

COMPASS POINTS



News from the
COLLEGES &
UNIVERSITIES OF
THE ANGLICAN
COMMUNION

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Service Learning in Asia

Nineteen-year-old broadcasting student Kent Andres works with Filipino children at Trinity University of Asia in Quezon City, Philippines, in this year's CUAC Service Learning Program.

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- CUAC Member News

CUAC will be at

**The 79th
General Convention
of
The Episcopal Church**

July 5-13, 2018

Austin, Texas

What Is CUAC?

CUAC is an idea

...namely, that in a troubled world filled with conflict, there are still ways to bring people together in pursuit of a shared ideal.

CUAC is a reality

...embodied in a global network linking 160 colleges and universities in six continents, institutions large and small, old and new, all sharing a common heritage of faith-inflected, value-rooted education.

CUAC is an NGO for the soul

...other Non-Governmental Organizations deal with development issues or social and medical challenges. CUAC is among the few that see that nurturing the souls of young people through transformational teaching is as important as healing the body.

CUAC is an experiment in ‘applied genealogy’

...because we celebrate and keep alive the shared heritage of institutions that honor their historic Anglican and Episcopalian roots.

CUAC is ‘a wildly diverse group of people’

...as only an organization can be that brings together teachers, staff, and students from South Asia, East Asia, Oceania, Africa, Europe, North American, South America in a far-ranging conversation always respectful of cultural differences.

CUAC is a beacon of hope

...in an academic world obsessed with metrics and “outcomes,” we know that there is only one outcome that counts: educating the complete human being created by God.

I am part of CUAC because...

"I want to affirm the Anglican identity of my University."



Wilfred Tiu, President, Trinity University of Asia PHILIPPINES

We are a network in the best sense of the word: we "mind each other's business," so to speak, by staying in touch, discussing common problems, encouraging global exchanges, stepping in to help as best we can, and making sure that the larger academic world which we inhabit never forgets that **communities of faith can nourish and enliven communities of learning.**

Every three years, we meet for a Triennial conference, held in varying parts of the world – the last in Chennai in southern India, the next (2020) in London.

Meanwhile, we hold Chapter meetings that concentrate on local educational and faith-related issues, always seen from CUAC's global perspective. We work with chaplaincies – the "front line" in Christian education -- as well as facilitating international faculty and student exchanges, sponsoring conferences, conducting Service

Some people would find all that odd, or at best quixotic. But we know that it works. We've seen it happen, from Chennai to Chester, from Seoul to Sewanee.

So How Does CUAC Work?

We operate out of a very small office in midtown Manhattan near the United Nations, rented from the Episcopal Church Center. The staff consists of a General Secretary and some part-time help, reporting to an twelve-member international Board that meets monthly, usually by Zoom teleconferencing, though on occasion face to face.

I am part of CUAC because...

"It provides me the unique opportunity to interact meaningfully with Anglican educators from across the Communion."



Robert Derrenbacker, President, Thorneloe University, CANADA

I am part of CUAC because...

“It allows me to gain insight into the views of fellow Anglicans on the issues at the forefront of our efforts to realize our missions.”



**Linda Lankewicz, Former Provost,
University of the South USA**

Learning programs, and maintaining the high intellectual standard of our annual Williams Lectures and our journal *Occasional Papers on Faith in Higher Education*, published in collaboration with Whitelands College, London.

CUAC's United States Chapter is the ten-member Association of Episcopal Colleges. It includes Bard, Kenyon, Hobart and William Smith, the University of the South, St. Augustine University (Chicago), and two Historically Black Colleges & Universities (HBCUs), St. Augustine's (Raleigh NC) and Voorhees (Denmark, SC), as well as Cuttington University in Liberia, Trinity University of Asia in the Philippines, and

the Université d'Haiti in Port-au-Prince.

What Is CUAC's Future?

We are a dues-based organization, with dues calculated to reflect the fact that while some of our members are relatively large and thriving, many others are small and fragile – not only financially, but in terms of struggling to survive in political and cultural environments hostile to religious minorities.

We've done remarkable things for more than a quarter century with limited resources.

Now we are ready to make a leap forward.

I am part of CUAC because...

“I believe that the whole is greater than the sum of its parts.”



**Peter Neil, Vice-Chancellor,
Bishop Grosseteste University UK**

CUAC Forms a Steering Committee To Launch a Development Initiative

While the CUAC network is primarily supported by dues from its members, supplemented by some endowment, to support and strengthen Anglican higher education in the twenty-first century requires us to do more:

- While there are twelve Anglican universities in Africa today, five emerging ones are planned but not yet able to open.
- Anglican chaplains need tools of social media to engage increasingly secular students in awakening their spiritual aspirations.
- CUAC as a network needs to support and foster exchanges among our members to bring our global reach to life on campuses and to challenge students.
- It is not enough just to engage students during their studies, but we also need to find web tools to engage them in this community over their lifetimes.

To bring this about, a next piece of our strategy is to launch a CUAC Appeal to build comprehensive support for carrying out our mission. Canon James Callaway noted, “Because CUAC is not a household name for sure, we reached-out to people who know us in the broader community to form a Steering Committee to endorse our appeal.”

The CUAC Appeal Steering Committee's members:



The Right Reverend Jennifer Baskerville-Burrows

11th Bishop of the Diocese of Indianapolis and the first female African American diocesan, who has visited most of the Episcopal Colleges.



Professor Dr. Joy Carter, DL, CBE

Vice-Chancellor of the University of Winchester, higher education innovator and former CUAC trustee.



Mr Jamie Coats

President, sOPHia OXFORD, as Director of Friends of SSJE, developed #AdventWord, enabling people all over the world to meditate and share their joy in social media.



The Most Reverend Michael B. Curry

27th Presiding Bishop and Primate of the Episcopal Church, renowned preacher, graduate of Hobart and William Smith Colleges.



The Very Reverend John Hall

38th Dean of Westminster, former Chief Education Officer of the Church of England and CUAC Triennial delegate.



Mr Jon Meacham

Author, Pulitzer Prize-winning historian, biographer, and public intellectual, graduate of Sewanee: University of the South.



Canon Peter C. Ng

Episcopal Church Partnership Officer for Asia and the Pacific (retired), friend of Anglican universities in Asia.



The Right Reverend Henry N. Parsley

10th Bishop of the Diocese of Alabama, graduate and former chancellor of Sewanee: University of the South and CUAC Trustee.

In September 2018, CUAC will launch its first annual fund drive – stay tuned for details!

Building a Humane Society

A Case Study in the Contribution That Faith-Based Education Can Make

The following account of CUAC's Service Learning initiative in its Asia Chapter was written by Divino L. Cantal Jr., assistant professor at Trinity University of Asia. It describes this year's program and what Service Learning means.

At first glance, one would be intimidated by the looks of Kent Angelo Andres. At 19, he's bigger and taller than most Filipino college students his age. His goatee scares anyone who plans to cross him. However, people who talk to him soon realize that this "tough guy" is actually a soft-spoken young man who has a passion for service and a heart for the needy.

When Kent was invited to join the CUAC Service Learning program in January 2018, he was hesitant. He was worried that being away from formal studies for two weeks would affect his grades and that he might not be able to catch up with missed lessons. He is currently a junior in the AB Broadcasting program of Trinity University of Asia, and most of his courses entail media production. He was also worried that his parents would not allow him, as he is an only child, to be away from home for two weeks. Even-



Student participants of CUAC-Asia Service Learning program teach the pupils of COPE how to write and play.

tually, upon consultation with and persuasion from the faculty, he agreed to join a gathering where he spent what he now considers "the best two weeks of his life."

Kent is one of the 52 college students from different parts of East and Southeast Asia who participated in CUAC's annual International

Service Learning Program, held at Trinity in Quezon City, Philippines, in February. Organized in 2014, the CUAC-Asia Chapter's Service Learning is already becoming a sustainable and sought-after program among member institutions.

Together with students from South Korea, Japan, and the Philippines, Kent immersed himself intensively in community work at Barangay Tatalon (a local community), worked with the children of Araneta 630 District, and attended guided reflection writing activities afterwards.

Kent joins the hundreds of students who discovered a passion for service and leadership after getting involved in Service Learning at Trinity. True to its vision of transforming a community of learners into leaders building a humane society, Trinity has long considered Service Learning as a vehicle to achieving such a vision. Today, TUA is at the forefront of developing "whole person" education through Service Learning in the Philippines and the Asia-Pacific region.

It Runs in the Blood

In the Philippines, Trinity University of Asia, founded as Trinity College of Quezon City, is one of the pioneers of Service Learning. With service embedded in the vision of its founders, students have been practicing community service as part of their course requirements long before it was called Service Learning.

In the 1970s, the school established volunteer work for College of Nursing students doing medical and health care mission in nearby villages. Students of the College of Education also immersed them-



Nanay (Mother) Clara, one of the participating senior citizens of Bgy. Kalusugan, receives a sweet treat from participants of SungKongHoe University in South Korea.

selves in community work where they rendered tutorial services to out-of-school youth.

In 1992 service learning was formally institutionalized in the college. Dr Linda Chisholm, Dr Howard Berry, and former Trinity President Dr Rafael Rodriguez thought of creating a program that would embrace service learning pedagogy, thus making a difference in the lives of the students and partner communities. Thus, the Partner-



Student participants of CUAC-Asia Service Learning teach the mothers in Bgy. Sto. Domingo how to make homemade dishwashing liquid and fabric softener, which is a good business starter. Trinity University of Asia, the host university, rejects the idea of dole out and ensures all community works, whether voluntary or Service Learning, empower the constituents to support their needs.

ship for Service Learning (PSL) collaborated with Trinity College of Quezon City for the implementation of special Service Learning programs. This was realized through the help of the United Board for Christian Higher Education in Asia and CUAC.

In the succeeding years, PSL became International Partnership for Service Learning (IPSL) and saw numerous students from across the globe come to Trinity for a six-week Summer Special Program, which was then supported by the Henry Luce Foundation. Trinity also developed a regular program where a foreign student could spend a semester or a year in the institution and earn academic credits recognized by his/her sending university abroad. In this program, the participant spent 20 hours per week serving a partner community or service agency of his/her choice.

Although the foreign funding from special programs did not last long, Trinity continued to embrace service learning by institutionalizing the courses offered where the pedagogy could be practiced. Regular course offerings on Sociology, Psychology, Develop-

ment Communication, Nursing Health Care 1 and 2, and the National Service Training Program (NSTP) embraced the service learning context for regular students.

Service Learning Reborn

The CUAC-Asia Service Learning Program started in 2014 when the president of the Asia Chapter, Rikkyo University's Prof Herbert Donovan III, thought of creating a program that would help promote the ideals of the CUAC institutions in East and Southeast Asia. Knowing Trinity had a vast experience in the field, he thought of reviving its International Service Learning Program.

After round table discussions and planning meetings in Manila and Tokyo, the first program began on February 16, 2015. Students from SungKongHoe University (Seoul, South Korea), Rikkyo University (Tokyo, Japan), St. Luke's International University (Tokyo, Japan), St. Margaret's Junior College (Tokyo, Japan), Poole Gakuin College (Osaka, Japan), Easter College (Baguio City, Philippines), and Trinity participated in the two-week community immersion program.

The program was supervised by Trinity Service Learning veteran Dr Esperanza San Diego of Trinity, Mr So Fujieda (Rikkyo), Ms Vicky Lim (SungKongHoe), Ms L. Dianne Musslewhite (Poole Gakuin), and Mr Donovan.

With slight revisions in the structure of community work and reflection writing as result of evaluation and consequent improvement, the program went on for the next three years. In February of 2018 came a new member school, Brent Hospital and Colleges, in Zamboanga City, Southern Philippines, sending three college students.

Today, the two-week special program continues to attract students from partner universities locally and abroad and has been changing the lives of the servers, as well as the served.

Towards 'Whole Person' Education

Trinity University of Asia believes that knowledge and wisdom are not confined within the four walls of the university. Through service learning, an institution can transcend the boundaries of the classroom by making itself more relevant to the needs of the society. It can touch the points of intellectual, social, and moral dimensions of the academic disciplines and can change the lives of its students and the people of partner communities

through the years.

Service learning is reflective of the Five Marks of Mission of the Episcopal Church: it responds to needs by loving service, transforms unjust structures of the society, and safeguards the integrity of creation. The rich experiences that students doing service learning acquire help them become more responsible citizens of the world and responsible stewards of God's creation.

Today, more regular course offer-

ings at Trinity are being geared to utilize the pedagogy of service learning to help students develop “whole person” education in the Episcopalian tradition. In the next years, students taking up major courses in Hotel and Restaurant Management, Tourism, Medical Technology, Biology, Business Administration, and Computer Engineering will embrace service learning as the tool to achieve this ideal. This is will be in addition to the annual CUAC International Service Learning Program, which is participated in by students of Trinity's sister Anglican schools in South Korea and Japan.

Two months after the CUAC-Asia International Service Learning Program, Kent Angelo Andres now volunteers for other community work organized by Trinity during his free time. Last month, he co-organized the relief efforts of the University for victims of a big fire that razed Barangay Tatalon. With financial help from his service learning colleagues in South Korea, they were able to raise enough money to buy home starter packs for the families of pupils who had lost their homes. Today, he is joined by other AB Broadcasting students teaching disaster preparedness and climate change resiliency among partner communities of the Trinity University of Asia .

“It feels good to be of help to others,” he said. “You empower not just the community. You also empower yourself.” ☀

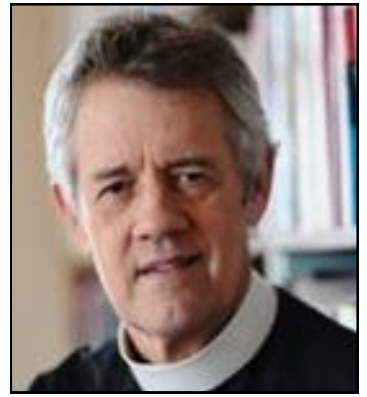


Kent Angelo Andres of the Philippines (fourth from left) guides the student participants from Japan and Korea during their immersion in Bgy. Tatalon, Quezon City, 20 kilometers north of Manila.

HORIZONS: From the General Secretary's Desk

While we are accustomed to seeing venerable churches and cathedrals testifying to Anglican ministry, the array of colleges and universities Anglicans have founded and supported provide another vibrant theater of witness. Higher education is part of the DNA of the Anglican Communion and insures its vibrant continuation. How this has come to pass is a fascinating journey in itself.

In most of the globe it began with missionaries. Classically, their preaching led to three-fold planting of a church, a clinic, and a school. The clinic most likely became a hospital, and the initial primary school grew into a secondary school. Colleges and universities, however, because of their complexity did not just evolve routinely, but in most cases had to attract broad support to be founded for a specific purpose.



Canon Jamie Callaway

Today there are 160 Anglican colleges and universities on six continents, dating from 1546 when Henry VIII founded Christ Church, Oxford, to the Anglican University College of Technology in Ghana founded in 2008. While each reflects its own context, when we look at their Mission Statements, sampling those of the eleven universities represented on the board, we find common themes such as *responsibility, integrity, service, holistic education, and respect*.

While the seeds were planted by missionaries, going back to St. Augustine, today's Anglican Communion reflects the maturing of those churches into today's thirty-nine Provinces. While initially united by British missionaries and the 1662 *Book of Common Prayer*, we are now connected by the **Five Marks of Mission** that express the Communion's commitment to God's holistic calling.

The Five Marks of Mission

An expression of the Anglican Communion's shared commitment to, and understanding of, God's holistic and integral mission.

1. To proclaim the Good News of the Kingdom
2. To teach, baptize, and nurture new believers
3. To respond to human need by loving service
4. To transform unjust structures of society, challenge violence of every kind, and pursue peace and reconciliation
5. To strive to safeguard the integrity of creation, and sustain and renew the life of the earth

Beginning with "proclaiming the Good News and baptizing and nurturing new believers", the **Marks of Mission** extend to "safeguarding the integrity of creation." Regarding the role of Anglican colleges and universities, I want to point to two in the middle, where believers are challenged to look outwards from the Church to the world: "to respond to human need with loving service" and "to transform unjust structures of society."

The God-given gift at creation of intelligence does not emerge on its own, but is developed and shaped by a discipline of engagement that is the work of what we call higher education. What sets Anglican education apart is less in that process than in its purpose and end. The gift of our human faculties is not just for us but imparts a capacity for us to serve and contribute to a just and equitable society and world, "to serve and to transform." So as we look at the monuments from the past, remember that the Lord called the Church to serve the world, not the other way around. And that means forming the next generation to be able to live out their God-given gifts for others. ✨

From The Editor's Desk

Beware of even the most innocent-looking social media devices! For instance, your Smartphone.

Last fall, conducting a trans-Atlantic interview by phone with chaplain Nick Griffin at Plymouth Marjon University in the UK, I misheard a reference to that institution's benefactor, one "Kay Shuttleworth." In my story I referred to that distinguished educator as "she," perhaps on the not entirely far-fetched notion that so many Victorian reformers were female. I mean, there's Florence Nightingale, and Octavia Hill at the National Trust, and Millicent Fawcett, the suffragist whose statue was unveiled just the other day amid the eleven bronze males standing in Parliament Square.



Sir James Kay-Shuttleworth

So my apologies to Sir James Kay-Shuttleworth, Baronet. Given our long history of giving credit to men for things that women actually accomplished, it *is* ironic, perhaps, that I made such an error...but I blame it on my phone.

(Sir James, I learn from Wikipedia, was in fact a fascinating personality: a doctor turned politician and champion of teacher education. His study of the health of cotton workers in Lancaster was a major source for Friedrich Engels' world-changing book, *The Condition of the Working Class in England*, in 1842).

In the annals of social media horrors, of course, my error was a hardly even a glitch. In less than a decade, it seems, we have had our worlds turned upside down and inside out by the unforeseen powers of those tiny but all-powerful semiconductor chips. Angels dancing on the head of a pin, indeed!

I hasten to admit, however, that social media, broadly defined, has produced some marvels. Take, for example, an instance close at hand – the interview Jamie Callaway filmed with Martyn Percy last month in the Chapel at the Episcopal Church Center in New York. (You can find it at www.cuac.org or on Twitter @MartynPercy) They sit in a small refuge of peace and quiet, sharing their reflections on Anglican higher education. But through the 1960s-modern stained-glass window just behind them, you see the constantly moving shadows of people hurrying up and down Second Avenue – a great city in action.

It's just the opposite of the illusory shadows of Plato's cave – this is the real world, and we know that Jamie and Dean Percy will soon be back in the thick of it. Perhaps that's the essence of what CUAC tries to do: give us the safe spaces in which to learn and teach, but always with the expectation that we will soon step back, with purpose, into the chaos that is the world.

Charles Calhoun

India Chapter Holds A Post-Triennial Meeting



Attendees at 2018 CUAC India Chapter meeting

The February 16-17 meeting of **CUAC's India Chapter** at **Bishop Heber College** provided an opportunity for educators to reflect on the lessons of the 2017 Chennai Triennial, including finding ways to follow up on its very successful use of CUAC Student Ambassadors. The meeting was convened by the **Revd Dr D. Paul Dhayabaran**, Principal of Bishop Heber College in Trichy, Tamil Nadu. The discussions also covered the problems facing religious minority educational institutions in an age of "saffronization" – the re-

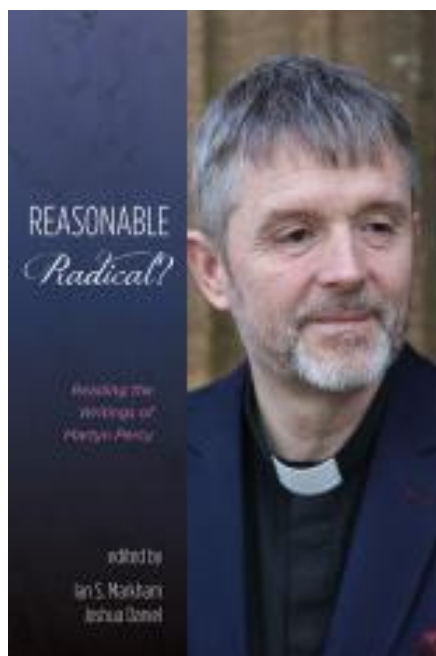


Bishop Heber College Choir

surgence of right-wing Hindu fundamentalism. For more details, please see the story summarizing the meeting published at www.cuac.org, additional photos may be found at <https://www.facebook.com/cuacanglican>



PASSAGES: News From CUAC'S Global Network



Earlier this spring, Pickwick Publications (Eugene, Oregon USA) released a 350-page paperback edition of *Reasonable Radical? Reading the Writings of Martyn Percy*, edited by Ian S. Markham and Joshua Daniel. Based on a symposium held two years ago at the Virginia Theological Seminary, the book surveys the “orthodox but unconventional” theology of one of the intellectual leaders of the Church of England, celebrating his extraordinary range of interests – from ecclesiology to music, from sexuality to ministerial formation – while allowing him to respond to both his admirers and critics.

The book is in two parts: presentations by academics and church leaders at the conference and an anthology of recent essays by **Dr Percy**, who is Dean of **Christ Church, Oxford**. His college is the newest member of the CUAC family and will host an Oxford Day at CUAC's 2020 London Triennial.



In July, Timber Press will publish **Linda A. Chisholm's** lavishly illustrated *The History of Landscape Design in 100 Gardens*. Dr Chisholm was the founding General Secretary of CUAC in 1993, serving until 2001. More recently she has taught the history of landscape design at New York Botanical Garden, while cultivating her own garden in Nyack, NY.



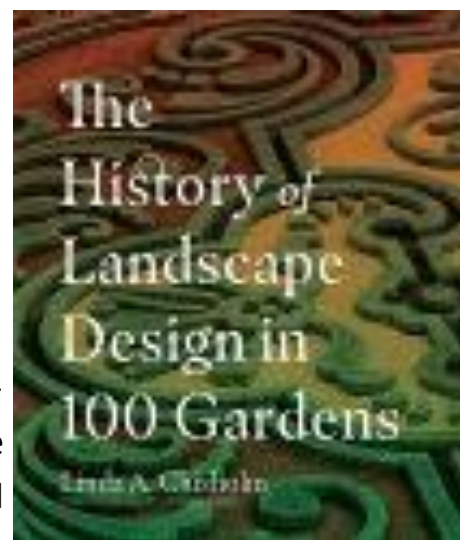
The **Revd Dr Robert (“Bob”) Derrenbaker** will be taking up new responsibilities as Dean of the Theological School at **Trinity College**, Melbourne, Australia starting January 1, 2019. Trinity College is one of the leading CUAC schools in the Oceania Chapter, comprising Australia and New Zealand. Dr Derrenbaker has been Vice-Chancellor of Thorneloe

University in Sudbury, Ontario, Canada, since 2009 and CUAC Board Chair since 2014. For additional information, please see <http://cuac.org/blog>



In Australia in February, **Dr Donald Markwell**, a political scientist and government adviser, assumed his duties as Vice-Warden and Head at **St Paul's College** within the University of Sydney. He succeeded the Revd Dr Ivan Head, who had served as Warden for 23 years. He will become Warden as soon as the St Paul's College of Act of 1854 is amended to remove the requirement that the Warden be an ordained Anglican clergyman.

From 2009-2012, Dr Markwell was Warden of Rhodes House, one of the most prestigious academic appointments at Oxford. He was the first Rhodes Scholar to hold the job.



Gregory J. Vincent, one of the best known civil rights lawyers in the US, has resigned as president of **Hobart & William Smith Colleges**, in Geneva, NY. He successfully defended the University of Texas's affirmative action policies in a recent case before the US Supreme Court. Dr Pat McGuire, a retired economics professor, has been named interim president during the search process.



At the **University of Chichester**, the **Revd Dr Alison Green**, formerly curate of Chichester Cathedral, has succeeded the Revd John Dane as chaplain, a post he took up in 2009. Dr Green is a paediatrician as well as a priest, having worked in the NHS in Scotland and southern England before pursuing her theological studies.



The **Rev Dr Grant Bell** became Head of **St. Martin's College**, Wagga Wagga, replacing the Revd Jenny Willsher who after eleven years took up a new ministry as rector of the of the Parish of Woden. Grant comes with a wide range of experience, starting his career as a Detective in the NSW Police. He was ordained as an Anglican Priest and has served as a parish Rector, Army Chaplain and Infantry Battalion and Training Command. For the past thirteen years he served at The King's School in a gamut of roles, including Director of Leadership and School Chaplain. He has a Bachelor of Theology, Master of Letters (History) and a Doctor of Philosophy degrees.



The **Revd Dr Peter Davies** became Warden of **Robert Menzies College** in Sydney, Australia succeeding Bruce Pollard, Warden from 2012-2017. Dr Davies was academic director and head of theology at Exelsia College and also an Adjunct Lecturer at Charles Sturt University. Prior to this he served in eighteen years of ministry with the Uniting Church, including the successful amalgamation of three parishes into one. He holds a Doctor of Theology from Sydney College of Divinity and Masters Degrees in Tertiary Education and Management and in Professional Education and Training.

Compass Points is published by

815 Second Avenue
New York, NY 10017, USA
Tel: 01 212-716-6149
Web: <http://www.cuac.org>
E-mail: office@cuac.org

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GENERAL SECRETARY: The Revd Canon James G. Callaway, D.D.

EDITOR: Charles C. Calhoun

PUBLISHER: Francis K. Rivera