



# **United Board's Support for service-learning and Its "Great Expectations" for the Future**

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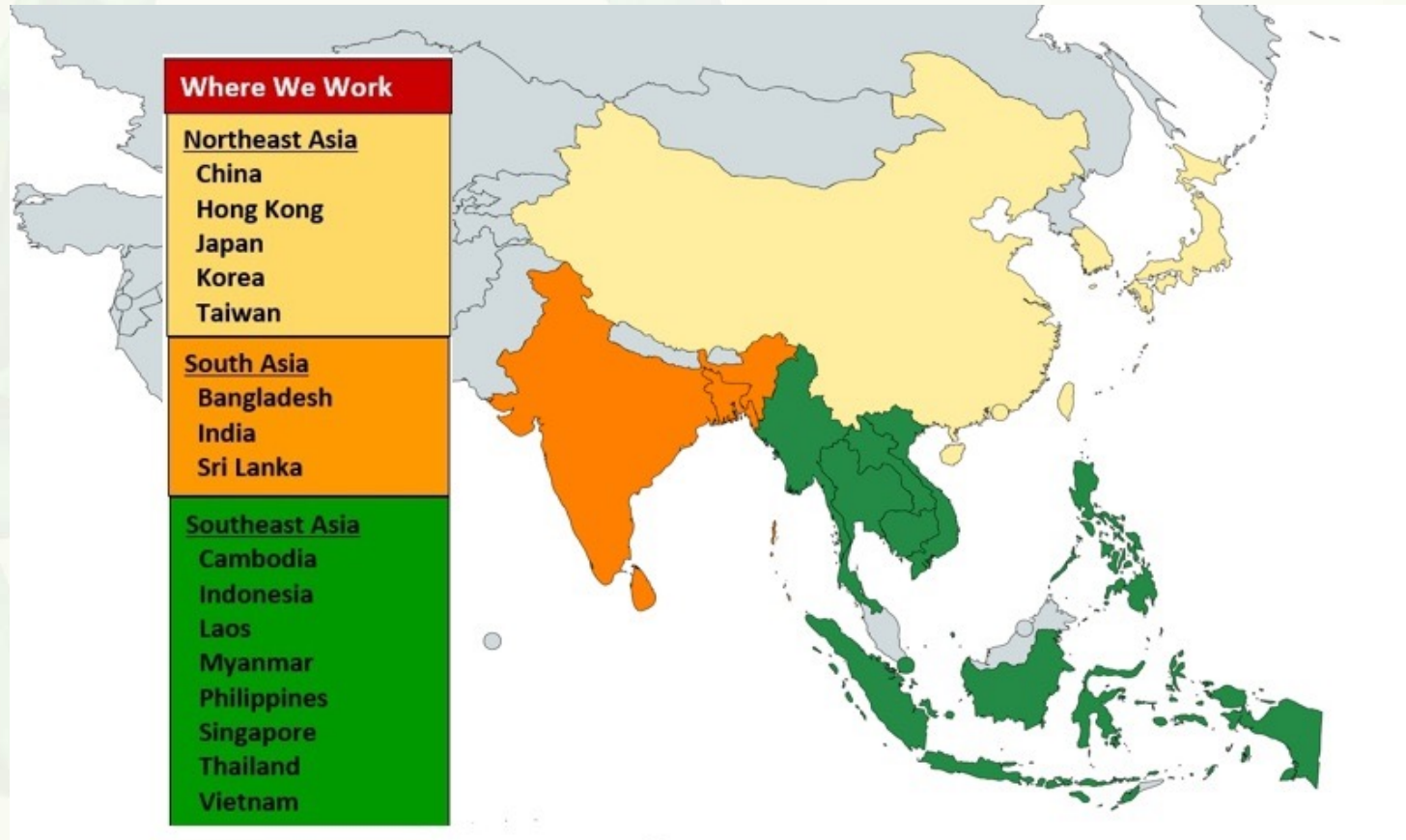
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# United Board's History

Time Line	Countries Operated	Event
1922	Mainland China	Work focussed on 13 Christian colleges and Universities in the first three decades in China
1951	Philippines, Indonesia, South Korea	Initial support from United Board includes capital construction, library collections, student scholarships, sponsoring visiting American faculty, etc
1980	Return to China	
Today	16 Countries and around 80 institutions	scholarships, fellowships, training, personal development, project grants, and general support for whole person education

# United Board's Network



# Whole Person Education

- The mission of the United Board is committed to the education of the whole person intellectually, spiritually, and ethically
- “Whole person education connects academics to values. In the classroom, on campus, and in the community, it challenges students to develop the knowledge and skills they need for professional success and the character, ethics, and values they need for personal fulfillment and service to others. It prepares young adults for their roles as ethical professionals and engaged citizens, and for the personal relationships they will develop throughout a lifetime (United Board, 2019).”

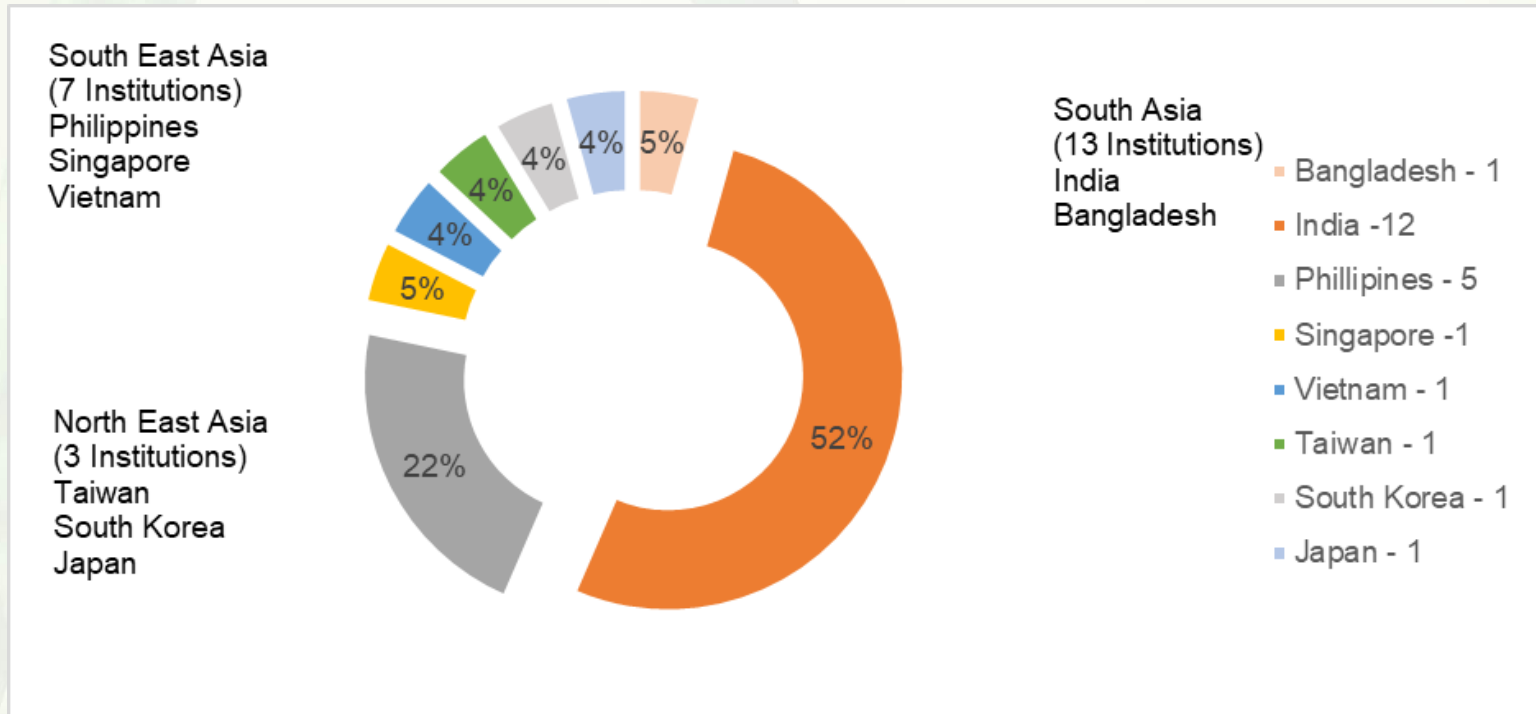
# United Board and Service-Learning

Time Line	Events
1999	Faculty seminar at Trinity University, Manila in partnership with International Partnership for Service-Learning
2002	First Asia Conference on Service-Learning and Creation of SLAN at International Christian University, Japan
2002 -2007	35 institutional projects
2012-2017	80 projects in about 10 Asian countries
2016-2017	US\$150000

# The Survey

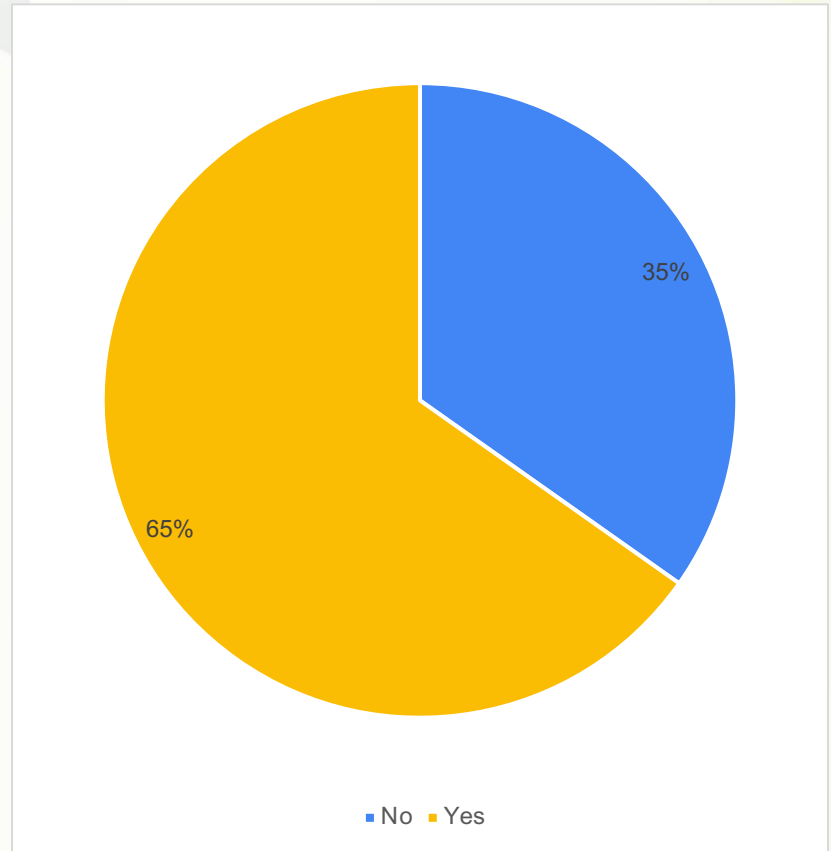
- 2019 Survey, 82 potential institutional interviewees across Asia who received service-learning grants during 2015-2019
- 17 institutions from South Asia, 23 institutions from South East Asia, and 42 institutions from North East Asia
- There were 23 responses to the survey
- Caution must be exercised while looking into the study results

# Respondent's Regional Details



# Percentage of Institutions that have Institutionalized Service-learning

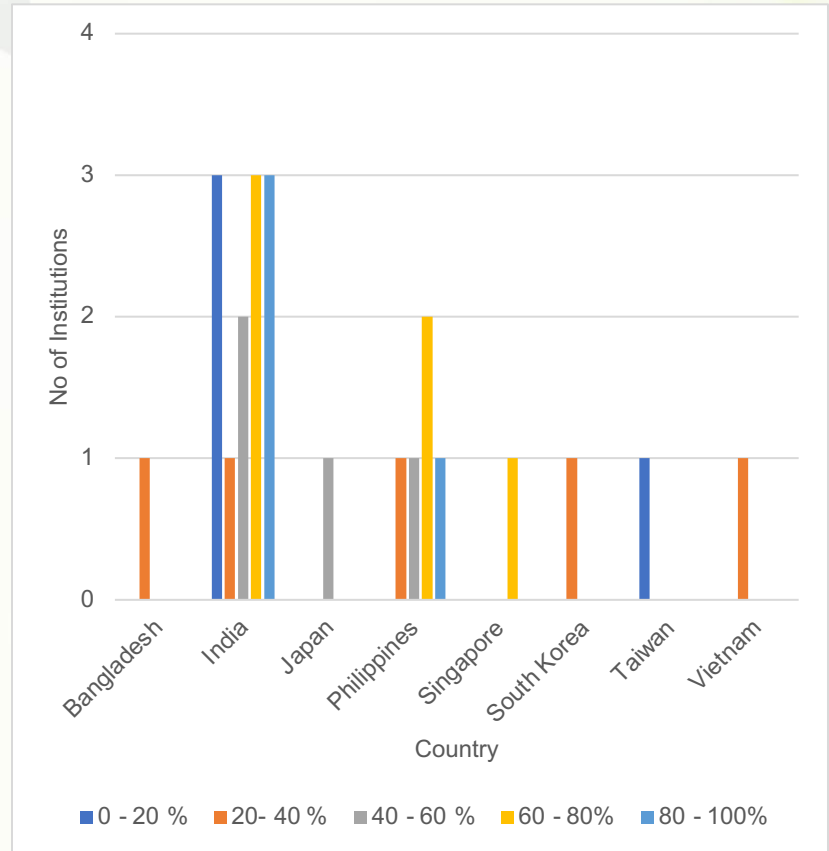
- Of the 23 institutions, eight have claimed that they have not institutionalized service-learning



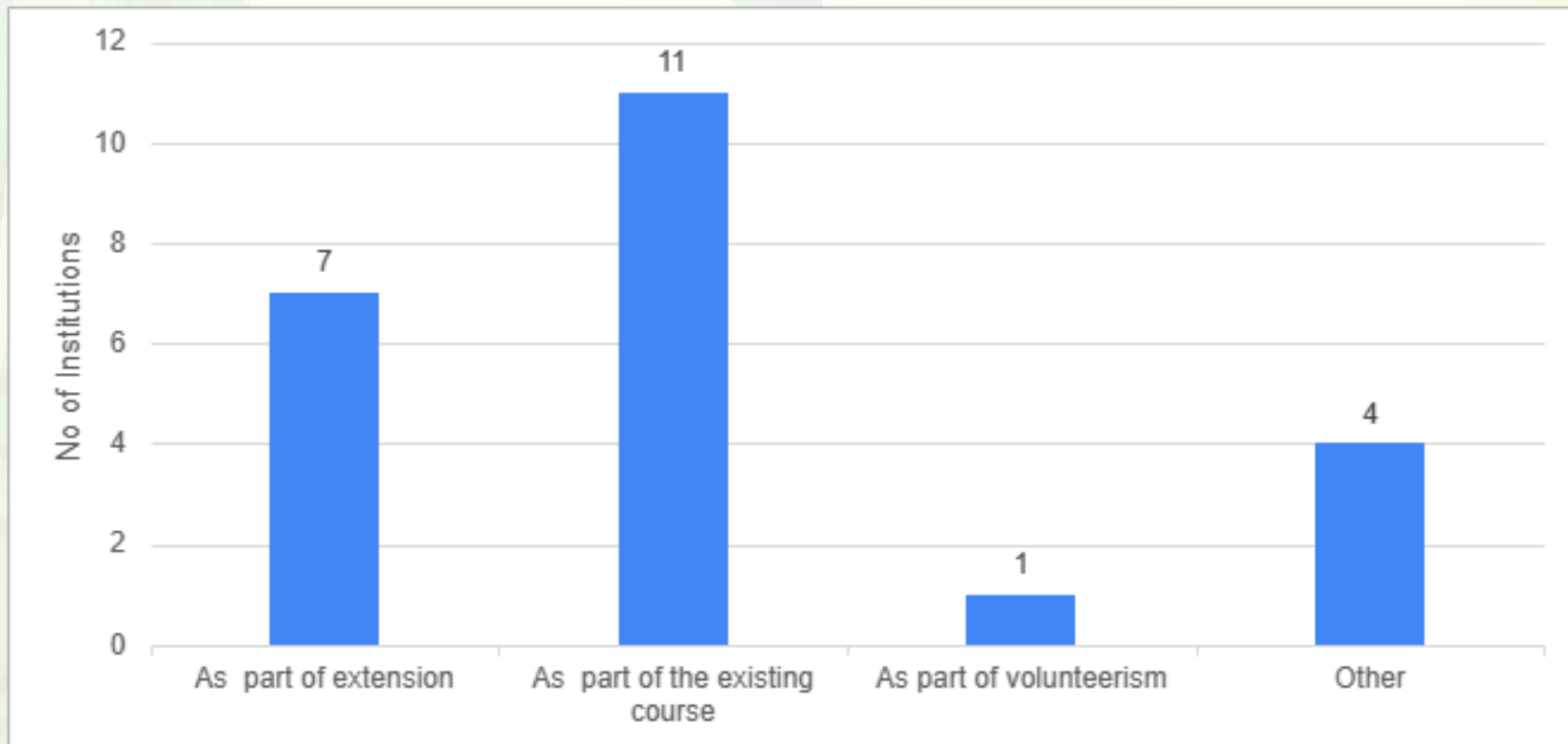


# Percentage of Faculty who can differentiate Service-learning from Extension Activities

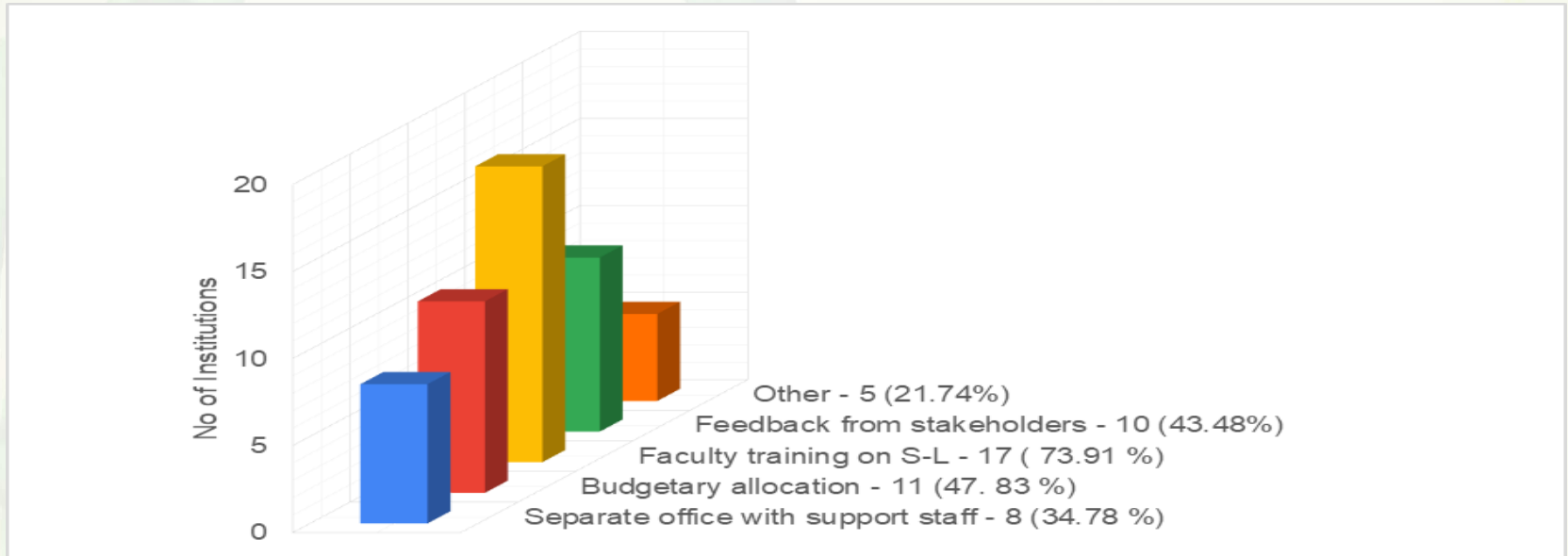
- India has three institutions in which all the faculty can differentiate service-learning
- India also has three institutions where at most 20% of faculty can distinguish service-learning
- The Philippines has two institutions where 60 to 80% of the faculties can differentiate service-learning activities



# Methods of Integrating Service-learning in the Curriculum



# Institutional Mechanism for Promoting Service-learning



- Nearly three-quarters of the institutions indicated that they have some form of faculty training for service-learning activities
- Eleven institutions had a budgetary allocation
- Ten had feedback from stakeholders

# Challenges faced by Institutions and Possible Solutions

Challenges	Possible Solutions
Inability to differentiate service-learning	Create conceptual clarity in service-learning
Difficulty in incorporating service-learning components in the academic structure	Exposure to different models of service-learning
Lack of knowledge on the effectiveness of experiential learning as a pedagogy	Facilitate regional leaders to share their success stories
Difficulty in integrating research and service-learning	Efforts to enhance the faculty scholarship through publications to be encouraged
Lack of awareness about career options through service-learning	Regional programs on social entrepreneurship need to be conducted
Fear of dilution of the academic courses	Service-learning to be administered by CFTL (Centre for Teaching and Learning) and not by the Centre for outreach program
Lack of administrative support for service-learning	Institutional leaders must realize that service-learning helps the alignment of their Institutional Mission

# Service-learning Grant

S.No	Time Line	Event
1	August to November 2020	Four South Asian Virtual Consultation
2	April 2021	Two South Asian Virtual sessions on integrating research and service-learning
3	August 2021	Training program on Eservice-learning
4	January 2022	Service-learning grants to six institutions
5	January 2023	Service-learning grants renewed

# Challenges in Implementation

## Faculty

- Time
- Familiarity
- Student Strength
- Abstract subjects

## Community

- Identification
- Lack of training
- No liaison with NGOs

## Institution

- Parent's Consent
  - University restrictions
- Lack of financial resources
- Lack of in-house experts

# Workshop on Participatory Learning

<b>Why</b>	To institutionalize service-learning in our grant-receiving institutions in India
<b>Who</b>	Six service-learning grant-receiving institutions in India
<b>People Involved</b>	Two service-learning coordinators and two other faculty from each of the grant-receiving institutions. Total of 24 participants
<b>Nature of workshop (What)</b>	Capacity Building workshop in service-learning
<b>Where</b>	Lady Doak College, Madurai (In person)
<b>When</b>	29-31 March 2023

# Workshop Snapshots





# Workshop Snapshots

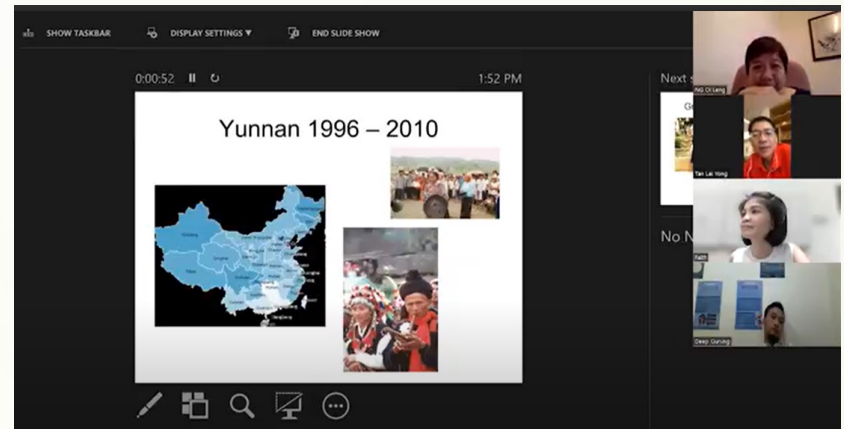


# Service-learning for Faculty in Asia

<b>Why</b>	To institutionalize service-learning in our network institutions in Asia
<b>Who</b>	All our network institutions in Asia
<b>People Involved</b>	A total of 75 applicants and 30 participants were selected
<b>Nature of workshop (What)</b>	Introduction and capacity building training program in service-learning
<b>Partner</b>	Ngee Ann Polytechnic, Singapore
<b>Where</b>	Online (Synchronous and Asynchronous sessions)
<b>When</b>	April to July 2023 (First run), April to July 2024 (Second run)

# Project addressing UNSDG's

- Environmental Sustainability
- Social Sustainability



# Recent Trends in Higher Education

- Experiential Learning
- Learning for life
- Artificial Intelligence
- Universities' Ethical and Social Roles
- United Nations Sustainable Development Goals (UN SDGs)

Benchmarking > University Ranking > Globethics University Ranking 2022

### Globethics University Ranking 2022

This overall ranking of universities aggregates data from our rankings of Enriched Student Learning Experience, Inspired Leadership in Higher Education, and Sustainability and Integrity Commitment to identify which institute is most committed to providing impactful positive experiences for students, staff, the environment, industry and society.

The ranking is based on each institute's total score for student learning experience, conducive working environment, its commitment to sustainability and integrity and its resilience.

Search for

Rank	Institute	Country	Total Student Learning Experience Score	Total Staff Score for Conducive Working Environment	Total Student Sustainability and Integrity Score	Total Institute Sustainability and Resilience Commitment Score	Weighted Total Score
1	Universidade de Santiago	Cape Verde	95.7	89.7	45.8	46.2	9247.6
2	Instituto Superior de Formación Tributaria (FOTRIEM)	Paraguay	93.4	91.7	45.8	46.4	9246.5
3	Welwitchia Health Training	Namibia	92.4	85.9	45.8	44.9	8967.6

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Sustainability Rankings Performance Lenses Published on 26 October 2022

University Search  Region  Location  QS Stars rated

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Overall Rank	University	Environmental Impact Rank	Social Impact Rank
=34	The University of Hong Kong © Hong Kong, Hong Kong SAR	39	83
82	The Hong Kong Polytechnic University © Hong Kong SAR, Hong Kong SAR	52	=193
141-	City University of Hong Kong		

*Thank you*