



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

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

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

Message from the ACUCA President

ACUCA and ICU President Norihiko Suzuki will retire as of March 31, 2012, after serving as ICU President for 8 years. The following is his message to all the ACUCA members and friends.

It has been about one and a half years since International Christian University (ICU) followed in Keimyung University steps as the ACUCA secretariat. Under the leadership of Keimyung's president, Dr. Synn Ilhi, ACUCA has implemented various projects with the main theme of "sustainability education." Based on the decision made by the Executive Committee (ExCo), ACUCA continued with this theme in light of the importance of sustainability education in Asia and is conducting projects that address this theme.

The Executive Committee is made up of the presidents of a representative institution from each of the seven countries and region from which ACUCA members are drawn. Those ExCo members have always supported me as ACUCA President, and I, in turn, share that spirit of friendship and camaraderie with them and offer them my sincere thanks.

Between ACUCA members there comes to life a sense of community and desire to offer mutual support. This too is something that makes me very happy as the organization's president. However, the mutual support and sense of community that exist between ACUCA members are growing stronger through support and encouragement from all ACUCA members in response to the difficulties experienced by several other members. This includes:

1) Typhoon in Taiwan

- In September 2010, Wenzao Ursuline College of Languages suffered major damage to their facilities due to Typhoon Fenapi.
- In November 2010, the ExCo meeting approved to make a donation to Wenzao.

2) Volcano in Indonesia

- In late October 2010, Mt. Merapi in central Java erupted. ACUCA members near the volcano escaped major damages but engaged in relief activities for victims.
- The November 2010 ExCo meeting approved contributions for Atma Jaya Yogyakarta University, Soegijapranata Catholic University, Duta Wacana Christian University, and Sanata Dharma University. Later, at Sanata Dharma University's request, the amount was given to Tohoku Gakuin University.

3) The Great East Japan Earthquake and Tsunami

- Following the earthquake and tsunami in Japan in March 2011, ACUCA members in Japan made a contribution to Tohoku Gakuin University.
- The April 2011 ExCo meeting approved a donation to Tohoku Gakuin.

4) Flooding in Thailand

- Thailand suffered from flooding in autumn 2011. Thai ACUCA members launched relief activities for flood victims.
- In November, the ExCo members decided to send a donation to ACUCA members in Thailand.
- Several ACUCA institutions sent donations directly and indirectly to Thai members.

The member institutions damaged by these disasters are putting forward great efforts to rebuild themselves, and at the same time, all members offer their prayers for the speedy recovery.

ACUCA's principal events in 2012, the **Student Camp in August** and the **General Assembly and Biennial Conference in October**, will be held at ICU. We are expecting about 100 participants in each of these events and the ACUCA secretariat here at ICU is moving forward with preparations. Allow me to extend my cordial invitation to you to join these events.

Next, I have a few comments on the **Student Mobility Scheme**, which is intended to promote exchange between ACUCA members' students. It is important for ACUCA to support its students as they prepare to graduate and become active members of globalized society of the 21st century. In order to provide such support, it is also important that students deepen exchange and friendship with one another and establish a strong sense of self in the context of such rich cultural exchange. The Student Mobility Scheme offers the chance for students to study for short periods at other member institutions. Starting from last year, students participating in this program have an opportunity to receive financial support for living expenses and airfare. I am eager for ACUCA members' students to make use of this program.

Also under way at this time are plans by the ExCo member schools to stream shared classes based on e-learning among ACUCA members. This is called the **ACUCA Network Model** and you can read its detail on page 2. I hope that in the near future this will allow us to stream classes between all members and allow us to plan for greater educational quality and diversity.

Finally, I will be stepping down as president of ICU at the end of March. Taking up this position after me will be Professor Junko Hibiya. She will also assume the role of ACUCA president for the remainder of ICU's service as secretariat, so I ask you for your continual support. May God bless you all.



President Norihiko Suzuki

2012 ACUCA STUDENT CAMP

- Aiming for Tomorrow Where We Can Walk Side by Side: Our Dreams, Our Efforts -

Students from ACUCA institutions from seven Asian countries and region will converge on International Christian University's campus Tokyo, Japan between 20 August and 24 August, 2012 with the above theme for the biennial ACUCA Student Camp.

It is expected that this camp will be an important opportunity for Christian and non-Christian students alike to live side-by-side, learn about ideas in the Bible and seek out a path toward realizing a sustainable society based on those ideas.

<Programs>

Over the programs of the five days, students will be expected to think together about paths for the future realization of sustainable societies that respect nature. Further details will be announced at the ACUCA Student Camp website. In addition to the following main programs, a field trip to downtown Tokyo is planned.

Keynote Address: A keynote speaker will give a comprehensive perspective on the global challenges of the world today and propose faith-based sustainability to make students' discussions more lively and fruitful.

Title: "Faith based Sustainability -The Ethic of Eco-Theology and the Spirit of Natural Capitalism-"

Speaker: Dr. Ryoichi Yamamoto (Othmer Visiting Professor in Science, Technology and Society of International Christian University)

Country Presentations: Students present and analyze the challenges each country faces in working towards sustainability; opportunities for mutual understanding are created.

Group Discussion: Students discuss about the challenges presented at the Keynote Address and Country Presentation and seek out a future path for each country as well as for the Earth. They talk about dreams for sustainable societies in the future and methods of mutual cooperation.

Cultural Experience of Japan: Through athletic and cultural activities, students deepen their understanding of Japanese culture while also cultivating friendships with students from other countries.

Cultural Night: Students introduce others to the culture of their home country; while deepening mutual understanding of the cultures of diverse countries students also have opportunity to deepen friendship.

<Registration>

The registration fee is JPY4,000 each for the first two students from your university. Subsequent students need to pay the higher rate of JPY16,000 each. The registration fee includes accommodation, all meals, transport to and from camp events and written materials. Please go to our site www.acuca.net/student-camp.html for further details, including an online registration form.

The Student Camp registration deadline is 8 June, 2012. We hope to see your students at ICU, Tokyo this August!



Students relaxing on the lawn in front of ICU's University Hall



The Dining Hall and the Dialogue House on ICU Campus

The Very First Tryout of the ACUCA Network Model



ICU faculty and students gathered for the video conference on 31 January.

As reported on the ACUCA Newsletter, April-June 2011, and at the ACUCA Management Conference held in Japan last September, a new 2-year project for an e-learning network model has been developed in support of the Faculty Working Group members from the ACUCA Executive Committee member institutions since spring, 2011.

The project is to jointly develop and test a sharable undergraduate learning module(s) on topic of 'Sustainable Development and Faith' through Moodle, a learning management system (LMS), and 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.

Through the discussion among the Faculty Working Group members as well as the internal meetings at International Christian University, its coordinating institution, the framework of the e-learning module on 'Sustainable development and faith' was developed. In January 2012, the very first tryout of the ACUCA Network Model was carried out.

The tryout project consisted of the following sequence of activities taking place over a month: (1) Module orientation (2) Reading case studies (3) Video lectures (4) Small group discussion (5) Large group sharing.

After the module orientation at each participating institution, with a face-to-face setting between the instructor and the students and briefing the outline of the tryout program and the instruction through a video available on the Moodle, each participant spent time to read 2 case studies and watch 2 video lectures that dealt with issues relating to local environment and development as well as to global sustainable development concerns.

Upon completion of the self-learning steps, all of them were invited to join in the small group discussion to express their own ideas and opinions through the analysis of the case studies and video lectures. On 31 January, the large group sharing took place and each participant made a remark about the impression of the tryout program through video-conferencing service.

The Faculty Working Group members and ICU team will shortly implement the Year 2 program. Its details and outcome will be reported at the General Assembly to be held October in 2012.



The screen showing scenes from the other member institutions

Report on the "Payap in Unity with Flood Victims" Project

It was reported in the previous issue that ACUCA sent donations of US\$5,000 each to 4 Thai member institutions to be used for their flood relief activities. In response, Payap University sent the following report to the ACUCA Secretariat.

The Department of Student Development of Payap University has seen the urgency to respond to the flood disaster that inundated wide areas, particularly in the Central Plains region of Thailand. The people living in those flooded areas lost crops and livelihoods, homes and commodities. The department hurried to set up collection centers to accumulate donations of money, food, commodities, and necessities beginning in October. Donations were made by faculties, departments, service and support units of the university, as well as collections from outside the university, which included the provincial health department and the PHJ organization. There was a good response of these items with a total of 159,581 baht (about US \$5,320). This included a generous donation from the Association of Christian Universities and Colleges in Asia of 100,000 baht, 20,000 baht from the Payap University Alumni Association, and 39,581 baht from individuals and groups in the university.



Payap delivers supplies for flood relief.

22 donors including faculty members and officials of the university, representatives of the Alumni Association, representatives of the PHJ organization, and representatives from various student groups traveled by 3 vans leaving from the university in Chiang Mai on November 14, 2011 at 4 a.m. and arrived 9 hours later at the Ruam Klao Church, Ban Pom Sub-district, in Ayuthaya Province. They were met by the pastor Somsak Saeng-payom. Based on direct observation it was evident that the church and the environs all around were deep in water. Our conversations concluded that the residents had been heavily distressed, and their means of living had been wiped out. The things that we provided included such things as long boats and medical necessities, food, and commodities.

The 100,000 baht donation from ACUCA was spent as follows:

- | | |
|---|-------------|
| 1. To purchase additional items to add to donations | 33,001 baht |
| 2. Medicine and medical supplies | 14,148 baht |
| 3. 2 boats | 18,000 baht |

Total 65,149 baht

The remaining 34,851 baht is being held in reserve for providing assistance in the recovery period now under way. The other money collected from other sources was spent on other flood relief projects including sending a mobile clinic and team to the affected areas for direct assistance.

Payap University was in unity with the flood victims, but we felt a sense of unity with our brothers and sisters in the ACUCA institutions as well. Please accept this report as an expression of our appreciation.

Payap University, Thailand

Payap University Gears Up for ASEAN Community 2015

Payap University (PYU) has started a number of activities in preparation for the implementation of the ASEAN Community which is set to officially begin in 2015.

Among the activities carried out is an Internationalization Assessment, in which all faculties are participating. This assessment was to gather data on what careers or professions their respective graduates undertake after completing their programs, opinion on whether the criteria or standards for those careers/professions would change when the ASEAN accords would come into full effect in 2015, whether they already have courses in their curricula which talk about the future of their fields of study, and whether there are topics in the curriculum that already address how careers and professions will change in the next few years.

On 23-27 January, the Faculty of Arts initiated an ASEAN Awareness Week in the university which included a week-long display about ASEAN, its history and member nations' flags and landmarks. During

that week, information on ASEAN became integrated in the lessons of various subjects throughout the week and students participated in essay writing and speech contests and quiz show on ASEAN in both Thai and English, which were open to non-English speaking students.

A number of PYU's faculties have also come up with additional topics or subjects that would integrate ASEAN awareness in their curricular offerings. For example, starting next school year, the Faculty of Arts will offer a "Multi-Cultural Learning and Understanding" course, which will include travel abroad. The Faculty of Communication Arts has also planned to offer a new course next school year, "Media and South East Asia".

Payap University is among the universities in Thailand that responded to the Thai Ministry of Education's declaration of 2012 as "English Speaking Year." In this connection, PYU's English Language Enhancement Center (ELEC) has also planned a number of activities to enhance the English proficiency of its students, faculty and staff.



A contestant delivers his speech.



ASEAN motto on display during the ASEAN Awareness Week at Payap University



Faculty of Arts Dean Malee Kongwanit presents the prize to the winning team of the Quiz Game.

Handong Global University Held the First UNAI ASPIRE Association Forum

Handong Global University, located in Pohang, Republic of Korea, held the UNAI ASPIRE Association Forum from Jan. 16th to 18th at the chapel hall on campus. Under the theme of "ASPIRE to Inspire before you Expire", students from twenty universities nation-wide and eleven universities world-wide, participated in this forum. This forum aimed to spur on the UNAI ASPIRE Association by discussing its future direction and building up its network.

At this forum, Alfred Jawara from BANTABANG, of the African community at HGU, and Han-cheol Jeong, the CEO of Sharing and Technology, delivered a special lecture. Also, super corn was suggested as an alternative solution to resolving the current food crisis.

In addition, Mi-young Seo, Director of the Planning Department, KOICA introduced current challenges that the earth is facing and the role of KOICA when problems occur on site. CEO Jae-won Choi of Paulmark, reported his experience serving in Ecuador especially in the area of education. Through this time, students embodied one way to serve developing countries.

Subsequent to the first forum, HGU is now scheduled to host a forum to gather global hub universities in August of 2012.

* UNAI (UN Academic Impact) is a global program initiated by the

Secretary General Ban Ki-moon to resolve global problems, such as poverty, through education with the participation of the United Nations and global colleges or universities.

* ASPIRE (Actions by Students to Promote Innovation and Reform through Education) is a student organization under the UNAI, which aims to change this world through international exchange programs, and education through voluntary participation of college or university students. As of today, 675 colleges and universities around the world and 47 colleges and universities in Korea are participating in this initiative.



Participants of the UNAI ASPIRE Association Forum

St. John's University, Taiwan

St. John's Vision ~ I.D.E.A.

St. John's University is one of the most venerable, longstanding educational institutions in Taiwan. Founded in 1965 as a successor institution of the former St. John's University in Shanghai, SJU is wholeheartedly dedicated to achieving the goal of restoring the glorious legacy of St. John's University as a first rate, world-renowned university.

In the leading of current President Dr. Jean-Lien Chen (陳金蓮校長), St. John's has four development strategies (IDEA)—Innovation(創新), Diversification(多元), Excellence(卓越) and Attentiveness(關懷). This is our focus and our vision for the future! Always priding itself on its teaching quality and student-centric focus, and endowed with its beautiful campus and vistas, with our devoted faculty and staff enthusiastically teaching and serving, St. John's provides a superb environment for students' learning and growth.

In 2011, St. John's University was accredited by the Ministry of Education with the award of 'Excellent Friendly Campus' for its efforts and unique achievements of improving the environment towards becoming a pleasant, healthy and friendly school campus. The award was the only one of its kind. The school motto--Talent serves virtue,

Learning serves society(德以輔才, 學以致用)--expresses our deep commitment to providing a well-rounded education and to graduating exceptionally qualified professionals with high ethical standards and humanitarian values. Students gain the knowledge and skills they need to serve others and achieve lasting success. Graduates of St. John's have made remarkable contributions to society and to the world.

Here at St. John's, countless learning opportunities beckon as you pursue your path of development into a bright future. Welcome to join us and experience the pride of being a member of our university family!



President Dr. Jean-Lien Chen with students

Petra Christian University, Indonesia

The Paintings of Three Students of Visual Communication Design Department (DKV) on WWF Ship

Three students of DKV of Petra Christian University were entrusted by World Wildlife Fund (WWF) with the task of painting a ship on November 9th – 14th, 2011. How was their experience in painting on the life boat?



Students during the boat's painting process

The three students participating in the exciting experience were Celcea Tiffany, Debby Natalia and Elang Cakra. For six days they were working on their painting on the library ship, *Gurano Bintang*, at sea near Kendari Bay, South East Sulawesi. The wood ship of 23 meter length and 5.25 meter width was originally named *Koteklema*, a name given by Papua people to shark species (*Rhincodon typus*), the biggest shark species often seen in Cendrawasih Bay.

"We have had very valuable experience. The field was not easy; it needs an extra stamina to face the toss of the unpredictable waves," said Celcea, accompanied by her two classmates. She further said that they used marker pens to

draw the sketch first; they didn't use paint directly as usual. They had to keep the life boat stable so that the wet paint was not destroyed by the waves breaking on the ship. Aulia Rahman, the spokesperson for WWF sea campaign program, said, "WWF assigned the DKV students because we have heard their expertise on mural arts. At first I was doubtful because the field was different from mural arts in general, but their work turned out to be very excellent."

Gurano Bintang will be used as an educational media for the children living on the area of the National Park of Cendrawasih Bay, West Papua, particularly for nature preservation and animal protection, and also for monitoring and research on natural resources at the 2,569,804 acre National Park of Cendrawasih Bay.



World Wildlife Fund (WWF) boat after painting

Hong Kong Baptist University Well Prepared for New 4-year Curriculum

In September 2012, universities in Hong Kong will move from a three-year to a four-year undergraduate curriculum. In designing its new curriculum, Hong Kong Baptist University (HKBU) has capitalised on the extra year to strengthen Whole Person Education and nurture all-round achievers.

Under the four-year curriculum, the minimum number of credits students should earn in order to graduate has been increased to 128 from 96 in the three-year curriculum. The 32 extra credits are distributed to General Education (GE) programmes and free electives in the hope of preparing students to contribute to the global economy where employers look for graduates with broader knowledge and understanding of the world in addition to specialised skills.

The GE programme at HKBU aims to provide students with the transferable skills, attitude and values that will help them lead balanced and successful lives. The programme's core areas were carefully designed. For example, realising that students nowadays are more shy and introverted, HKBU pioneers in Hong Kong to offer a course on Public Speaking to teach students communication skills and how to present themselves in public.

In addition, two new programmes – a BA (Hons) in Creative and Professional Writing and a BSc (Hons) in Analytical and Testing Sciences will be offered in 2012, subject to formal approval. Both programmes were selected as they meet specific needs of Hong Kong.

The BA (Hons) in Creative and Professional Writing is the first University Grants Committee-funded undergraduate programme in Hong Kong dedicated to creative and professional writing in both English and Chinese. It is also the first bilingual creative and professional writing degree programme in the Chinese community worldwide. The BSc (Hons) in Analytical and Testing Sciences aims to equip students with knowledge and practical skills in scientific analysis and testing for future careers in the field.

Except for some specialised programmes, most Faculties/Schools/

Academy will move to broad-based admission. Students will choose to study in their desired Faculty/School/Academy and after they have learned more about different aspects of the discipline in the first year, they can then make an informed choice of major in the second year.



Students have the opportunity to make an informed choice of major.



General Education will play an important role in the new curriculum.

Liberal Arts Education at ICU: One Student's Experience

Since its founding in 1953, ICU is proud of its liberal arts education with the courses taught in both English and Japanese. In year 2008, ICU's College of Liberal Arts underwent curriculum reforms, enhancing later specialization policy.

Previously students entered one of the six divisions and studied courses offered both within and outside their divisions. These divisions were abolished in order to give students more freedom to choose their own course of studies. Now students enter the College of Liberal Arts and explore many areas of their interest, and at the end of their sophomore year, they select their major(s) from around 30 majors offered in the arts and sciences.

Over the course of studies, students are asked to submit academic planning essays once every year, so they have a time to plan ahead and reflect upon their academic paths as well as their career prospects. It is hoped that through 4 years at ICU, students will acquire skills to make their own choices in life and deal with challenges life presents.

In March 2012, first students who entered ICU after the reforms graduated, and Mr. Yu Hirano was among them. He shared his experience of studying at ICU.

For me, ICU is a place of constant struggles and invaluable encounters. I am in the first class of students to enter ICU after the curriculum reform took place. During my years at ICU, I worried and struggled a lot, but I also learned a lot. Before I entered ICU, I had been part of Japan's Ground Self-Defense Force and was interested in such fields as peace studies and political science. However, as I studied at ICU, my interests changed to more practical fields, such as economics and business administration. I thought I would graduate with practical knowledge, acquire some experience, and then start my own NPO or NGO. In my second year at ICU, I decided to major in business administration and very quickly acquired course credits, primarily in

accounting classes. However, in the spring of my third year, when I had already received most of the courses I needed for graduation, I found myself at a major turning point.

At the time, I lost my bearings. Until then, I had studied with the idea of "wanting to do something good for society," but then began to worry whether what I thought

was "good" was also considered "good" by society. Then I started a reading group, inspired by a professor who had helped me greatly since I entered university. I began reading Plato's "Republic" with some friends. I was constantly shocked by the ideas the book presented. I came to feel that I had many of the same questions. What is "good?" I thought it was impossible for me to graduate from ICU without facing this important question. Then, despite the great challenge it posed, I changed my major to philosophy, which I had largely never studied before. My four years at ICU have gone quickly and while there were many things I wanted to do but could not, I have no regrets whatsoever.

Finally, I would like to say that my cultivation at ICU was the product of numerous important personal encounters. I could never have managed these wanderings I describe above without having met my classmates and professors. Through these meetings I was able to consider my faith as a Christian. Also, through university activities, I met my partner in life and got married. In this way, ICU is a university where constant struggles, reflection, and meetings take place.

I will start a new life as a businessperson in spring 2012. With my studies at ICU as nourishment gained through confronting the things that troubled me, I hope as both an ICU student and a Christian, to go forward with great activity in my life.



Mr. Yu Hirano

Dedication of the John Paul II Sports Hall at Providence University

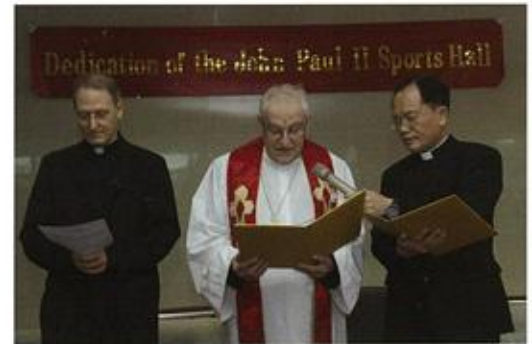
Providence University (PU) not only provides students well-educated environment of learning, but also takes account of students' health. The development of the whole person—students' body, mind, and spirit has been always what we focus on. Thus, we also hope that the opening of PU sports hall will better students' exercising habits and students' professional skills and knowledge in sports.

The Dedication of the John Paul II Sports Hall ceremony was held at Providence University on 1st Dec, 2011. Numerous honorable guests participated in the event: the Minister of Education of The Holy See, His Eminence Zenon Cardinal Grocholewski, the officer of Ministry Education of The Holy See, Father Ji-Na Ju, The Holy See Ambassador to Taiwan, Paul Fitzpatrick Russell, the Board Chairman of Providence University, Bishop Martin Su and the President of Providence University, Chung-Yi Tang. His Eminence Zenon Cardinal Grocholewski took the lead of the unveiling ceremony and addressed to the audience at this historical moment.

The Minister of Education of The Holy See, His Eminence Zenon Cardinal Grocholewski valued the founders of Providence University, Sister Marie Gratia Luking and all sisters of the Sisters of Providence, Saint Mary-of-the-Woods, USA, for their great contributions to the education. Sister Marie Gratia Luking traveled from America to China, lastly settled in Taiwan and founded Providence University in Taichung. His Eminence Zenon Cardinal Grocholewski also encouraged everyone to join church services and activities to expand their visions through pursuing truth in life.

The name of the sports hall was in memorial of Pope John Paul II, a model of sowing the seeds with peace and faith; he was the finest Pope in supporting sports activities in the world. We hope students at Providence University will be stimulated by the sportsmanship and solid belief of Pope John Paul II.

The John Paul II Sports Hall is a multi-function building with basement and four stories, including informatics classrooms, weight training, sport-sciences rooms, multi-function classrooms, indoor tracks, medical rooms, badminton courts and basketball courts. President Tang stated that "we value the importance of environmental protection, expecting to bring the idea of green construction into campus; the architectural design remained the mode of the buildings in Providence University."



The Dedication of the John Paul II Sports Hall Ceremony



New John Paul II Sports Hall

Wenzao Ursuline College of Languages, Taiwan

2012 Wenzao Chinese Summer School, July 9-27, 2012

Since 2008, Wenzao Ursuline College of Languages has continuously been hosting Chinese language and culture summer programs for foreign faculty members and students from our sister schools. For the past 4 years, more than 200 international students from France, UK, Czech Republic, Poland, Belgium, USA, Panama, Korea, Japan, Thailand and China, etc came to Taiwan for the first time to learn Chinese and to be exposed to Taiwanese Culture and to take part in academic exchange. Participants all had great and unforgettable experience from this unique and eye-opening informative program. Besides making new friends from other parts of the world, these students came to learn more about Taiwan and the Chinese culture and they grew to love the extraordinary and unique culture and history of Taiwan.

This mode of cultural and academic exchange has been most effective in developing and promoting positive and close relationships between us and our sister schools. On that basis, we would like to invite more international scholars and students to take part in this year's program—**"2012 Wenzao Chinese Summer School"**, hoping that more people around the world can come to Taiwan and learn to speak Chinese.

This program is a special and exciting 3-week summer session and

is especially designed for international students and teachers to learn and explore more about Asia and Taiwan from different perspectives. For the 10 Taiwan lectures, topics will include Taiwan's political and economic development, small and medium enterprise development, democratization, Japanese colonial experience, local Buddhist religion, media study, Taiwan and South East Asia international relations etc.

For the traditional hands-on activities, the integration of contemporary and traditional folk arts and crafts, music and play provides a unique glimpse on Taiwanese culture and history. In addition, the "Culture Night" activities intentionally designed for international youths to present their own culture and tradition through dancing, singing and acting will provide a wonderful platform for students across the world to learn different cultures, tradition and creativeness from each other.

Further, we will recruit and train enthusiastic Wenzao teachers and students chaperon these incoming international participants in the most popular and welcomed home stay program to give them an unforgettable and valuable Taiwan family experience.

For more information, Please contact Office of International Programs at e-mail: oiip@mail.wtuc.edu.tw or visit our website at <http://c015.wtuc.edu.tw/front/bin/home.phtml>.



2011 Wenzao Chinese Summer School pictures



Ateneo Welcomes 50 Asian Delegates of ASEAN in Today's World Program

For 2012, Ateneo plays host to ASEAN in Today's World (AsTW), a 2-week international program that brings together college students who are also emerging leaders from Asia. The opening ceremony was held on February 27, 2012 at the Ateneo Art Gallery.

According to Dr. Kotoku Kurachi, executive vice president of Kyushu University, AsTW, now on its fourth year, is an "offshore education program for students of ASEAN. Through the years, partnership has expanded to Ateneo de Manila and Fukuoka University. Over 50 students from around Asia—Philippines, Thailand, Indonesia, Laos, Malaysia, Myanmar, Korea and Japan, were recruited to be "leaders of the future." This year's program, he said, is a "great collaboration between Kyushu University and Ateneo."

Fr. Jose Ramon Villarin, president of Ateneo de Manila University, acknowledged in his opening remarks that today's youth are "digital natives," having grown up with the presence of the internet since the day

they were born. This, he said, is the current AsTW delegates' world. Thus, he wished for the delegates to "help bridge disconnections" in the world especially with "cultural, religious and historical diversity" as challenges. He stressed leadership when he wished for the delegates to be "guided by a vibrant vision of an interconnected ASEAN."

School of Social Sciences Dean Jose M. Cruz, S.J. hoped for the students to have a productive workshop in order to make Asians understand Asia, a vast and diverse place composed of thousands of ethnic communities, better.

Meanwhile, Profesosr Maleeya Kruatrachue, dean of Mahidol University International College, mentioned how AsTW gives "numerous opportunities to increase knowledge and develop friendships" and is a testament to "borderless education." She encouraged AsTW participants to "be advocates for a better world."

Dr. John Paul Vergara, vice president for the Loyola Schools, capped the opening ceremony with more words of encouragement when he wished for the AsTW delegates to "learn valuable lessons on how the ASEAN can grow."



Delegates of ASEAN in Today's World Program gathered on Ateneo's campus.

Ateneo Conducts Faculty Seminar on Values and Education in the Context of Globalism to U.S. Professors

Nine professors from Canisius College, a Jesuit school in New York, underwent a faculty seminar on "Faith, Justice, Teaching, Learning in the Context of Globalism" at the Ateneo de Manila University from January 2 – January 13, 2012.

The group, led by Canisius College President John Joseph Hurley, participated in a variety of lectures by Ateneo faculty members.

Leland dela Cruz, director of the Development Studies program, gave a lecture on the Economics of Poverty. This was followed by a visit to Payatas 3 Elementary School, where the Canisius group also got firsthand experience of being in the Payatas Dumpsite.

Carmela Oracion, managing director of the Ateneo Center for

Educational Development (ACED), meanwhile, familiarized the group with Philippine education in her presentation "Philippine Education: An In-Depth Diagnosis."

The seminar participants learned more about the Philippines in recent times (1930s to present) from Dr. Josefina Hofilena of the Department of History. They also learned about the Christian Influence on Culture and Arts from Emmanuel Garibay, Filipino visual artist.

Canisius professors also had a chance to see Manila's tourist spots such as Quiapo Church (site of the Black Nazarene statue), Intramuros, Manila Cathedral, San Agustin Church, Casa Manila, Fort Santiago and Ayala Museum.

Outside Manila, they spent some time in breezy Baguio where they visited Moog Foundation and where they held a dialogue with Moog members and the business community.

For the outreach component of their trip to the Philippines, the Canisius professors visited Consuelo Foundation, the Gawad Kalinga community and the El Shaddai House of Prayer.

On January 11, the group paid a courtesy call to Fr. Jose Ramon Villarin, S.J., president of the Ateneo de Manila University.

The faculty seminar was organized by the Office of International Relations and the Office of Social Concern and Involvement (OSCI). Ateneo has been organizing seminars like this since 2000. In the future, Ateneo and Canisius plan to hold annual seminars both for Canisius students and faculty.



Professors from Canisius College

Assumption University, Thailand

The 39th Commencement Exercises for the Graduates of Assumption University

On January 21, 2012 Assumption University conducted its 39th Commencement Exercises for its graduates at the Doctoral, Masters and Bachelor levels.

As always, the graduates represented rich diversity from the spread of 82 countries,

Gender representations included 1526 male and 2317 female, yielding a total of 3, 843 graduates.

The President-Rector Magnificus of Assumption University, Rev. Brother Dr. Bancha Saenghiran in his commencement address to the graduates reminded them that ethics, morality and genuine care for the environment are sine quo non for the futures that they will encounter. Awareness towards the forces of globalization and the ASEAN Economic Community is critical to future roles that Assumption University graduates will play in the world community. With the 39th Graduating Class of 2012, Assumption University has trained well over 70, 000 graduates who serve in positions all across the globe.



Rev. Bro. Bancha Saenghiran and graduates at the commencement exercises

Campus Sustainability Initiatives

Miriam College, Philippines

Vol. 5 Environmental Education from Classrooms to Communities

Over the course of its 85-year history, Miriam College has molded leaders and citizens who are responsible stewards of the environment. Starting with a pioneering module on pollution in the early 1970's, long before environmental concerns became "fashionable," Miriam College is now one of the few Philippine institutions with undergraduate and post graduate degrees in Environment.

Miriam College practices the whole-school approach in environmental education. The integrity of creation, one of the school's core values, is inextricably bound to the institution's vision and goals. The school has successfully integrated its Seven Environmental Principles (7EP) into the academic programs of all its units, from preschool up to tertiary and graduate levels.

To complement its efforts in environmental education, Miriam College implements eco-friendly policies not just in academics but also in areas such as administration, outreach and even finance. Campus planning, pedestrianization, a GMO-free cafeteria, no smoking policy, no balloons policy, anti-smoke belching campaign, water and power conservation, and solid waste management are just some of the practices that have been mainstreamed by the institution.

Miriam College has allocated green space at the very heart of the lush, green campus for its mini-forest park and rock garden. Aside from preserving the flora and fauna biodiversity in the campus, these areas serve as a model for living in perfect harmony and coexistence with nature.

Miriam College continues to make significant strides in environmental education and awareness. In 2009, the school received a "Dark Green School" citation from the Environmental Education Network of the Philippines (EENP) and a Gold Certificate from the Quezon City Government. Moreover, the volunteer group Miriam Public Education and Awareness Campaign for the Environment (Miriam-P.E.A.C.E.) received a Likas Yaman award for its pioneering efforts in environmental education.

Caring for the environment the Miriam College way

The school, through its Environmental Studies Institute (ESI), promotes and implements programs on campus and with external groups, making sure that environmental education benefits both the classroom and communities. Some of its programs include:

- **Green Building Initiative.** Miriam College applies sound environmental practices in the construction of its buildings, making sure the design and upgrade has a low environmental impact, minimizes waste, maximizes ventilation and energy, and protects the existing biodiversity in the campus.

- **Environment Week Celebration.** A week-long institutional activity held annually to promote awareness and concern for the environment through tree-planting, symposia, film-showing and eco-camp on campus.

- **Pinoy Low Carbon Lifestyle website.** ESI has launched a campaign to minimize carbon footprints through a website that teaches individuals how to make practical changes in their lifestyle to save on energy and lessen the impact they make on the environment.

- **Southern Sierra Madre Wildlife Center (SSMWC).** The project aims to create a sustainable and replicable wildlife conservation model to help save the threatened Sierra Madre, the longest mountain range in the Philippines, as well as a valuable watershed in the area.

- **Biak-Na-Bato National Park Conservation Project And Community-Based Ecohistorical Tourism.** ESI and MIRIAM P.E.A.C.E. initiated a community-based resource management to conserve the delicate ecosystem of the Biak na Bato National Park in the province of Bulacan. The program also uplifts the grassroots community in the area through an eco-tourism program that brings them livelihood and at the same time protects the Park and its aquifers beneath.



Clockwise from top, Miriam College Grade Schoolers in a tree-planting activity; an aerial view of the lush Miriam campus; the segregation and composting area; and one of the campuses mini parks where students can hang out and study.

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Editor's Notes

- Four issues of the newsletter "ACUCA News" are published each year. If you have any stories to share, please send them together with print quality photos by e-mail to the ACUCA Secretariat (acuca@icu.ac.jp) no later than **25 May** for the next issue.
- 15 ICU students have been selected to serve as student assistants for the ACUCA Student Camp. They are preparing both academic and social programs. They also went to downtown Tokyo in order to plan for the field trip. We are all looking forward to welcoming your students here at ICU.
- Assumption University also sent us a report on their flood relief activities. Please visit the ACUCA website (<http://www.acuca.net/>) to read the report.