

Compass Points

News

Colleges and Universities
of the Anglican Communion
815 Second Avenue, New York, 10017

VOLUME 14, NO. I
January 13, 2012

India Chapter Meeting: November 2011

COLLEGES AND UNIVERSITIES ANGLICAN COMMUNION (CUAC) INDIA CHAPTER MEETING

4th & 5th NOVEMBER, 2011
SECUNDERABAD



Hosted by:- CSI INSTITUTE OF TECHNOLOGY
& WESLEY DEGREE COLLEGE,
SECUNDERABAD.

Top Row, Left to Right: Wesley Postgraduate College, B Vimal Sukumar (Director), Wesley Degree College, KS Devenard (Principal), Kittel College of Commerce, Immanuel Malekar, Crossland College, Samuel K. Samuel, Henry Baker College, Dr. Abraham Daniel (Principal) / Dr. Aramie Danial (Professor of Chemistry), Lady Doak College, Mercy Parkpalatha (Principal), Lilian Jasper, Director of Christian Education, Women's Christian College.

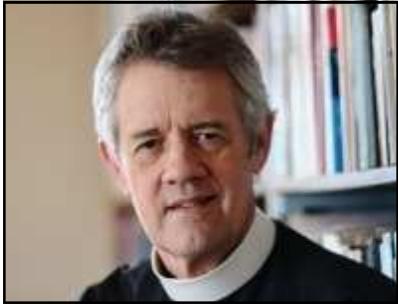
Bottom Row, Left to Right: St. John's College, Ida Joseph (Principal), Kittel Arts College, Martin Punith (Principal), CSI Institute of Technology, P. Jonathan Dharwaraj (Director), Linda Lankewicz, University of the South, CUAC (Chair, Board of Directors)

Jamie Callaway, CUAC (General Secretary), AIACHE, Daniel Ezhilarasu, Madras Christian College, Maher Spurgeon, Women's Christian College, Ridling Waller (Principal), St. Christopher's College, Rachel Jebaraj (Principal).

The India Chapter meeting hosted by CSI Institute of Technology and Wesley Degree College took place in Secunderabad in November. CUAC commends the host colleges and Chapter Convener the Reverend Maher Spurgeon. It was attended by Canon Callaway, General Secretary and Dr. Linda Lankewicz, Board Chair. Meeting for two days, the chapter began with an extended check-in focusing at Linda's suggestion on "Challenges" and "Targets". An immediate theme emerged in the connections the colleges were making in their local communities through service learning commitments from students. A second commonality came from reports of exchanges that had been underway in recent years, which again covered the board. As CUAC's Exchanges committee moves forward, it is clear that they are building on rich experience. The Indian Chapter has rich community and the first day concluded with a visit to the vibrant market and a Son et Lumiere reenactment of the history of the 13th century Golconda Fort was built by the Hindu Kakatiya kings.

A highlight of the meeting was the visit of Rt. Reverend T. S. Kanakaprasad, Bishop of Medak and his wife. His target is to open 100 new churches of which thirty have been opened in his first two years. Finally, expressing its commitment to learning together, the chapter had an engaging workshop on Christian Financial Management led by Mohan Sundaraj, Bursar of Madras Christian College.

HORIZONS



**The Rev. Canon James G. Callaway
General Secretary**

In our visit to the CUAC Indian chapter in November, Dr. Lankewicz and I took part in a panel on *Engaging Diversity* as part of Isabella Thoburn College's 125th Anniversary. When it was still illegal to educate women in India, a twenty-seven year old missionary from America gathered eight Muslim women in a rented room in Lucknow and started what became the first women's college in Asia. As much as Christian colleges value diversity, we must acknowledge that in our contemporary context, many in society see diversity as part of the problem rather than part of the solution. While these trends are regressive against the gains of many years, they are not new at all. In fact, the startling velocity of instant communication and the economic pressure of a global recession, which has heightened unemployment and fear of job loss are storm clouds stirring up fear of diversity. But despite these omens, what is the opportunity for higher education in *Engaging Diversity*?

Great church-based colleges like Isabella Thoburn and the other colleges and universities of CUAC do not teach faith. They espouse values for the students and staff of all faiths as well as those who have none. Like the ten pillars on the portico at Isabella Thoburn, which stand for their ten core values, our colleges and universities can form the next generation with values to shape their lives and change their communities.

In India we found such rich layers of kingdoms and cultures coming together, in peoples, languages, dress, food and religions that developed and flourish on that sub-continent. But we have to ask, if the fact and exposure to diversity is perceived as part of the problem or the solution?

Engaging diversity I argue is a learned behavior that only comes in painful steps of discovery:

- it is best fostered with modeling from others we care about deeply;
- it is hard work that takes dedication, humility and patience;
- it is never, never completed but only evolves to challenges of greater depth.

No wonder it is so precious, hard to find and fragile. As the Psalmist says in Psalm 133: "Oh, how good and pleasant it is, When brethren live together in unity." But we have to remember that the Psalmist says it is good -- not that it is easy. So if prejudice and fear are "taught before... seven or eight", how do we learn to engage diversity?

Staying with my own context, in the U.S. college is the usual time when young people's education breaks free from the gravitational pull of upbringing and family. We have to remember that diversity is not necessarily a value in modern higher education at all. In fact the most elite colleges can often be the most insular and exclusive. The question always is: what are your values?

Church based colleges start from a different place with the Lord's Great Commandment, "You shall love the Lord your God with all your heart, mind and soul and you shall love your neighbor as yourself."



Jamie and Linda meeting with students at St. Christopher's College in Chennai

While the Great Commandment is not exclusively Christian but comes from the Old Testament, it is religious values that give the highest place to engaging diversity. Church-based colleges can make this happen by providing the shape and depth of community life in which every member is honored in their being and has a meaningful voice. Higher education in our schools is not a commodity to be bought, but formation of the person through lived community. It all has to come together -- faculty, staff, students, residences, classes, organization, meals traditions, alums and the world around them to be able to shape and enable lives to blossom.

On the basis of our time at Isabella Thoburn College I saw that church based colleges and universities, especially in South Asia have been engaging diversity in a growing sense over that past 100 years. In point of fact they have probably caused more than a little consternation for the sponsoring churches over the years for how far out their embrace of diversity has taken them. But today churches in the West are scrambling to catch-up and learn from them in coming to terms engaging the diversity we are finding in our own contexts. So the Indian Chapter is giving some significant insight to partners elsewhere to face the disturbing trends I started with. So this is an immediate example of how over these 125 years Isabella Thoburn College has been a means of engaging diversity not only in its own society, but also between South Asia and the West. That I would say is part of the solution.



Jamie & Linda with Mercy Parkpalatha and Rev. Spurgeon wearing the outfits they were felicitated with upon arriving at Lady Doak College.

Association of Episcopal Colleges Meeting at Bard College, November 2011



House of the President, Dr. Leon Botstein, from left to right: Mr. Ronald Brown (St. Augustine's), Dr. Robert L. Satcher Jr. (St. Paul's), Mrs. Satcher, Dr. Henrique Tokpa (Cuttington), Dr. Cleveland Sellers (Voorhees), Dr. Leon Botstein (Bard), Mr. Paul Heck (St. Augustine), Bishop Henry Parsley, Rev. Canon James Callaway (General Secretary), Dr. Michele Dominy (Bard), Bishop Herbert Donovan, Dr. John McCardell (University of the South).

The 2012 Annual Meeting of the Association of Episcopal Colleges, the American Chapter of CUAC, took place at Bard College in Annandale-on-Hudson, New York from November 17-18. The chapter began with a luncheon in the President's House given by Leon Botstein. In his thirty-sixth year as Bard president he is CUAC's senior college president or vice chancellor. Convened by AEC president Cleveland Sellers, president of Voorhees College, the chapter heard in-depth reports from each college. The evening was dedicated to experiencing Bard with a campus tour highlighted by the spectacular Richard B. Fisher Center for the Performing Arts designed by Frank Gehry. The evening included a panel from students in Bard's Civic Engagement Program. The chapter endorsed exchanges as a top priority for the coming years, requesting that they have a distinctive focus reflecting the core values of Episcopal Colleges. An innovation this year was a president's breakfast hosted again by Botstein.

Historic Black Colleges Meet New York, November 2011



The presidents of the three HBCUs (Historic Black Colleges and Universities) came together in New York City at the Episcopal Church Center for a meeting on November 16, 2011. Also in attendance were The Reverend Angela Ifill and Elizabeth Lowell. The HBCUs are working towards strengthening their colleges and building for a sustainable future. It was reported that Eddie N. Moore, Jr. is the new CEO & Interim President at St. Paul's College succeeding Dr. Robert L. Satcher, Jr.



Report on Exchanges by Linda Bright Lankewicz

CUAC is a worldwide association of institutions of higher education, founded for the exchange of ideas, the development of programs among member institutions, and the mutual support that might enable each institution to better serve its students, its societies, and the world. CUAC is committed to promoting cross-cultural contacts and educational programs, and the term “exchanges” has been used for those cross-cultural experiences.

Because of the contacts that member institutions enjoy, CUAC institutions have been able to formulate a variety of exchanges. Our colleges and universities have made arrangements for visiting speakers, student internships, and joint courses and programs. This very month, there are two such exchanges taking place in India: at Lady Doak College and at Madras Christian College. Lady Doak College is hosting an international environmental conference, and the plenary speaker is Environmental Economist Robin Gottfried of The University of the South at Sewanee. Madras Christian College is celebrating the 175th anniversary of its founding, and The Rev. Dr. Jeremy Law of Canterbury Christ Church University will be participating in that august event (along with The Most Rev. Robert Willis, Dean of Canterbury Cathedral). Another exchange is the Intervention to Support Street Children project that is a joint effort of the Department of Health of Canterbury Christ Church University and Madras Christian College.

CUAC is an organization that provides opportunities and contacts that can lead to exchanges. The organization does not oversee or manage the exchanges; its mission has been that member organizations provide mutual support for one another. Exchanges are a means of mutually supporting one another and promoting cross-cultural contacts and programs.

Contacts for arranging exchanges have primarily been made the Triennial meetings, which were occasions for members to meet and discuss possibilities. Recognizing the need for contacts in the interim between Triennial meetings, CUAC Board of Trustees has created an Exchanges Committee with the following charge:

Develop a set of guidelines for exchanges among CUAC institutions, using a broad definition of exchanges that includes speakers, information exchanges, campus visits, consulting, faculty exchanges, and student experiences. Include protocols for facilitating contacts and communications among institutions and requirements for reporting and publicity regarding exchanges.

The Exchanges Committee hopes to facilitate exchanges by providing guidelines to assist institutions seeking to work together. They recognize the importance of publicizing the exchanges that are occurring so that other institutions may adopt similar models, and that publicity will primarily be in on-line media such as websites and social media. Committee members are Robin Baker and Henrique Topka, co-chairs; Linda Lankewicz; Henry Parsley; and Martin Punith.

The visit to the India Chapter by General Secretary James Callaway and Linda Lankewicz provided a great deal of information about the past exchanges and possibilities for exchanges in those institutions. We hope to gather information from other chapters. Having information about the particular interests of our member schools will allow those with similar interests to make connections and arrange for exchanges. CUAC's chapters are going to be important for helping us realize our mission to mutually support one another in cross-cultural exchanges.

What can you do to assist with this? The following are some things to consider.

1. Information about past exchanges

We would like for each chapter to report to the Exchanges Committee on any exchanges that have taken place in the past. In seeking funding for future initiatives, it is important that we have a record of our past experiences. Some of us have knowledge of particular efforts, such as joint courses taken by students, refurnishing the Cuttington College Library, supporting the Episcopal University in Haiti, a student exchange between Renison University College and Sewanee, and Japanese instruction faculty exchanges between Rikkyo University and Sewanee. The Exchanges Committee would like to receive a list of past exchanges from each CUAC chapter.

2. Information about current exchanges

We have been delighted to discover that there are on-going exchanges. If you are engaged in an exchange, please send a report to the CUAC office for inclusion in the *Compass Points* and on future webpages. We will have greater likelihood of finding funding for future initiatives if we have a record of success.

3. Information for future exchanges

We are compiling information about opportunities for future exchanges and would like to circulate this broadly among our members so that there may be exchanges in all the chapters. Think about what your institution might offer and where its interests might lie. The following are examples of the type statement one might send to the CUAC office.

- a. My university is actively studying the effect of pesticides in our area and would welcome a one-month exchange with a scientist, who might be given hospitality while here in return for studying with us and exploring the possibility of further research.
- b. Our college has an outreach program for educating pre-school children and would welcome having a group of five students along with a dentist work with us on this outreach for two weeks, and we could provide room and board and would appreciate receiving medical and dental supplies for the children.
- c. My university would like to send a faculty member to another CUAC school during a semester sabbatical for the purpose of research and curriculum development while working in the same field, and we would appreciate receiving room and board from the host institution.

These are merely examples and not intended to indicate any particular direction that an exchange might take. Note that each example offers specific information about the time frame, the person or persons who might be involved, the expectations for local hospitality, and the subject matter to be pursued during the exchange.

CUAC is an organization that seeks to serve its members. It has few resources of its own but powerful resources in the relationships that exist among members. It is only as strong as its members and the mutual support that exists among its members.

Linda Bright Lankewicz, Chair of the Board of Trustees

BG Global: India



Visiting the site for St. John's University College's new International Hostel in Tirunelveli.

In December 2011, Bishop Grosseteste University College Lincoln (BG) officially launched BG Global India, our institution's new international project which builds academic bridges between BG and the Higher Education Institutions of the Diocese of Tirunelveli, Southern India: St John's College University College, St John's College of Education, Sarah Tucker College and Sarah Tucker Teacher Training Institute. With the support of Professor Muriel Robinson and Rt. Rev. J.J. Christdoss, Bishop in Tirunelveli, staff and students in these five Higher Education institutions aim to share teaching, learning and research experiences. We firmly believe this international exchange programme will touch the lives of staff and students here at BG and in Tirunelveli, in the Indian state of Tamil Nadu.

BG GLOBAL: India is built on the links between BG and Higher Education Institutions and Schools within the Diocese of Tirunelveli, developed by the Diocese of Lincoln a project created by BG governor Mike Jacobs at Lincoln Minster School, called 'Project India'. BG GLOBAL: India aims to grow mutually beneficial and sustainable links between BG and St John's College, in Palayamkottai, and HE institutions located in the same diocese, St John's College of Education, Sarah Tucker College, Sarah Tucker Teacher Training Institute, and the diocese's schools, such as: CSI Matriculation School, Bishop Sargent School for the Mentally Retarded, Askwith School for the Visually Handicapped and Florence Swainson School for the Deaf. Initially the project will promote short visits to Tirunelveli (around 2 weeks) by BG staff and undergraduate students and reciprocal visits to BG. A small group of BG students will visit St John's University College at the beginning of March 2012. A first longer exchange visit will happen in September 2012, when BG staff members and students plan to be in Tirunelveli for two weeks. In the longer term, we aim to fulfil the potential for more visits and longer exchanges.

As BG International Manager, I visited the afore mentioned institutions and schools together with Dr Claire Taylor, BG Dean of Students and Academic Engagement, last October (15-20 October 2011). It was my first trip to the diocese of Tirunelveli, and first time ever to India: what an amazing event! We were accompanied by Mike Jacobs, who knows Bishop Christdoss, and the area very well. The purpose of our visit was to establish the logistics and academic structure to turn potential plans into field trips, research exchanges and school placements: we came back with BG Global: India, a project which is now a reality. This success is based on our dedication to the project found equal enthusiasm in Rt. Rev. J.J. Christdoss, Bishop in Tirunelveli, and the principal of St John's College, Dr Ida Joseph. They helped us in finalising practical arrangements and securing an organisational structure which offers exciting academic prospects as well as feasible arrangements. With them, and all the pupils, students and colleagues we met during our visit, I discovered how the warmth of the Indian sun reflects the kindness and generosity of the people in Tirunelveli. It is this warmth that BG Global: India wants to capture. It is this warmth that will touch all the staff and students who will participate in this new internal exchange programme.

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Role of Teachers in Sustaining Values by Dr.Rachel Jebaraj

Principal & Secretary, St.Christopher's College of Education (Chennai)

India has been a land of ethics, spirituality and tradition. Psychology, Philosophy and Education are intertwined to secure the goal of self realization. However, there is no exception with respect to deterioration of values. The whole country is experiencing massive erosion of values. Political and economic corruption, scandals and scams, anti-social and anti-national activities, etc. are on the rises all over the country. This rapid degradation of values has posed a heavy challenge to our higher education. Finstein remarked once: "**Try not to become a man of success but try to become a man of value.**"

Mahatma Gandhi stated that the following seven deadly sins should never be committed by any individual. They are: wealth without work, pleasure without consciousness; knowledge without character; Commerce without morality; Science without humanity; Religion without sacrifice; and Politics without Principles; Each of these perversions reflects lack of values.

People with character, integrity and right values are not for sale. They know that money will buy amusements, but not happiness; a bed, but not sleep; books, but not wisdom; a clock, but not more time; a house not a home; medicine but not health; and a ring, but not a marriage.

When a child is born, parents, relatives and friends rejoice; but the child cries. When one dies, parents, relatives and friends cry; but the one who died rejoices, probably, because he has left for a better World with the satisfaction of contributing his mite to this World.

The urgency and importance of Value Education has come to limelight because of increasing conflicts in human life. The very existence of traditional institutions such as family, religion, state and society are being questioned. Their very foundations are in danger. It is thus time to analyze the context and the environment, in which the future of this nation is being nurtured.

Globalization has not only brought about an upheaval in the economic scenario worldwide, but it has also influenced every aspect of human life and relations. The young generation refuses to accept age-old values and traditions. Globalization has ushered a market culture into family life and human relations.

Individualism has replaced the communitarian dimension. Commitment and responsibility to society and family have been replaced by individual competence.

Another impact of the market culture is consumerism. The market, which is flooded with goods, has created unlimited greed and lust in the human beings. No one understands the noble virtue of 'ethic of enough'. A person is valued for what he 'has' and not for what he 'is'. Status is given more importance than identity.

Ethnic quarrels, communal riots, terrorism and threats of war create tension in the lives of people. Even poor countries are spending millions for strengthening their defensive and offensive forces, while a vast majority of their population is starving.

The weakness of the present education system in India is its failure to enlighten the conscience of students. Overemphasis is given to developing competence, while character formation is neglected. The deterioration of values and an increase in violence and conflicts in society are due to the absence of a holistic approach in education. As a result, we have become a nation plunged into conflicts at all levels.

When educationists neglect the significance of character formation through Value Education, we become a nation without character. Values cannot be taught in the classrooms; they are caught. In this regard, I endorse what is proposed in the NCERT document on Value Education, that it will not be taught as a subject but inserted into the curricular and co-curricular activities of the school.

"It is expected to be integrated into every aspect of school life; classrooms, school assembly, playground, cultural centers and other aspects".

It should affect the policies of the school and style of administration. It is time for us to review the Value Education imparted in our schools and colleges. Students need to witness the practice of values. They 'catch' values from those who practice them. A teacher, who is punctual daily, need not tell the students to be punctual. They learn it from his/her life. A principal who honors his/her fellow teachers, peon and watchman of the school is teaching lessons of honoring human beings by his example. Similarly, the life example of parents who live their lives with truth and integrity is the best book for the children to read and understand.

It is heartening to read in NCERT document, "*Every Teacher has to be a Teacher of Values.*" One can give only what he/she has. When teachers and parents teach values by their life example they take the place of textbooks. Then there would be no need of any Moral Science textbooks.

The fruits of life, actions and behaviour are the tests of Value Education. While examinations are needed on all other subjects, while the student is in the school, the examination on Value Education takes place while students live their lives out in the world, after they have completed their studies.

A value based life transforms an object into a subject, an individual into a person and a person into a human being (holistic development). This education is informal or spontaneous, an ongoing process. Introspection would make us realize that we living in a heavily value laden but still valueless configuration. Watering tree leaves, twigs, branches would be a futile attempt unless the roots are taken care of. It is the human soul that needs to be enlightened.

A balanced organizational culture which leads to the value-based education, is necessarily supposed to guide behaviour of the students and help in promoting ethical behaviour in the system.

Education is an ethical practice. The values transferred to students through the school as an institution also include credentialism, competition and a utilitarian approach to learning.

All educational institutions agree upon essential competencies, albeit at varying academic levels. Therefore, the quality enhancement program should focus on enhancing essential learning that could bring the entire college together to work towards a common goal, a goal that is consistent to prepare students to succeed in the real world.

"Faith moves mountains" is the key thought and this directs a state of confirmed cognition in every living being. Since its nature is more hermeneutic in human beings, the expectation of civil values is lived through and several divergent dimensions of the quality paradigm emerge against the capitalist status-quo symptoms of the post-modern society.

In the live and let live consensus, the factors of construction like locale, caste, sex and economic status can be very well considered and dissolved only at educational institutions. Thereby strife against the elitist culture of academic institute and a structural awareness of educational predictions should initiate the rebel against the value crisis.

Role of Teachers

There is widespread criticism of teachers for their lack of commitment. The quality of teachers has an impact on the students. We have a heritage of honoring teachers more than God Himself. The saintly poet, Kabir Das had said this very clearly in his writings. "If you see God and your teacher at the same time, you should salute the teacher first".

There can be no two opinions about the importance of the teacher in building up society through enlightened leaders and saints whom they have shaped. We must ask ourselves why we have lost this rich tradition of saintly and wise teachers. Today's teachers have commercialized education. The students have lost their respect for teachers and parents do not trust them anymore. There was a time when the simple schoolmaster was the central figure in a village community. The rich and poor approached him for guidance and advice. But why has the teaching profession become the last option for youth today when they look for a career in life?

The values are transmitted through general tone of the school and so called hidden curriculum. It is important that teachers order their behavior in accordance with the highest standards and ethics of the profession. Some of the values that need to be developed among teachers are:

- Appreciating students feelings and ideas.
- Spirit of inquiry.
- Checking home assignments properly;
- No discrimination towards students on the basis of sex, caste, creed, economic status and family background.
- Tolerance.
- Quest for knowledge.
- Cleanliness of the environment.
- Sensitivity to gender equality.
- Personal hygiene.

Nowadays, it is difficult to find teachers, who, by their exemplary behavior can influence their students. Parent teacher cooperation will help to create an environment for the children, which will help to impart a similar code of moral behavior. The teacher has an important place in the cultivation of values among the students.



To learn more about this program, visit
<http://www.bard.edu/civicengagement/>
OR
Contact Erin Cannan, Associate Director
cannan@bard.edu

One of the highlights of the AEC Meeting at Bard was the student-led presentation on Bard's Civic Engagement Program. The program's mission is to use, "its campus and resources to develop robust and sustainable programs that address social problems in practical ways, reach underserved and underrepresented populations, and tackle critical issues of education and public policy. With an entrepreneurial spirit and a sense of civic duty informed by social consciousness, Bard shapes policies, implements programs, and demonstrates public leadership." They achieve this through exciting and innovative student-led internships and initiatives both in the United States and abroad.



One last piece of news. Maggy Keet will be finishing her role as CUAC Program Officer, effective January 31, 2012. I am very grateful for the opportunity to have worked with this vibrant, global network of colleges and universities. From the CUAC Triennial and AEC Meeting to e-mails, phone calls and Skype meetings, I have learned much through your work and take away a deeper understanding of the church and its mission in higher education.

Have anything to share? A story idea for the next issue of Compass Points? Email jcallaway@cuac.org.

*Edited by Maggy Keet, Program Officer
General Secretary, The Rev. Canon James Callaway, D.D*

The Colleges and Universities of the Anglican Communion <http://www.cuac.anglicancommunion.org>