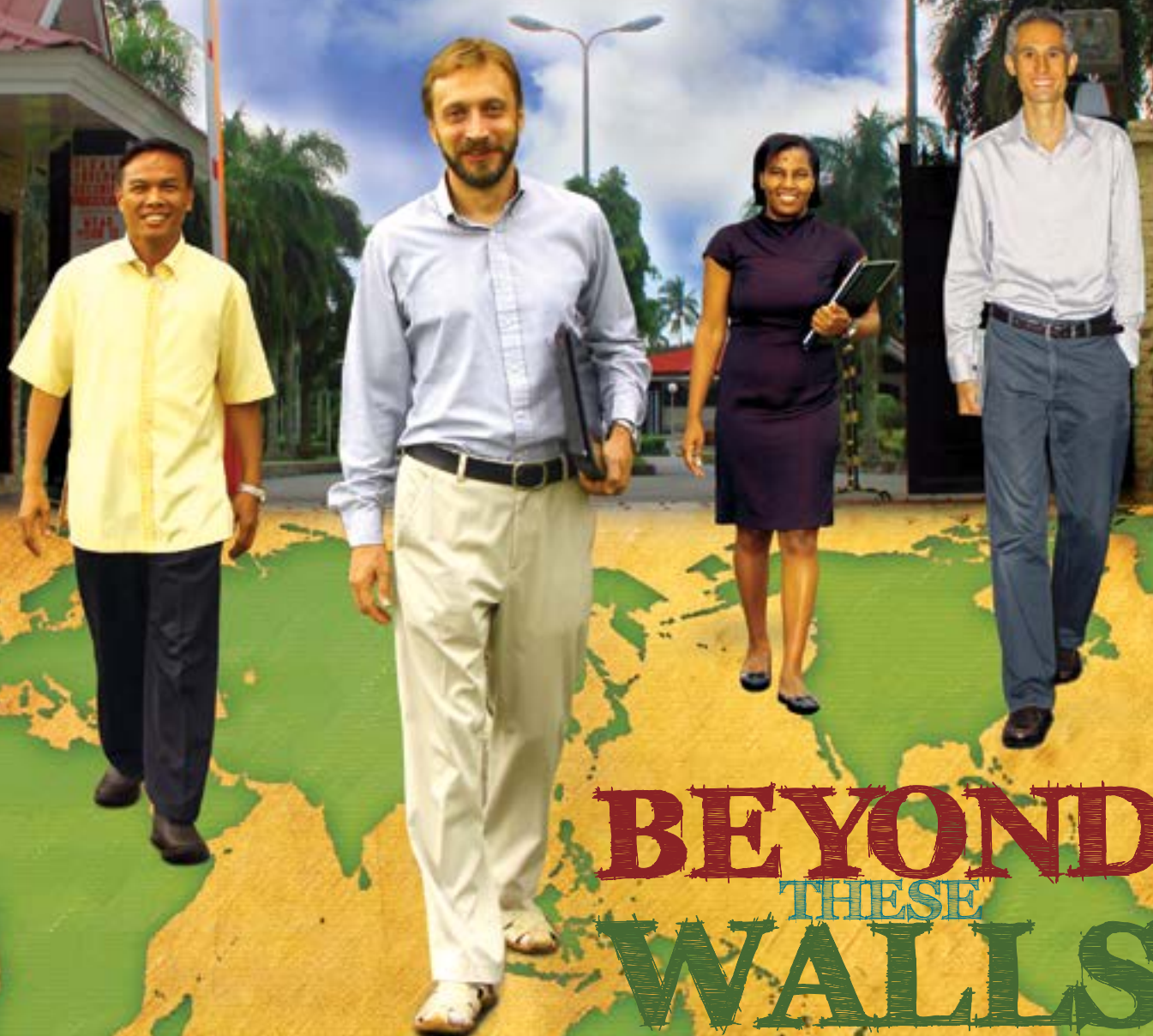


The Official AIAS Magazine
October 2013

Flags



BEYOND
THESE
WALLS



Graduate School and Seminary

Volume 8, Number 2

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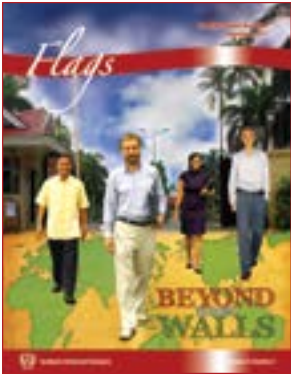
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About the Cover

Students and faculty reach beyond the walls of our campus to fulfill the mission of AIIAS. They take valuable lessons about cultural diversity from this spiritually united campus.

Cover Photo & Design by Mirriam Pamula



Flags, October 2013 – Vol. 8, No. 2

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Flags is the semi-annual international magazine for alumni and friends of the Adventist International Institute of Advanced Studies (AIIAS), a graduate school operated by the General Conference of Seventh-day Adventists.

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BEYOND THESE WALLS

EACH ISSUE OF *FLAGS* MAGAZINE tries its best to describe life inside AIIAS campus by giving updates on current events and featuring certain aspects that make this institution unique.

This particular issue is dedicated to the members of the AIIAS who are earning their degrees through the distance learning centers (DLC) and online courses. The ones who have the privilege of earning an AIIAS degree without having to take an extended leave of absence from work.

AIIAS provides graduate education not only for those who have the means to study on-campus, but also for those who need to continue working. For those who may not have a DLC nearby, AIIAS also provides a variety of online courses for anyone with Internet access. The venue and medium of instruction may be different, but the quality of education received by each student through the care and guidance of each visiting professor remains the same. “It’s like having three children with different personalities. You cannot say which child you love more than the other, because you love them all,” remarked Education Department Chair Prema Gaikwad as she reflected on the differences between DLCs and online education.

Thousands of vehicles pass AIIAS on the E. Aguinaldo Highway everyday. Shops in the nearby town of Silang have become used to having foreigners as regular customers. Drivers and conductors of provincial buses all know that AIIAS is located at 45.5 km south of Manila. All this activity creates a mental image of not only what AIIAS is, but this is just a beginning like the front cover of a book.

The international composition of students, faculty, and staff who live inside the AIIAS campus creates a truly unique atmosphere. Many students describe AIIAS as the closest earthly example of what heaven is like here on earth—a place where people of different cultures and nationalities live and worship together in harmony as part of one family. Beyond these walls, AIIAS strives to emulate that same atmosphere as it trains the Lord’s workers to proclaim the Gospel to the world. 



AIMEE TAPECERIA is the Assistant for Institutional Writing. She functions as the editor of *Flags* Magazine and webmaster of the AIIAS website.

ESTABLISHED FOR MISSION

BY AIMEE TAPECERIA BASED ON "A SHORT HISTORY OF AIIAS" BY ROY RYAN



BAPTISM CEREMONY DURING A MISSION TRIP OF THE THEOLOGICAL SEMINARY TO ROMBLON, PHILIPPINES.

PHOTO CREDIT: ANTON PETRISHCHEV

ROY RYAN is currently an Associate Treasurer for the General Conference. He was the first Dean of the AIIAS Graduate School.

AFTER WORLD WAR II, the Seventh-day Adventist Church in Asia rapidly grew. The leadership of the Far-Eastern Division (FED) was faced with the question of how to hold together a multicultural church that was, to a large extent, led by first generation Adventists at the local church level. Along with this, there was an increasing concern as to how to make sure that there would be well-trained administrators, pastors, and teachers for the growing number of schools, administrative units, and local congregations.

As early as the 1950s, the FED leadership recognized the importance of training national leaders and allocated funds for academic upgrading.

The increasing need to train local church leaders and the improvement of economies of Asian countries pushed FED leadership to revisit the upgrading model, which largely depends on leaders obtaining advanced degrees outside Asia. Studies at that time demonstrated that leaders educated in an Asian setting were much more likely to remain in Asia. The curriculum could furthermore be adapted to the local setting. Church leaders at FED concluded that it would be in the best interest of the church to establish graduate education within FED. After further study and deliberation, FED leadership realized that if each college or university developed graduate programs, it would be financially prohibitive. Developing multi-campus graduate programs

across the FED territory was not feasible either due to the high cost of necessary faculty development as well as required library resources.

A new model of graduate education was proposed with the formation of distance learning centers (DLC) at its core. This harmonizes with the counsel from Adventist founder Ellen G. White: "Persons in various parts of the world should be trained to work for their own countrymen and neighbors. . . it is better and safer for them to receive their education in the field where they are to labor" (*Testimonies to the Church*, vol. 6, p. 136). This model affords within the FED an opportunity to train more pastors and administrators who were and still are urgently needed. Developing DLCs allowed workers to continue with their responsibilities with only a six- to eight-week absence for continuing education each year.

The discussion next turned as to where would be the best location for such an institution? Various countries across Asia were evaluated for cost, limitations on visas, political stability, and international administrators. In the end, church leaders chose the Philippines as the best location for this new institution that FED leaders envisioned. After a series of consultations on how this model could be achieved, the need for an administrative structure that allowed non-Filipinos to hold administrative positions within the new institution appeared impossible due

to Philippine law which requires nationals to hold all administrative positions in an organization.

A law firm in Manila suggested a Presidential Decree under the Marcos administration to establish the institution with the desired criteria. This would allow for the creation of a law to establish what would become the Adventist International Institute of Advanced Studies (AIIAS). The process of obtaining the decree began in 1984. However, during the December 1985 FED Annual Council, church leaders voted to drop the matter due to legal complications. But before this decision could be executed, a message arrived that President Marcos had signed the Presidential Decree. However, it could only become law once it was published in the Official Government Gazette. At that time, events in the Philippines moved to a climax with the EDSA People Power Revolution, which brought the downfall of the Marcos regime. On February 24, 1986, the Presidential Decree created the law to establish AIIAS and it appeared in the Official Government Gazette. The very same day Ferdinand Marcos stepped down from Presidency and left the Philippines with his family.



AIIAS CAMPUS AERIAL SHOT.

PHOTO CREDIT: DWAYNE HARRIS

AIIAS continues to serve students on its campus in Silang, Cavite, and through DLCs, online programs, and many other venues far beyond what the original FED church leaders could have possibly envisioned. Please pray for the administrators, faculty, and staff of AIIAS as they work together to prepare and equip students for a life of service wherever God may send them. 

SIDE NOTE: With the change of government from Ferdinand Marcos to Corazon Aquino, the Presidential Decree that created AIIAS was reviewed, found to be beneficial to the Philippines, and ratified as law.

WHAT ARE DISTANCE LEARNING CENTERS?

BY CHERILLE ESPINA



AIIAS DLC class in Universidad Adventista de Chile.

DISTANCE LEARNING CENTERS (DLC) are an extension program of AIIAS that cater to the needs of professionals who cannot be released from their present work. The DLC is composed of working professionals. AIIAS currently operates 12 DLCs around the world (see p. 12 for the list of countries with DLCs).

Each course is taught over an intensive two-week period. Of course there are both pre as well as post assignments in addition to the course load during the two-week intensive class. Some DLC courses includes online support.

Each DLC has a local coordinator who facilitates the needs of students and professors. This coordinator typically is an officer of the host Union or Conference, or a faculty member at a nearby institution.

The DLCs provide wonderful experiences for students. Many develop lifelong friendships with other students and even teachers. Students learn about God through devotionals and lectures by their professors who integrate Faith and Learning.

TK Cin Hau Thang, a Myanmar student, expressed his pride in being a DLC student. If it was not for the distance learning program, he said that he would not have been able to pursue his Master of Arts in Teaching. The program has furthermore improved his teaching and spiritual life, encouraged him to be a good teacher, and made him feel that he is really God's servant.

Sadanandan Pillai, a DLC student from Qatar who recently finished his MBA program and currently works as a Relationship Manager for a bank in Doha, said, "The DLC program has really helped me at all levels of my areas of work and I may sooner or later move on to the next position." Mr. Pillai is grateful for his exceptional professors, classmates who created wonderful experiences, and the administrative support from AIIAS for prompt responses to resolve any issues or concerns. Furthermore, he adds, "I have never had such a good experience from any other university where I studied before."

Fe Garcia, a DLC student from Baguio, Philippines, was blessed by the devotionals held before each class starts. Although she is not an Adventist, Ms. Garcia has decided to read the Bible.

The DLC program, just like on-campus study, comprises a mixture of challenges including hard work and discipline. Students have to balance work, study, and family among their many other responsibilities. Please pray for the growing number of DLCs around the world offered through AIIAS. 

CHERILLE ESPINA is the Distance Learning Center Assistant for Admissions and Records.

WHY AIIAS TEACHES AT DISTANCE LEARNING CENTERS

BY SHAWNA VYHMEISTER

WHEN I FIRST CAME TO AIIAS, I wondered why AIIAS needed to go to faraway places to teach its courses. Why couldn't we just stay at home and have the students come to us? The facilities are better on-campus, the courses can be longer, and the interaction with students from other places is ideal.

Then I went to some of our Distance Learning Center (DLC) sites. I became a fan. The DLC sites are part of the core mission of AIIAS—to take education to where it is needed. Most of our Adventist teachers cannot afford the luxury of taking two years off work to do a master's degree. But they can spend their summers refueling and collecting new ideas for the next school year. Moving one teacher is much more economical than moving 35 students and these savings mean that more people can benefit from higher education.

Many of our Adventist teachers do not get regular in-service training and they are hungry for new ideas, methods, and materials. Often our schools are isolated and the teacher is one of the most educated members of their community. Coming together to be with other teachers is a way of decompressing and reviving the soul, even if it is physically and mentally taxing.

Teachers (or pastors or administrators) in the field are in a unique position to immediately put into practice what they learn in the coming days or weeks. This means that AIIAS has a chance to affect their practice much more quickly than for those who are totally removed from the field for two years while they study. This freshness that comes

from connecting the theory with real life is good for AIIAS professors, not just for their students. We need to get out and see what is happening in the real world.

If I had to tell the real reasons why AIIAS must continue running DLC programs, I would need to tell stories. Stories like the phone conversation I overheard in Indonesia: "No, don't send it to press yet. I'm learning a lot of things in my class here and I want to redo it before we print it." Stories where the students were so involved in learning new technology skills that the sign on the board which read "don't forget to eat" often went unheeded. Stories of the multiple times students said, "I'm going to use this in my class when school starts next month." Stories of students going back from their AIIAS classes and running seminars for other teachers in their region. These stories are what motivates AIIAS to operate DLC programs and the reason why we must continue. 

SHAWNA VYHMEISTER worked as a professor at AIIAS until June 2013. She is now the Director of Research and Extensions at the Adventist University of Africa, based in Nairobi, Kenya.

Graduate School offers the following degree programs in the DLCs:

- *Master of Arts in Education*
- *Master of Arts in Teaching*
- *Master of Business Administration*
- *Master of Science in Administration*
- *Master of Public Health*

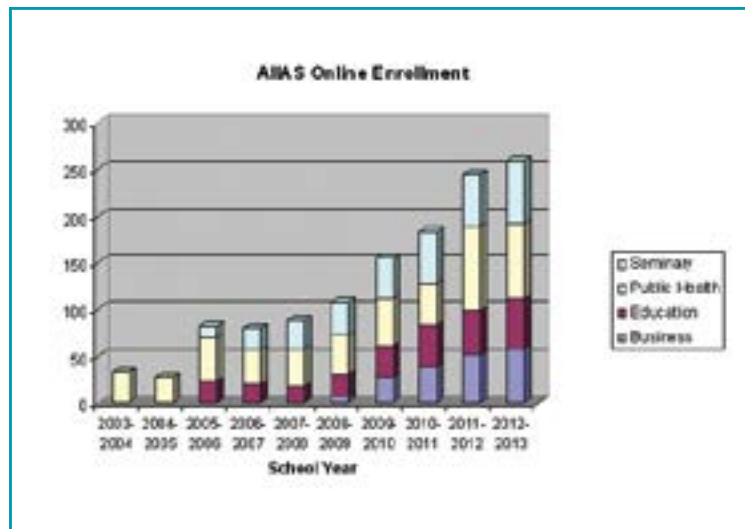
Theological Seminary offers

- *Master of Ministry*
- *Doctor of Ministry*

In addition, a new DLC has commenced with the degree program of *Doctor of Philosophy in Business* at the University of Eastern Africa-Baraton located at Eldoret, Kenya.

GROWTH IN TIMES OF UNCERTAINTY

BY AIIAS ONLINE STAFF



IN 2002, as online learning was in its infancy, AIIAS laid plans for online graduate programs. Inspired by the need to equip workers for the Lord scattered around the world, AIIAS leaders saw an opportunity to use technology to enhance its mission. However, selling the then new idea of web-based education was not an easy task.

After a year of promotion and marketing, the Public Health Department boldly began a Master of Public Health program with six fully online students, eight from a former Distance Learning Center (DLC), and one on-campus student, with a total of 15 students. The first two years were difficult since enrollment was extremely slow.

The Education Department of the Graduate School joined this online initiative in October 2005 with nine students in its Master

of Arts in Education program. The Theological Seminary, whose Master of Divinity program offered its first online course the next year began with five students. Then the Business Department started in January 2009 its Master of Business Administration degree with five students.

Despite the humble beginning of online education at AIIAS, campus leaders have managed to harness this new learning modality. Today AIIAS Online has grown considerably and serves students over 50 countries around the globe, extending across 12 of the 13 divisions of the worldwide Seventh-day Adventist Church. Currently the online program offers 22 courses each year with approximately 130 students enrolled this school year. We are thankful to God for the AIIAS Online program and the opportunity to educate many students around the world. 

ADVENTIST EDUCATION MADE ACCESSIBLE

BY LENI CASIMIRO

TODAY'S FAST-PACED WORLD makes it extremely difficult for potential students to work on advanced degrees. For those working, time is the first concern. Balancing work and school and family commitments is challenging. Those with tight finances cannot afford to study full-time. Another concern is location. Many people desire a quality Adventist education but do not have a school nearby. These, and still other challenges, prevent many people from sitting in a traditional classroom. In order to meet the needs of students like these, AIIAS Online was conceived.

Online learning is a form of distance education where course materials and classroom interactions happen virtually through the Internet. Web-based courses are accessible anytime and anywhere as long as there is Internet access. At AIIAS Online, classes are primarily asynchronous, that is, students do not necessarily have to attend all at the same time. They are completely online, allowing students to finish their degree without needing to visit campus.

AIIAS Online delivers a Christ-centered graduate education that emphasizes service as its primary goal. The international faculty makes AIIAS a melting pot of cultures that prepare students for their mission. Courses are designed to develop critical thinking through virtual discourse and assignments that incorporate their field experiences—an ideal strategy for Adventist education.

Combining the best qualities of online learning and Adventist education, the following

goals characterize education through AIIAS Online:

- **FAITH-INTEGRATED COURSES.** All course content is seen from an Adventist perspective of Christian mission. A devotional thought always begins each course module.

- **INTERACTIVE CLASSES.** While classes are asynchronous, students are expected to engage one another in class forums and videoconferences. Learning through books or lectures is not enough. They are challenged to reason and explain their perspective. They also learn to work with one another on virtual, team-based projects.

- **VARIED AND CONTEXTUALIZED LEARNING EXPERIENCES.** Course requirements typically include a number of the following: reading and response to online articles and web pages, participation in class discussion, case studies, exercises, position papers, reports of fieldwork, collaborative projects, research activities, and examinations. In addition, contextualized application of theories learned is supported as students fulfill course requirements in their workplace.

- **FLEXIBLE WEEKLY MODULES.** Online courses function principally through a cohort and non-simultaneous learning. Although class participants begin and end a course together and progress through the major topics on a week by week basis, they are generally not required to be online at any specific time. Instead, students sign in and participate at times convenient to them,

LENI CASIMIRO is the Director for the AIIAS Online.

... continued on page 11

THE ARTISTRY OF TEACHING WITH MULTIPLE MODALITIES: A JUGGLING ACT AT AIIAS

BY PREMA GAIKWAD

AS A YOUNG GIRL, I loved to juggle balls. I also have a deep love for teaching, which has become my profession. It is my belief that teaching is both an art and a science. This premise has become more real to me since I began teaching. Now, as a professor, I must fine-tune my juggling skills--sometimes with many balls all at the same time!

In almost every class I teach, I find as many nationalities represented as the number of students. The international diversity in our graduate classes is truly astounding. The needs of these adult learners from such varied linguistic and cultural backgrounds require a touch of teaching skills that consist of both pedagogical and andragogical mix—leading and self-directedness. As a teacher, I juggle with related decision-making aspects such as making classes “colorful” yet serious, teaching content in a way that is understandable yet of high quality, and giving assignments that are meaningful yet challenging. I continue to grapple with this balancing act. This keeps me learning, too, along with my students.

The juggling act of teaching continues with the different modalities of teaching that I juggle with here at AIIAS. The concept of distance learning center (DLC) classes was a new idea to me when I first arrived at AIIAS. In DLC sessions, the teacher typically travels to where a cohort of students meets. Classes are held face-to-face, very much like the campus classes. However, the duration is minimized to about 12 contact days, with the same 48 hours of classroom instruction. The intensity and urgency of these learning sessions go beyond anything I have experienced in regular classes. These participants

are eager to learn and their work-place-related experiences together make teaching the DLC class a fulfilling experience. There is still another “ball” that was included in my juggling—the initially mysterious-sounding, online modality of classes.

Having had the privilege of developing and teaching several online courses, I continue to love this modality of teaching. No doubt, I will continue to adjust the art and science of teaching in this virtual modality. The process of striving to meet the learning needs of online students helps me become more creative as well as technologically savvy. So how does one juggle the different modalities of classes and do a satisfactory job at “catching” each one? There seems to be a mindset that one comes with, in order to master these varied needs.

The balancing act is quite tricky, but if one begins with an open mind, the skill can be mastered. Preparation is key. Just as a face-to-face class is more satisfying to the learner and the teacher when it is well-prepared and planned, distance and virtual modalities are no exception. I find commitment to my job critical for completing a teaching segment well. Often, it is tempting to decline the offer to juggle more “balls.” I have learned that taking time to prepare the lessons and having the commitment to teach my students are two good “tricks” that bring satisfaction at the end of the day. As a steward of God, I know I am accountable for all the opportunities I have to enhance His kingdom. 

PREMA GAIKWAD is a professor and serves as Chair of the Education Department in the Graduate School.

AIIAS HOSTS THE ATESEA GENERAL ASSEMBLY

BY BIENVENIDO MERGAL



PHOTO: ATESEA General Assembly delegates.

AI IAS HOSTED the Association for Theological Education in South East Asia (ATESEA) General Assembly on March 24-27, 2013. Eighty-eight delegates, categorized as administrators, professors, senate members, guests, and observers attended the assembly with delegates from Bangladesh, Hong Kong, India, Indonesia, Malaysia, Myanmar, Philippines, Sri Lanka, Taiwan, Thailand, and the United States of America. The assembly had a special guest, Dr. Dan Aleshire, the Executive Director of Association of Theological Schools in the United States and Canada (ATS). He gave a presentation entitled “Mapping the Theological Landscape for Seminary Education in Asia.”

The accomplishments of this assembly include (a) expansion of the accreditation of academic programs of member schools and seminaries to ensure quality theological education, (b) ratification of the Constitution and By-Laws, (c) election of new officers, and (d) approval of the Accreditation Criteria and Guidelines.

While the group was on campus, the new Asian Studies Center located within the Leslie

Hardinge Library was inaugurated. Delegates had an opportunity to see academic resources along with other library facilities. 

Adventist Education ... from page 9

within the given time frame of the weekly course modules. In some instances, real-time discussions, through videoconferencing, may be arranged. Courses are generally structured for a duration of 9 to 10 weeks and are offered on a quarterly basis.

The AIIAS Online graduate education utilizes the richness of today's communication technology to deliver quality Adventist education from a distance. This enables the student to combine work, study, and family responsibilities. It also helps them to widen professional linkages beyond geographic and cultural boundaries. More importantly, it prepares them to become more effective missionaries for the Lord wherever they are.

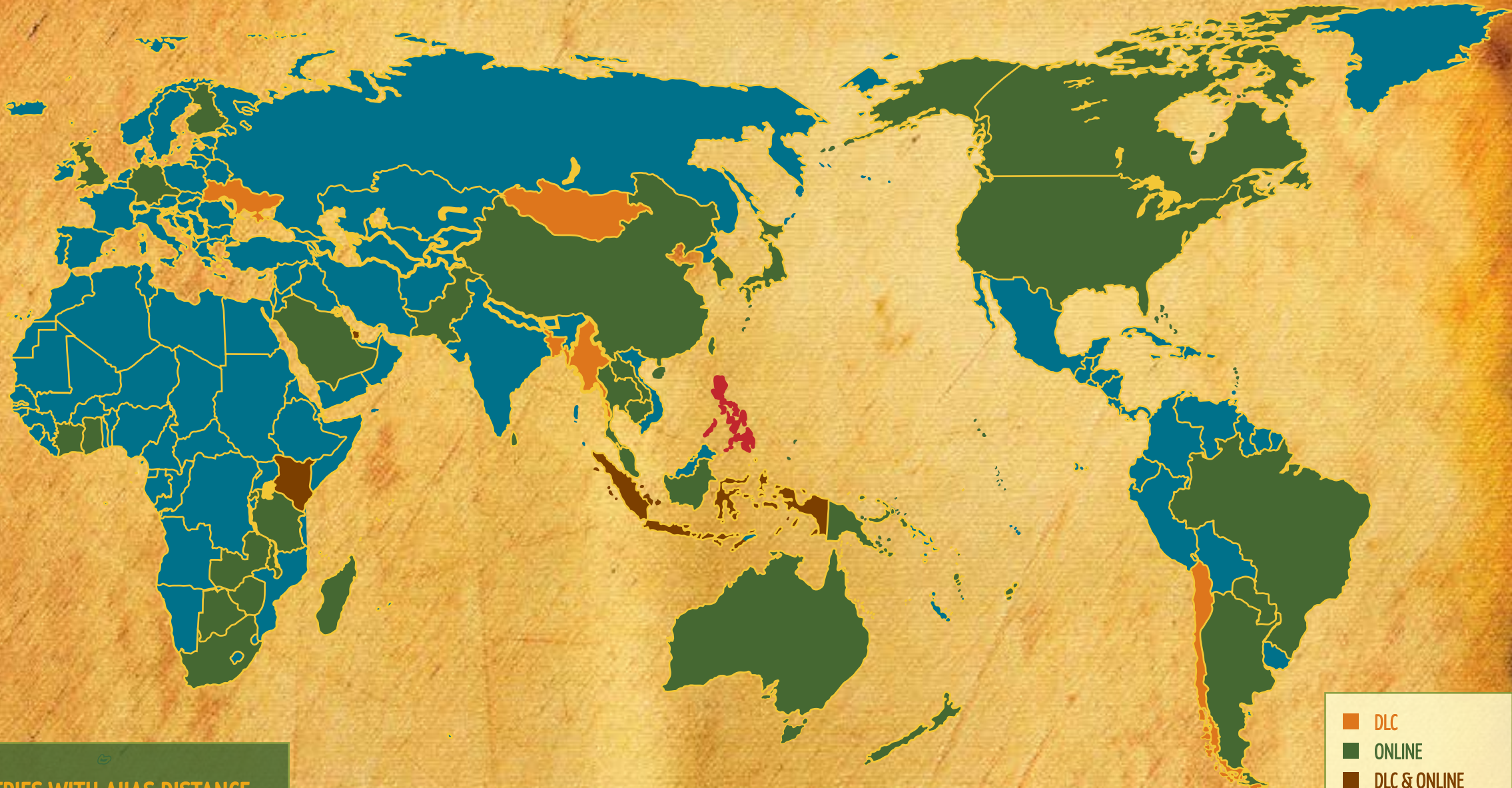
Welcome to AIIAS Online – a graduate institution with a heart for mission! 

BIENVENIDO MERGAL is a professor in Religious Education and Church Administration. He also serves as the Chair of the Applied Theology Department.

NATIONALITIES OF CURRENT
ONLINE STUDENTS

- 1. ARGENTINA
- 2. AUSTRALIA
- 3. BAHAMAS
- 4. BOTSWANA
- 5. BRAZIL
- 6. CAMBODIA
- 7. CANADA
- 8. CHINA
- 9. EBEYE, MARSHALL ISLANDS
- 10. FIJI
- 11. FINLAND
- 12. GERMANY
- 13. GHANA
- 14. GUADELOUPE, WEST FRENCH INDIES
- 15. INDONESIA
- 16. IVORY COST (CÔTE D'IVOIRE)
- 17. JAPAN
- 18. KENYA
- 19. LAOS
- 20. MADAGASCAR
- 21. MALAWI
- 22. MALAYSIA
- 23. NEW ZEALAND
- 24. PAKISTAN
- 25. PALAU
- 26. PAPUA NEW GUINEA
- 27. PARAGUAY
- 28. PHILIPPINES
- 29. POHNPEI, FS OF MICRONESIA
- 30. QATAR
- 31. RWANDA
- 32. SAUDI ARABIA
- 33. SINGAPORE
- 34. SOUTH AFRICA
- 35. SOUTH KOREA
- 36. SRI LANKA
- 37. ST. LUCIA
- 38. ST. VINCENT
- 39. TAIWAN
- 40. TANZANIA
- 41. THAILAND
- 42. UNITED KINGDOM
- 43. UNITED STATES OF AMERICA
- 44. VANUATU
- 45. ZAMBIA
- 46. ZIMBABWE

BEYOND THE AIAS WALLS



COUNTRIES WITH AIAS DISTANCE
LEARNING CENTERS (DLC)

- BANGLADESH
- CHILE
- INDONESIA
- KENYA
- MONGOLIA
- MYANMAR
- PHILIPPINES (4 CENTERS)
- QATAR
- UKRAINE

DLC

ONLINE

DLC & ONLINE

PHILIPPINES

OTHER COUNTRIES

...IS A WORLD THIRSTING
FOR KNOWLEDGE

APRC ON THE GO

BY ROBERT JOHN ALMOCERA



PHOTO CREDIT: RJ ALMOCERA

PHOTO: Dr. Samuel Gaikwad asks a question during the APRC-sponsored seminar "Research Ethics in Academia."

APRC ON THE GO

True to its primary functions, the Asia-Pacific Research Center (APRC) actively engages the AIIAS academic community in research.

TRAINING/SEMINARS

This past year the APRC conducted two major seminars. The first seminar, held in August 2012 at the IMRC lab, focused on Structural Equation Modeling. Darrin Thomas, who at that time was a PhD candidate at AIIAS, introduced contemporary data analysis procedures to group participants. The second seminar, entitled "Research Ethics in Academia," was held in May 2013 in the AIIAS Amphitheater. Dr. Adam Kiš, current APRC Director, reviewed ethical concerns in research and introduced the new Ethics Review Board (ERB) application documents. Although this seminar was

initially prepared for AIIAS faculty and students, the presentation was broad enough to be of interest to attendees from neighboring higher education institutions such as Lipa City Colleges, University of Batangas, Adamson University, University of Perpetual Help-Biñan, and Adventist University of the Philippines.

The APRC also revived the Student Research Seminar series where students are given an opportunity to present empirical research. This provides students with constructive feedback and practice as they present their findings that can help them prepare to give presentations at academic conferences.

Some samples of faculty research funded by APRC include:

1. *Current Climate in Higher Education: Perceptions of International Students in the Philippines* by Dr. Safary Wa-Mbaleka and Dr. Samuel Gaikwad.
2. *A Conceptual Model of Spirituality and Its Influence on Unethical Behavior* by Dr. Denise Dunzweiler in conjunction with Carlos Biaggi.
3. *International Students' Isolation in the Philippines: Causes, Effects and Coping Strategies* by Dr. Safary Wa-Mbaleka in conjunction with Nadine Joseph.

NEW RESEARCH ASSISTANT

The APRC hired Robert John Almocera as Research Assistant in April 2013. Before coming to AIIAS, he previously served as a research assistant and instructor at the University Research Center and Psychology Department of Adventist University of the Philippines. His research interests include academic procrastination and school burnout.

INTERNAL RESEARCH

Not only does the APRC assist students in their research experience through advising and student research presentations, but it also assists AIIAS faculty by funding their research. In addition, APRC also provides data analysis assistance to research conducted for AIIAS Administration and leadership of AIIAS Church.

LOCAL PRESENCE

APRC participates in local and regional research conferences. It is also well-represented as paper reviewers and session moderators during research forums of the Network of CALABARZON Educational Institutions, Inc (NOCEI). Dr. Adam Kiš participated in the Philippine Association of Research Managers (PHILARM) training on research management and was one of the three keynote speakers at De La Salle University – the first ever research forum in the nearby city of Dasmariñas.

FUTURE POSSIBILITIES

The APRC plans to collaborate with other organizations for research projects and is seeking opportunities to collaborate with other Seventh-day Adventist entities, government institutions, and other schools of higher education from around the world. 



PHOTO CREDIT: RJ ALMOCERA

PHOTO: Participants discuss the ethical implications of a real-world research case study during a small group activity.

Located in the main campus of AIIAS, the Asia-Pacific Research Center (APRC) incorporates the following primary functions:

- To conduct scholarly research in the Asia-Pacific region, centering on funded research requested by the Adventist denomination and other entities and providing quality research experiences for AIIAS graduate students.
- To serve as a regional resource center for research instrumentation, including instrument development and validation for the Asia-Pacific context.
- To assist scholars, especially AIIAS faculty and graduate students, in designing and implementing research studies, focusing especially on the selection of appropriate instrumentation, population/sample questions, and advisement regarding data analysis and interpretation.

Reference: AIIAS Bulletin 2012-2014, p. 30

SERVING THE DASMARIÑAS CITY JAIL

BY SAMSON LEGESSE



PHOTO: Dasmariñas Jail personnel visiting AIIAS for the closing ceremony.

SAMSON MIDEKSA LEGESSE is a Public Health student from Ethiopia.

AS PART OF MY EDUCATIONAL REQUIREMENTS, I am required to do a field learning internship that includes community research and intervention. In order to complete this requirement, the Public Health department Chair Cesar Galvez encouraged me to coordinate with the Dasmariñas City Jail (DCJ) Recovery Seminar. We had two programs held at separate times for two specific groups. The first was launched from February 2012 to February 2013 for the personnel, guardians, and the office workers. The second program was held from December 2012 to January 2013 for the inmates.

Each seminar had two phases. The first phase was coordinating a Moral Recovery Seminar on behalf of the Public Health department for DCJ personnel. This was requested by the chief warden, Filipinas

Fulgencio, to increase the awareness level in holistic wellness. To do this, different qualified professors, health practitioners, and physicians were requested to address specific topics that were selected based on the result of a needs assessment survey taken. These topics included five on physical health, two on psychological health, one on environmental health, one on social health, and two on spiritual health. In addition, we carried out a health screening for the whole population of DCJ.

The intervention program for the inmates was focused on preventing and controlling obesity. The participants were given information about risk factors for diseases associated with those who are overweight. The implementation focused on lifestyle modification through dietary selection and regular physical exercise. The inmates were provided with the necessary training for the physical exercise and were organized into pairs so that they are able to duplicate the program.

I found Dasmariñas City Jail personnel welcoming and accommodating for the duration of the course of our programs. They gave us their full support and we experienced the hospitality of the entire staff.

Chief warden Filipinas Fulgencio was recently promoted to be in charge of prisons in the whole province of Cavite. Before leaving the vicinity, she approached me and asked, "Are you leaving us in March?" She entreated me, "Please do not leave us. I need the AIIAS Public Health Department to keep coaching my personnel in the jails across the province."

It is my prayer that God will continue to use AIIAS and the Public Health department to bless the administrators, staff, and the inmates at DCJ and in other jails across the province of Cavite. 

VISITING THE SEVEN CHURCHES OF REVELATION

BY CARLOS MORA

THE AIIAS THEOLOGICAL SEMINARY organizes an annual study tour. This year a group of six students and one professor from the Biblical Studies Department took a trip to the Seven Churches of Revelation in Asia Minor (Turkey) from May 19 to June 2, 2013.

On the first day of the trip, we visited Iznik (Nicaea), the place of the First and Seventh Ecumenical Councils of the Church (AD 325 and AD 778), and the ancient city of Troy, the focus of Homer's Iliad and the Odyssey.

During the rest of the tour we visited the Seven Churches of Revelation: Ephesus, Smyrna (the modern Izmir), Thyatira (the modern city of Akhisar), Pergamon, Sardis, Philadelphia (the modern Alasehir), and Laodicea. We also had the chance to see other historical sites like Hierapolis, Colossae, Priene, Miletus, and the temple of Dydim. The tour included the port city of Bodrum (the ancient Halicarnassus), where one of the Seven Wonders of the Ancient World was built, the tomb of the King Mausolos, and the Under Water Archaeological Museum.



AMPHITHEATER OF PERGAMON

PHOTO CREDIT: CARLOS MORA



TEMPLE OF DYDIM

PHOTO CREDIT: CARLOS MORA

The tour included a visit to the port city of Bodrum (the ancient Halicarnassus), the Museum of Underwater Archaeology, and the tomb of King Mausolos, which is one of the Seven Wonders of the Ancient World.

We also visited the famous city of Istanbul (Constantinople), the largest and most advanced city in Turkey. We visited the Hagia Sophia (the ancient temple where some Ecumenical Councils were held: AD 381 and AD 553), the Blue Mosque, the Basilica Cistern, the Topkapi Palace, and the Grand Bazaar, among others.

We were fortunate to have a dialogue with Pastor Daniel Nae, President of Turkey and Northern Cyprus Field (located within the Greater Middle East Union Mission) about the challenges of the church in sharing the Gospel in this country. We were able to celebrate the Sabbath with the brethren of the Armenian Adventist Church in Istanbul before returning home. 

CARLOS MORA is an associate professor of Old Testament and Biblical Languages. He also serves as the Chair of the Biblical Studies Department.

NOTE: The burial site of King Mausolos was where the expression "Mausoleum" originated from.

NEW AIIAS PERSONNEL



DR. CHIRLYNOR CALBAYAN

The AIIAS Graduate School is proud to have Dr. Chirlynor Calbayan, from the Philippines, as Assistant Professor for the Department of Public Health. Before coming to AIIAS, she served as a health educator for the Manila Adventist Medical Center. When asked what is her personal motto when it comes to teaching, she says, "To support my students in pursuit of excellence in the field of health and nutrition ... (which will) lead them to have attitudes and behavior that enhance quality of life—ever ready to serve fellow men for the glory of God." We are happy to have Chirlynor, her husband Jonathan, and two sons Brandon and Caleb join the AIIAS family. 



DR. MICHAEL CAMPBELL

"To help other people discover a sense of identity and purpose by studying God's leading in our past" is the personal teaching philosophy of the newest addition to the AIIAS Theological Seminary faculty. Dr. Michael Campbell served as pastor in Colorado and Kansas in the United States before accepting the call to serve as Assistant Professor for our Historical/Theological Studies Department. The AIIAS family is happy to have Michael; his wife Heidi; and their children, Emma and David, join us. 

CANADA RECOGNIZES AIIAS EDUCATION

Canadian Students Obtain Financial Incentive for AIIAS Education

WITH SUCH A DIVERSE FACULTY AND STUDENT BODY, one of the challenges that AIIAS faces is securing accreditation from various countries from around the world. In April 2013, Dr. Dolf Oberholster requested the Canada Revenue Agency to ask them to consider AIIAS as an educational institution whereby its citizens can obtain tax credits for their tuition and fees.

"A taxpayer from Canada who was a full-time student during the year at the university in a course leading to a degree can claim a tax credit for fees subject to certain restrictions. Furthermore, the student's parent or guardian is also eligible to claim the transferred portion of tuition fees allowed under section 118.9 of the act" (Canadian Income Tax Act para. 118.5 [1] & 118.6 [b]).

To learn more about financial incentives from your home country, visit www.aiias.edu. 



ALL THE WAY MY SAVIOR LEADS ME

BY HANAH SPENCE - HAYNES

THE SONG, "All the Way My Savior Leads Me" has rung true in the lives of Moses and I since graduating from AIIAS. In 2009 my grandmother, who lived with our family for several years, became critically ill. My family flew in from across Canada expecting to say goodbye to her. At the time my prayer while halfway around the world at AIIAS was to see my grandmother one more time before she died. Miraculously, she recovered and at the end of 2009, I graduated from AIIAS and I traveled back home to Canada where I was reunited with my grandmother.



Moses and Hanah Haynes

Our initial plan was to spend a year doing missionary work while Moses completed his studies at AIIAS. We would then be reunited and begin to plan our wedding. It seems that the Lord had other plans! I was not able to do that missionary work that I dreamed about. Instead the Lord answered my prayer by allowing me to spend time with my grandmother during her final days before she passed away. I was able to provide support for my mother. We laid her to rest in July 2010. It was a time of serious reflection for me, as I wanted to go out and serve the Lord in the mission field. Little did I realize that the Lord intended my mission service at that time at home. Once I realized this, I threw myself into the work. I'll never regret the Lord's decision in keeping me home.

After my grandmother's burial, Moses graduated from AIIAS. Although we both wanted

to work in our fields, we were also both uncertain about what we should do. We received an invitation about two teaching positions that opened up at Sahmyook University in South Korea. We applied and were both accepted. We were able to save enough money to fund our wedding the following year.

Two years after that, we were fortunate to be able to pay off both our remaining school debts. While in Korea, the Lord gave us opportunities to minister through Bible studies, seminars, preaching, and devotions. We learned more about our strengths and passions. We found opportunities to serve that have equipped us to do more ministry for the Lord. Truly our Savior has been faithful in leading us "all the way." Now that we are ready to embark on the next chapter of our lives we wait patiently for God to lead us. 

HANAH SPENCE-HAYNES is a Master of Public Health graduate of AIIAS who currently teaches in Korea with her husband Moses.

STUDENT HOUSING EXPANSION

BY INGRID OBERHOLSTER

SINCE THE GROUNDBREAKING CEREMONY on January 14, 2013, the construction crew continues to work diligently to prepare the new student apartment tower for the January 2014 school term.

This low-maintenance apartment tower consists of 14 double-room apartments that includes a ground-floor lobby where residents can gather in groups. It is designed specifically, although not exclusively, for single students or families with small children. This new apartment building will allow up to 28 additional students safe lodging while pursuing their education and experiencing the international flavor that AIIAS offers.

INGRID OBERHOLSTER is Assistant to the Advancement office. She also functions as Assistant Editor for *Flags Magazine*.



PHOTO CREDITS: ARNOLD LEDESMA & MIRRIAM PAMULA

PHOTOS: New student apartment tower construction progress.

A new parking lot, completed in September 2013, adjacent to the new facility provides residents as well as guests of the Siew Huy Auditorium with additional room to park. The AIIAS Administration specifically wants to express appreciation to Jim Hipler, a contractor and architect from Michigan, who volunteered his time and expertise. Hipler visited the construction site three times this past year to oversee the building project and offer his professional services. His valuable advice reduced costs and ensures the structural integrity of the building for many future students. 



MAKING DREAMS A REALITY

BY INGRID OBERHOLSTER

ARRIVING ON CAMPUS with the exact amount to cover his Master of Business Administration (MBA) degree at AIIAS, Liente found himself with more expenses than he initially anticipated. Somewhere between the extra time at the English Center as well as increased living expenses, he realized that he would need help if he was going to complete his degree. After diligent prayer, he applied for a scholarship through the student services office. The scholarship committee awarded him the Gunawan Scholarship. It is funded by a generous annual gift from Sendra and Sutera Gunawan, which helps an average of three to five students each year.

The Gunawan Scholarship covered a large portion of his tuition. He continued to study hard while he worked by giving individual guitar and soccer lessons on the side. The small additional income he gained from these odd jobs allowed him to cover his living expenses. Through hard work and this scholarship, Liente was able to complete his MBA in May 2010.

As he prepared to graduate he expressed an interest in the PhD in Business. He applied and won a graduate assistantship in the Business department in June 2010. Through his graduate assistantship, he began to assist *Adventist World* with their website in multiple languages. His service provided him with financial resources and the opportunity to update and maintain the international *Adventist World* website each month in 11 different languages.

The opportunity for students to get financial help while pursuing their education at AIIAS is



SELECTED SCHOLARSHIP RECIPIENTS

PHOTO CREDITS: MIRRIAM PAMULA

essential. Although the AIIAS fees are a fraction of those at comparable universities, many students still struggle to make ends meet. Depending on the semester and the amount of funding available, scholarships provide between 20 to 38 students with resources to study at AIIAS. These students go on to serve and impact their communities.

There are many students like Liente who value your financial support. They work diligently but the resources they have quite often are quite limited. If you would like to help support students like Liente by contributing to the AIIAS worthy student fund or by contacting the advancement office at advancement@aaias.edu. 

SIDE NOTE: Do Lian Thang (Liente) is writing his dissertation for his PhD in Business degree. Upon completion, he plans to work for the church in Myanmar, his home country, as is required by recipients of the Gunawan Scholarship.

INAUGURATION OF ASIAN STUDIES CENTER

BY JAMES PARK

JAMES PARK is a professor in Discipleship and Mission for Applied Theology Department.

THE AIIAS LIBRARY INAUGURATED the new Asian Studies Center special collection on March 26, 2013. It took three years to build the collection with books about Asian countries. Sections on Islam, Buddhism, Hinduism, and general Asian studies add to the collection. The resource is meant to provide information about the economic, educational, cultural, and religious background of the countries and groups within the 10/40 Window. Each book is color-coded, which makes it convenient for students to easily find the necessary resources.

The 10/40 Window is a term coined by Christian mission strategist Luis Bush in 1990 to refer to those regions of the eastern hemisphere located between 10 and 40 degrees north of the equator. Roughly two-thirds of the world's population, which is predominantly Muslim, Hindu, Buddhist, Animist, or Atheist, lives in this area and have the least amount of access to Christian influence.

Megumi Flores, head librarian, along with her hard working staff spent months forming the



Dr. Stephen Guptill and Dr. Dolf Oberholster at the ribbon cutting ceremony assisted by the library staff in traditional costumes.

collection and assembling the shelves. Around a thousand new volumes, purchased by Missions professor Cristian Dumitrescu, were combined with those already owned by the library.

The library staff dressed up in traditional Asian outfits. Visitors received a commemorative fan as they entered. The mission of the Asian Studies Center is to provide more information about this region of the world and to inspire a greater commitment to service to God throughout the world. 

PHOTO CREDITS: MIRRIAM PAMULA



Visitors exploring the Asian Studies Center.



The books are categorized by country and are QR coded.

AIIAS ACADEMIC FESTIVAL

A series of events coming your way that you do not want to miss!

OCTOBER 25 – 27, 2013
HEALTH FESTIVAL WEEKEND

Sponsored by the AIIAS Church Health Ministries and the Public Health Department, these three days will enhance physical and spiritual health to be of greater service to God and humanity.

OCTOBER 28 – 29, 2013
14TH GRADUATE SCHOOL INTERNATIONAL CONFERENCE

The aim of this event is to build “resilient organizations” that can ride through times of change, crisis, and chaos by presenting new research findings, networking opportunities, and interaction with experts.

For more information, email conference2013@aaias.edu or visit <http://graduateschoolforum.aaias.edu>.

OCTOBER 30, 2013
AIIAS ONLINE 10TH ANNIVERSARY CELEBRATION

Testimonies and greetings from selected students, alumni, and professors will be featured on the 10th anniversary of AIIAS Online with the theme, “Growing Leaders for Global Mission.” The event commemorates an important milestone for AIIAS.

For more information, email online@aaias.edu.

OCTOBER 30, 2013
AIIAS ALUMNI ASSOCIATION HOMECOMING BANQUET

AIIAS Alumni are cordially invited to attend this banquet with a mini cultural presentation and interaction with current AIIAS administrators, faculty, and staff. At this event participants will have an opportunity to elect Alumni Association officers.

For more information, email alumnioffice@aaias.edu.

OCTOBER 31 – NOVEMBER 2, 2013
16TH AIIAS ANNUAL THEOLOGICAL FORUM

“Christian Ethics in the 21st Century” is the theme for this year’s forum for laypersons, educators, and ministers. The presentations are a rich resource for understanding and responding in a faithful Christian manner to moral and ethical dilemmas of concern to the Seventh-day Adventist Church, contemporary Christians, and society in general.

For more information, email seminary@aaias.edu.



AIIAS

Graduate School and Seminary
Silang, Cavite, Philippines

Operated by the General Conference of Seventh-day Adventists



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