ **Have you been changed in any way by the experience, and if so how?**

My friends say that I have become more independent. I think I know now more clearly what I want to do in the last year of college since I got back from the Philippines.

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