



Compass Points News



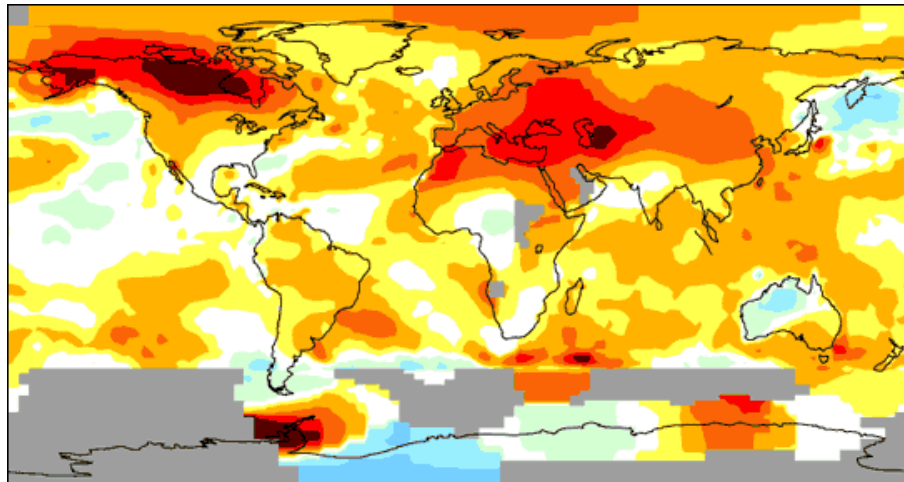
August 2009

Colleges and Universities of the Anglican Communion
815 Second Avenue, New York, New York 10017-4594, USA

Volume 11, No. 1

SUSTAINABILITY...

We know the whole creation has been groaning in labour pains until now, and not only the creation, but we ourselves...
Rom 8:22



Global surface temperature anomalies. Darker blues are up to -2.5 Celsius, red is +2 Celsius and brown +3 Celsius

The CUAC Triennial of Hong Kong 2008 closed with members being solicited as to possible themes for next Triennial, to take place in 2011 at the University of the South in Tennessee. The single suggestion, from a UK delegate, quickly affirmed by the audience, was “sustainability”.

The topic is an economic, environmental, and social one. It took on international prominence with the establishment of the **UN Commission on Sustainable Development** to ensure effective follow-up of United Nations Earth Summit (1992). That summit dealt with:

- * systematic scrutiny of patterns of production — particularly the production of toxic components, such as lead in gasoline, or poisonous waste including radioactive chemicals
- * alternative sources of energy to replace the use of fossil fuels which are linked to global climate change
- * new reliance on public transportation systems in order to reduce vehicle emissions, congestion in cities and the health problems caused by polluted air and smog
- * the growing scarcity of water

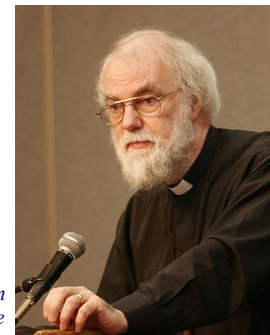
A Commission on Sustainable Development (CSD) - was created to follow up this Agenda, and developed a 300-page plan for achieving sustainable development in the 21st century.

The links between climate change and sustainable development are strong. While climate change will know no boundaries, poor and developing countries will be among those most adversely affected and least able to cope with the anticipated shocks to their social, economic and natural systems. It is projected that by 2080, millions of people will be displaced due to sea-level rise, with densely-populated and low-lying countries facing the greatest threat from storm surges and rising seas. The Kyoto Protocol set binding targets for 37 industrialized countries and the European community for reducing greenhouse gas emissions. These amount to an average of five per cent against 1990 levels over the five-year period 2008-12.

The **Anglican Consultative Council (ACC)**, the Governing body of the Anglican Communion met this May in Jamaica, and passed the following resolution for implementation throughout the church.

The ACC supports the Archbishop of Canterbury in his thoughtful reflection and witness in the areas of the environment, the global economy and our support of vulnerable people and communities, and encourages Provinces:

- a. to weigh the environmental as well as the financial costs of all church activities;
- b. to assist transition to a carbon-neutral world by accepting, year on year, a five percent reduction in the carbon footprint of the Churches;
- c. to celebrate a liturgical “Season of Creation” as an integral part of the church’s yearly pattern of worship and teaching;
- e. to encourage faith communities to understand that energy is part of God’s provision, and that renewable energy should become the standard and fossil fuels be used only when renewable energy is temporarily unavailable;



Archbishop Rowan Williams reflects on sustainability and the environment.

- f. to provide means for Anglicans to develop competencies in environmental stewardship and theological reflection on the sustainability of creation and the appropriate use of science and technology;
- g. to advocate sustainable restorative economies with national governments, the United Nations through the Anglican Observers Office, and local constituencies.

The Communion's colleges and universities are obviously involved in this commitment. Some institutions have implemented programmes which seek to address the impact of the institution's campus on the environment.

Canterbury Christ Church University has established a Sustainable Development Committee that promotes specific projects which have an environmentally friendly impact. They have developed a process for recognizing "Environmental Champions", whose roles are to raise awareness and to help implement any environmental changes that the University selects to make. This is going the route of education through demonstration of environmental activities. Other styles are programmes of Environmental Studies themselves, such as found at **University of the South** (US), generally an interdisciplinary programme linking everything from the sciences, economics, history, and religion.

In the United States, **Association for the Advancement of Sustainability in Higher Education** (AASHE) was established in 2006 to empower higher education to lead the sustainability transformation by providing resources, professional development, and a network of support to enable institutions of higher education to model and advance sustainability in everything they do. This organization has grown tremendously since it was created, and now has an international membership as well.

Hellen Wangusa, the Anglican Observer to the UN, quoted Romans 8:22 (see above) when she addressed issues of the environment and sustainability to ACC 14:

It is abundantly clear that of all the issues we face, those issues involving the environment and sustainable development are the most pressing, the most urgent for the world as a whole. I'm talking about climate change, water and food security, the deteriorating web of life, deforestation and desertification, to name a few, as well as issues of corporate responsibility and the nurturance of sustainable communities in every part of our Anglican Communion. (from preamble to ACC Resolution 14.15)

University of the South has made many environmental and sustainability initiatives, including priorities in the Strategic Plan. Located atop the Cumberland Plateau between Nashville and Chattanooga, Tennessee, its 13,000-acre area provides an academic and recreational resource, and an unparalleled place in which to study and reflect. The university has an interdisciplinary Environmental Program with 12 academic disciplines involved – including the School of Theology and the Chapel. Even the Dining Services have adopted green practices, including a local food purchasing program. The university has recently acquired 300 acres of "Lost Cove" for environmental use, earning the 2009 "Governor's Environmental Award from the Land Trust of Tennessee. With the next Triennial coming up at **University of the South**, sustainability will be one of the topics to be explored. Ideas along this line should be sent to the General Secretary. (office @cuac.org) for inclusion in the planning process.

7th International CUAC Conference
Saturday, May 21 to Thursday, May 26 2011
University of the South, Sewanee Tennessee USA



University of the South, with newly acquired "Lost Cove" in the upper right corner.



from the General Secretary...

I am writing this Newsletter from my little cottage on an island up at the Lake of the Woods, Canada. I love getting back to simple basics, cooking on a wood stove, exploring the wilds, cutting my own wood, and keeping up with CUAC email – by an underwater telephone cable.

The internet is a life-line to education, but is still under-utilized for **adult education**. Yes, we use it for as a resource for research, and for the communication of information— but very few of us use it explicitly *for learning, for teaching...* and for the teaching of **adults**, who already have life experience, and hearts and brains capable of acquiring new knowledge and skills.!

They have a very different learning curve, including how they can benefit from the internet. Most internet courses are programmed reading or programmed instruction, for *one-on-one*, - hardly equivalent to the computer/internet which waits upon the next key-stroke.

But adult learners not only know how to learn *for them-selves*, but also how to *learn from others*. **The challenge is to use the internet to enable learning from others.**

I keep pointing out the best example I know of internet learning with others. It is an example with school children through a network called **iEARN** (International Education and Resource Network) which began as a project linking 12 schools in Moscow with 12 schools in New York State through a computer connection that enabled them to use simple communications to collaborate on mutual schoolroom projects. It was conceived as a way to breach the divisions of the Cold War. What it involved were **projects undertaken simultaneously by students in each location, and a viewable project result** (e.g. a report, a study, and exhibit). There would be communications back and forth as the “research” for the project proceeded with written updates and questions, and actual class sessions held together when simple video feeds became available. The project result was completely viewable by both groups, as well as accounts and comparisons as to what each group did differently or the same, and what they learned by doing it together. The simple method is used throughout the iEARN network today of some 25,000 schools and youth organizations in more than 125 countries. It uses simple communication technology (text, audio, video) for collective learning.

I have heard of only a few universities capitalizing on this. One here in the US is East Carolina University, which uses it “to bring a global perspective into the classroom”. An article detailing their work can be found at <http://chronicle.com/article/East-Carolina-U-Uses-Simple/44302/>. But what seems to mitigate it is the typical attitude to faculty towards teaching. Most professors view their knowledge as **something** they have acquired through great effort and, as a “possession”, it is therefore subject to ownership, transmission, and distribution. That discounts knowledge students acquire through discovery. Most adults, especially if they have been out of the formal education system for a few years, will have shifted to the back to the “discovery” mode of education (which is the primary form of learning throughout childhood), of learning from experience. Most life-long learners follow the experience- discovery mode, as it is governed by

necessity the empirical “need to know” objective. And many adult learners now go to the Internet, to do a “Goggle” search, to acquire new knowledge. If the answer is not directly there, they will be invited to join a “chat group” of similar inquirers asking the same kind of question.

iEARN’s discovery method is simply a structured objective-driven format for a group of students to have a collective discovery experience. To give it structure, I conceive of it as a Learning Cell, which assigns a group of students several realizable learning objectives which are to be achieved through mutual research and consultation. It is good if the objectives do involve some cultural variables or values, which have to be explored as part of the exercise (that gives it the cross-cultural dimension).. It can be in any field of study, from the sciences through to business and to the humanities. But it clearly focuses on several achievable discoveries. This is what is needed:

- **A faculty member who values student interaction** as a means of realizing the learning objectives of the course. Such faculty needs to identify the specific learning project or task. The learning project needs to be measurable by result. It is graded by the “home” faculty member.
- **Students with access to internet communication** as part of their learning infrastructure, who are willing to undertake the project as part of their normal course requirements. The “technology” can be anything from e-mail to blogs or discussion groups, but certainly some video component at set times, likely through an inexpensive means such as Skype, will help the project immeasurably.
- **Use a network to find a partner.** “Advertising” the proposed project to faculty in other parts of the world is one means of getting global partners to participate in the Cell. Most faculty have colleagues abroad who also can be easily recruited to this, but professional associations and learned societies can be used as well. CUAC is also available to be used as a network to find participating faculty from other parts of the world. (write the General Secretary)
- The two (or more) faculty need to **agree on the objectives, the project, the time framework, the number of participants, and the means whereby the project is evaluated as part of the “home” course.** This is the learning contract or covenant. The instructor serves as a resource to the whole process, but does not have to play a direct role in the project beyond receiving/viewing the results.

In the end, this collaborative internet process should be no more innovative to build into a course, than having a seminar or tutorial aspect as part of learning. But it will give every student a demonstrated experience in collaborative learning, with the added benefit of personal involvement with other students on another part of the globe.

Getting back to this little remote island cottage up in Canada which I love, it is because everything I do here I have to discover, learn and implement directly, through leaning myself or through my neighbours. Gets me back to the pioneer my ancestors were, nearly two hundred years ago...

Don Thompson

**find a partner-faculty and class
through CUAC
Write: office@cuac.org
with your proposal**

Networks in the Anglican Communion



Various Network leaders and delegates at The Anglican Consultative Council in Jamaica, May 2009, with the Archbishop of Canterbury

The “Networks” of the Anglican Communion have developed as a way of pursuing specific mission goals in the Communion which seem to span the program initiatives of many of the provinces and member dioceses. They are one of the few ways that the Anglican Communion engages in activity, beyond the organizational structure of the Instruments of Communion. The oldest network is Peace and Justice, founded in 1985. Most others have been founded in the last ten years, including CUAC. All report to the Anglican Consultative Council, but are autonomous in the conduct of their mission work.

At the recent Anglican Consultative Council in Jamaica this past May, most of the networks had delegations, and all were given opportunity to present their work to the council. (*delegates and the Archbishop pictured above*)

For the CUAC network, the largest session was about 20 people, including both the Archbishop of Canterbury and the ACC General Secretary, Bishop John Paterson. The General secretary, Don Thompson, presented along with Bridgeth Gordon, from the Church Teacher’s College in Mandeville. They noted the comment that many diocese/provinces seemingly ignore their Anglican colleges, or take their presence and work for granted. They explored the extent of support. They agreed that direction of a church-related college can become lost if the Principal/President is not an active Anglican. The Archbishop wondered where the next generation of Anglican higher education leaders and professors were going to come from, and there was a had good discussion on that. The matter of the theological colleges came up, and it was explained that CUAC as presently constituted does not include them as a separate constituency. They realized why that was, but clearly regretted that there was not such an opportunity for theological colleges.

The motions which ACC14 subsequently passed were:

The Anglican Consultative Council gratefully acknowledges the work of the CUAC (the Colleges and Universities of the Anglican Communion) network in supporting and enlarging educational ministry throughout the

Communion asks that Provinces

- a. *identify and support Anglican-related institutions of higher learning in their region;*
- b. *urge such institutions to participate in the CUAC network in order to effect mutually useful student and faculty study experiences and exchanges;*
- c. *give attention to the training and experience of future leaders and scholars for Anglican institutions of higher education in their regions;*
- d. *asks the network to encourage and advise on the establishment of new institutions of higher education in Provinces where no such institutions exist.*

The Anglican Consultative Council notes that there is an evolving field of knowledge in contemporary Anglican Studies, and that both current and future leaders of the Communion would benefit from learning about Anglicanism in more than one context. It therefore encourages

- a. *schools of theology, seminaries and programmes of ministry to develop inter-Anglican courses which involve the study and research of the variety of Anglican contexts, and specifically to include inter-Anglican study projects with students of at least one other very different Province*
- b. *the ACO Department of Theological Studies, to co-operate with CUAC in the development of such programmes*
- c. *theological colleges, seminaries and programmes of study to explore the possibility of using these relationships to develop a permanent inter-Anglican network of institutions of theological studies.*

The first resolution dealt with the issue of support and involvement in CUAC. It was strongly affirmed. Added to that was the Archbishop’s concern about the future leadership of Anglican institutions. Finally, when the Council met, the Bishop of Peru added the third section about information and help to those parts of the Communion where CUAC institutions do not exist.

The resolution dealing with the theological colleges were kept separate from the CUAC resolution. But the Council members did like CUAC ideas about intercultural-university studies. So they transposed that to a specific area of interest, inter-Anglican studies. They thought that if the

colleges and seminaries were given such a project to work at together, then a theological college network might naturally occur from that common work. They thought the Communion Office in London, plus CUAC's knowledge of theological colleges could combine to enable that to happen.

The most recent is the Anglican Health Network, approved at ACC 14 in Jamaica this year. It emerged during the Lambeth Conference at two self-select sessions organized by Rev'd Paul Holley from the Anglican UN Office in Geneva and Rev'd Dr. Don Thompson of the Colleges and Universities of the Anglican Communion (CUAC) network. Bishop John Gladstone, Primate of the Church of South India and Bishop Rayford High of the Diocese of Texas had already been active in developing some collaboration for their respective health care ministries and agreed to engage further in developing a network.

As it has evolved, it is to be a communication network linking Anglican healthcare facilities, healing ministries and health professionals for the purposes of aggregating data; sharing expertise, experience, theological reflection and best practices; and disseminating policy guidance from the World Health Organization and other relevant sources. It will include some specific projects, such as a program to transfer medical equipment no longer needed in the developed world to Anglican facilities in the developing world. It is going to attempt to start a pilot project to create a micro-insurance program for coverage of health care costs.

The work of the network has been facilitated by the Rev'd. Paul Holley of the Anglican UN Office in Geneva. "The network is not just about forging links between Anglican health services in different countries," Rev'd. Holley says. "It's equally about forging links between clergy and health workers. Health is more than a service, it's a ministry."



Anglican Health Network at its inaugural meeting at Geneva this June included: Dr. Bennet Abraham Medical Director of the Diocese of Kerala in the Church of South India, Rev. Canon Dr. Mwita Akiri General Secretary of the Anglican Church of Tanzania. Rev. Rachel Carnegie Secretary for International Development at Lambeth Palace, Dr. Alan Crouch Population health consultant from Australia, MaRheW Ellis Executive Director of National Episcopal Health Ministries, Bishop Rayford High, Suffragan Bishop of Texas, Lee Hogan recently retired Executive Chair of the St. Luke's Episcopal Health System, Houston, Rev'd Paul Holley Geneva-based chaplain and member of the Anglican UN group in Geneva, Rev. Dr. Robert Lee Chair and CEO of Fresh Ministries and Be the Change International, Dr. Hisham Nassar Medical Director for the Diocese of Jerusalem. Dr. Ernest Nwaigbo Medical Director of the Diocese of Owerri in Nigeria, Emmanuel Olatunji HIV/AIDS coordinator for the Council of Anglican Provinces of Africa, Canon Diane Porter Deputy for Episcopal Administrator for the Episcopal Diocese of Long Island and on the Board of Episcopal Health Services,, Rev'd Terrie Robinson Networks Coordinator at the Anglican Communion Office in London.

Networks of the Anglican Communion

- | | |
|---|--|
| Anglican Health Network (AHN) | Anglican Indigenous Network (AIN) |
| Anglican Peace and Justice Network (APJN) | Colleges and Universities of the Anglican Communion (CUAC) |
| Anglican Communion Environmental Network (ACEN) | CAPA HIV AIDS Network |
| Network for Inter faith Concerns (NIFCON) | International Anglican Family Network (IAFN) |

Chapter News

The **Asian Chapter** will meet September 25/26 at Momoyama Gakuin University, Osaka Japan on the occasion of the 50th anniversary commemorative Celebration of Momoyama Gakuin University. The Archbishop of Canterbury will be present, and will receive an Honorary Doctorate from the university. He will also meet with the Asian Chapter.



The campus of Momoyama Gakuin University, Osaka, Japan

The theme of the Chapter meeting will be the Environment and Sustainability. It will include a meeting with participants in the Osaka International Work Camp. The Asian Chapter is made up of colleges in Japan, Hong Kong, Taiwan, and the Philippines.

The **Australian Chapter** will meet Sept. 28-Oct 1 at Trinity College in Perth, of the University of Western Australia. The context is the annual meeting of AHAUCHI, (Association of Heads of Australian University Colleges and Halls Inc.).

The conference theme is *Towards a Resilient Future: The Task of our Time*. It is an invitation from the Heads of the residential colleges and halls of the universities of Australia to key leaders and thinkers in business, government and community.

The task at hand is to think, link and do in new, different and dynamics ways to create a "generation of leaders who will make a different world". As Australia struggles to come to grips with emergent conditions such as global warming, peak oil, energy shortages, population growth, diminishing water resources, climate change, social / cultural divides and a deepening economic crisis, our foremost leaders and thinkers are looking at these issues and challenging all of us as individuals, organizations, communities, states and nations to work to re-shape the future before it is too late.

Church colleges in Australia (save Roman Catholic) are residential. There are a dozen Anglican-related church colleges in Australia.

The **United States Chapter** will meet January 8, 2010 at the Episcopal Church Center in New York City. This body is also known as the Association of Episcopal Colleges (AEC) which was the founder of CUAC. There are nine Anglican (Episcopal) colleges in the US, and two related colleges abroad (Trinity University of Asia in the Philippines and Cuttington University in Liberia).

The **United Kingdom Chapter** met for its inaugural conference May 27/09 at the Institute of Education in London. The theme of the meeting was *Value and a Crisis of Values: what role is there for Church higher education in the context of economic uncertainty?*

Professor Richard Burrige, Dean of King's College London was one keynote speaker. He commented

...we are all at the mercy of the market. Christians in higher education have to live and work as though God is a given to rescue us from a situation where money is the main means of assessing value.

The other speaker, Professor Jeremy Law, Chaplain from Christ Church Canterbury University argued that *Education does have something to do with the economy, but with the fundamental economy of life.*

There were some 40 persons present, representing 14 institutions.

Other contributors included faculty from the Universities of Chester, Gloucestershire, York St. John, and the University College of St Mark & St John, Plymouth. They concluded the day with the signing of a Memorandum of understanding which pledged them to achieve closer cooperation.



India Chapter meeting at Women's Christian College, Chennai

The **India Chapter** met at Women's Christian College in January 23/24 2009. The theme for the meeting was *Quality Higher Education in India*. Rev Fr Xaviour Alphonse, Rev. Fr. Ignasi Muthu and Rev. Dr. Mani Chaco were the resource persons for the conference. There was also discussion of issues that minority institutions are facing in India.

The University Grants Commission guidelines were discussed at the meeting as one of the members of the UGC came for the discussion. Dr Ridling Waler the principal of Women's Christian College organized the conference and 22 principals attended. It was decided that the next meeting will be held at Bangalore, likely in January 2010.

Taiwan Relief

The effects of **Typhoon Morakot** were very much felt in Taiwan, the home of St. John's College and the Episcopal Diocese of Taiwan. Although the college was not in session, more than 70 of the college students came from affected areas, including 10 students whose homes were damaged and whose families need help.

Some students from the university went out with members of the Chaplaincy to assist the Red Cross with relief work. Another 20 students went to Taitung to help clean the elementary school from mud which had inundated the area.

The Rt. Rev David Lai, Bishop of Taiwan, made visits to the areas affected by the typhoon, which included villages just beginning to be accessed. He has helped to organize a "Disaster Response Fund" through the Episcopal Relief and Development Fund of the Episcopal Church.

Overseas Reunion

Alumnae of Cuttington University in Liberia living in the US met in July in Baltimore, MD, for a July weekend under the theme "Giving Back to Cuttington – Our Pledge". Some thirty alumnae attended the whole weekend. While hearing of the reconstruction activities taking place for Cuttington in Liberia, they also addressed how they might be of aide to their former school. The alumnae presented a donation of \$5,000. to Cuttington for a new library-information resource center, along with a pledge to direct more resources to its support. Bishop Eugene Sutton, the recently-elected first African American to head the Episcopal Diocese of Maryland, attended and pledged his support: "I shall do something ... I would like to visit Liberia! "

Cuttington University, at Suacoco, Liberia, is one of Africa's oldest and most distinguished institutions of higher learning. After a fourteen year civil war in Liberia (1989-2003) which nearly destroyed the University's campus infrastructure, Cuttington is rebuilding. With a current enrollment of over 2000, students have returned in record numbers seeking to make up the years of education they lost during the civil war.

Programs directed at national recovery and redevelopment sponsored by the United Nations Development Program and other important nation-rebuilding efforts are now located at Cuttington, including an Institute for Peace and Conflict Resolution. It is a direct response the Liberian civil war. The institute is a research center poised to investigate and proffer solutions to causes of long running conflicts and their associated developmental consequences in Liberia and other West African countries. It aims to train competent professionals in managing, resolving and preventing conflicts, and addressing the humanitarian problems posed by such conflicts.

New University: the Solomon Islands

The Anglican Church of Melanesia is in process of founding a university, to be called John Coleridge Patteson University.

The full project proposal was presented to the ACOM General Synod in November, where it was approved in principle. It is proposed to move Bishop Patteson Theological College (the provincial theological college, offering diplomas and B.Th.'s) to the new site to become the Theological Faculty. It will be up to future general synods to and approve further expansions. A project manager is developing a new proposal to be presented to the ACOM Executive Council in November for Theological and Education Faculties. There is an expression of strong interest from the Education Faculty of Chester University in

England (the province has a longstanding companion relationship with the Diocese of Chester and there have already been several Melanesians trained at the university). For further information contact:

hzimbo@gmail.com

New Website

CUAC will be undertaking renovation of its web-site starting in September.

Rather than standing alone as a private web-site, it will now join the web-sites of the other Anglican networks, as found on the Anglican Communion web-site at <http://www.anglicancommunion.org/networks/>. **But the address will remain www.cuac.org**

Like the other Networks, it will follow much of the standard format of:

- About Us
- News & Newsletters
- History
- Reports
- Resources
- Links
- Help Pages

There will be a list of all member-institutions of CUAC, with a link to their home web-sites, but there will no longer be individual web-pages for each institution.

All publications will be on the site in downloadable format, including past editions of [Prologue](#) and [Compass Points](#).

CUAC has had a key relationship to the Internet. For its founding Conference in 1993, it developed the first basic web-site. Also, all members of the Conference were given an email account on what was then called "EUNET", an ecumenical online network of Christian organizations (see the interesting history of EUNET at <http://www.ecunet.org/history.html>). Sessions were held in the Conference training members in how to operate email.

Until the advent of the Internet and email communication, an international association of the breadth of CUAC would not be possible, even using airmail communication, let alone surface mail.

Now most of CUAC's work is effected through the Internet, save for it's international conference every three years.

If you have ideas as to what should be on the web-site, contact

Don Thompson at: office@cuac.org

Classifieds — Opportunities

Henry Baker College in Kerala, India (Church of South India) is interested in providing opportunities for both students and faculty to contribute their skills for several months.

The college is situated in one of the most outstanding areas of India, with beautiful mountains and lush vegetation, including access to the lakes and seashore of Kerala.

The college would appreciate help with its programs in communicative English. It has a computerized language lab to further assist in language skills. The college has broadband internet access. There are good private lodgings available within the college. Interested parties should write the Principal, Dr. Abraham Daniel at:

drabrahamdaniel@gmail.com

Huron University College at the University of Western Ontario (London, Canada) is seeking international students to diversify and enrich its student body. Located in southwestern Ontario, Huron is a four-year liberal arts university which also offers an undergraduate and post-graduate degrees in theology.

Through its partnership with Western, Huron offers a small university community while enjoying the benefits of one of the largest universities in Canada. It has a flexible, internationalized curriculum that provides opportunities to study subjects from a global perspective. Although some scholarship assistance is provided to students with outstanding academic performance, prospective students should have some funding resources. For more information, email:

huron@uwo.ca or visit <http://www.huronuc.ca/>.

Sung Kong Hoe University in Korea is interested in exchange programs with overseas institutions. The university's area of expertise is social change, non-governmental organizations and civil society. Going through various hardships under Japanese Occupation and World War II, and also the Korean War, the university had to be closed and moved several times.

As the pioneer educational institute that emphasizes the role of the third sector including NGOs, NPOs, and other civil organizations in the future, SKHU has made initiative efforts to cultivate NGO leadership, by providing students with a systematic construction of the philosophy, activities, and prospects of civil society organizations. For more information, email: ricky@skhu.ac.kr or visit <http://www.skhu.ac.kr/>

Dr. Somervell Memorial CSI Medical College and Hospital, Karakonam, India is looking for educational and healthcare partners to provide mutual residency and exchange opportunities for medical students.

The Mission was established in 1892, and the Mission Hospital opened in 1959. In 1986 the hospital expanded under Dr. Bennett Abraham and subsequently expanded its mission to include the Medical College, which has multispecialty training opportunities. All of the work of the mission are directed towards "the spirit of sacrifice, compassion for the poor, and love that knows no limits".

The college and hospital provide opportunities for medical students acquiring various specialties.

See the website at: <http://www.henrybakercollege.edu.in> or contact drabrahamdaniel@gmail.com

Anglican University College of Technology in Ghana is in formation. It is to be technical university, geared towards producing both human and material resources for manufacturing industries. The campus will have specialized laboratories in research and development that have a direct relationship on the practical programs of the university. Interested prospective faculty should contact Prof. Marian Ewurama Addy at admin@angtech.edu.gh or visit <http://www.angutech.edu.gh/>

Cuttington University in Liberia would welcome faculty in the fields of arts, science, nursing, theology and business administration to teach in the university and be involved in the professional development of faculty in their disciplinary field. Periods of a month, a semester or two semesters are possible. Accommodation and some expenses would be provided.

With a current enrollment of over 2000, Cuttington finds itself with students in record numbers seeking to make up the years of education they lost during the civil war. The university is integrally involved in the reconstruction and development of the country.

Visit the website at www.cuttington.org or write the President. H Tokpa at htokpa@comcast.net for details.

Rikkyo (St. Paul's) University in Tokyo, Japan has opportunities for Visiting Researchers/Trainees at Masters degree level to conduct supervised research in their academic field for 18 months in Japan. Applicants from Southeast Asia, Africa, South and Central America and South Korea are especially encouraged to apply. Fields such as nursing and agriculture are preferred. Recommendations from one's college or university, and the recommendation from an Anglican Bishop are required. The programme is in association with the Nippon Sei Ko Kai (Anglican Church of Japan).

For information contact donovan@rikkyo.ac.jp and also see the website at: <http://rikkyo.ac.jp>

We Need News!

CUAC thrives on news from its member institutions.

Whether it is news from the programmes and undertakings you are accomplishing at your home institution, or whether it is projects and exchanges you are effecting abroad—other members will always benefit from that news.

The newsletter *Compass Points* is published in printable Newsletter form twice a year. It is available in PDF form on-line, but printed copies can be sent as requested.

iNEWS, a email newsletter, is assembled monthly, and sent to all members.

But all of these need your submission of NEWS!

Please direct all news, reports and articles to : office@cuac.org

Photographs always help; please send them in electronic form.

Go Green!

Compass Points is published in electronic format, but it is printable on regular letter-sized paper. Print only as many copies, double-sided as you are sure will be read, and encourage the reading of the newsletter on screen.

Printed copies can be ordered from the New York office:

office@cuac.org