

# AJCU-AP Commitments to the Melbourne Summit of Jesuit Higher Education

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1 The AJCU-AP will contribute to the Global Jesuit Case Studies Series. Case studies, evolving from stories are business-oriented but not confined to business, and which can feature Asia Pacific contexts. One of these would be business within the ASEAN+3 context.

The objective is to develop emerging leaders by providing transformational learning experiences using unique cases rooted in Jesuit tradition and core values.

In partnership with the over 200 Jesuit colleges and universities globally, the Global Jesuit Case Series (GJCS) aims to produce and disseminate a series of business and social policy cases that embody the values of social justice, human dignity, moral leadership, and sustainability while concurrently fostering organizational innovation and profitability. Our hope is that the GJCS will act as an invaluable resource for faculty, students, and alumni.

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2 The AJCU-AP will also contribute to the Jesuit Digital Network. This powerful platform for collaboration is not confined mainly to business. It would be a rich engagement because of the internationality and diversity in the region – and our consequently varied apostolic engagements. It could also feature AJCU-AP's special concerns: international and national challenges to peace, conflicts between unsustainable development and environment, inter-cultural and inter-religious dialogue, the relationships between education and extremism, between education and peace.

Jesuit Digital Network is developing a new-generation online platform for sharing digital educational resources and hosting multiple global and local learning communities.

The Network will draw on the worldwide resources of Jesuit institutions to create, deliver, and continuously improve digital educational material including digital learning objects, learning communities, and new generation online courses.

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3 AJCU-AP will also adopt (and adapt) the Healing Earth E-textbook, and give feedback to the authors on our experience with the textbook. But there is the double issue of translating it to other languages i.e. the case of Taiwan Korea Indonesia and Japan, and how the texts are continually changing. The possible solution would be to use the E-textbook project as a model (course with its content and methodology) to be replicated in other languages and other contexts. Individual schools will have to find ways of how to use it (nb. Sanata Dharma University is already using it as an elective course). Other possibility: bringing students from all universities together in the context of the Healing Earth Project, an example would be a Service Learning Program for AJCU-AP students.

*Healing Earth* is an environmental science e-textbook written by women and men who share this awe and concern for the **natural world**. We are an international group of scientists and humanists who imagine--and work for--a cleaner and healthier planet. We are delighted you are exploring *Healing Earth* and we invite you to join your hopes for a healthy planet with ours.

*The pattern of Ignatian Pedagogy in Healing Earth:* See Scientifically, Evaluate Ethically, Reflect Spiritually and Act Effectively.

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4 AJCU-AP will look into the region's own "peripheries" in the context of Jesuit Commons: Higher Education at the Margins (JC:HEM). A possible location will be in Myanmar, Cambodia, Muslim Mindanao and East Timor. Many collaborations are already in place but they are by individual universities, or unilateral partnerships. The AJCU-AP will scale up collaborations. Since JC:HEM are mostly online courses, upgrading of online infrastructures is needed by many AJCU-AP institutions for critical use in instruction. Online infrastructures will have to be upgraded.

JC:HEM is a collaborative global partnership comprised of organizations, institutions, companies and, above all, people, to provide tertiary education to those who would otherwise not have access to higher learning opportunities. It draws on the rich and centuries long Jesuit tradition of higher education and through a blended on-site and on-line approach mobilizes the resources of Jesuit and other worldwide networks of educational institutions.

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5 AJCU-AP will adopt the online Master's Degree for Jesuit Education and Pedagogy in an effort to upgrade Ignatian leadership in our higher educational institution. Many AJCU-AP member institutions resonated with the program. Potential to address the culture of the new generation with the new online program.

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## 6 Continuing commitment to Growing a Green Campus.

Includes the following (as per JCAP Reconciliation with Creation Committee):

**1. Training on the “Our Environmental Way of Proceeding”:** This includes a basic reflection and attitudinal directive as to how we can better reconcile with creation on campus.

**2. Establishing “Campus Baseline Environmental Measurements and Procedures”:** Management of each campus will be helped to make a baseline study on current housekeeping or “ecology-keeping” factors on their campus, covering all areas of waste production and energy consumption. This enables management to measure what it plans to change and to share and report this with others involved in the campus management.

**3. Development of “Criteria and Indicators for Green Campus Management”:** A manual and auditing system will be developed integrating existing experiences. This will help the campus to move beyond baseline data management to more integrated, accurate and proactive accounting.

**4. Ecology formation course:** This will be developed with institutions for lay and Jesuit participation. It will not only be academic in terms of giving the scientific basis and helping participants to see the linkage with climate change but also feature spirituality and social experience and reflection. It will draw on existing courses and could rotate with different emphasis over a set number of years and institutes.

**5. “Ecology Committee” and “Sustainability Officer”:** Most institutions have some form of “Ecology Committee.” The position of a “Sustainability Officer” may be incorporated into this organizational structure. Such a person would manage the environment of the campus as part of strategic plans within the contexts both of physical plant management and a proactive environmental vision. The officer would develop the capacity to develop carbon footprint accounting for the institute. Since appropriate skills may be needed to enhance existing faculty capacity, a training program will be offered. Initial discussions have occurred with ATMI, Sanata Dharama and Environmental Science for Social Change (Philippines) the intention would be to include Ateneo de Davao with its capacity in this field and others interested in developing the initial course.