

TAMBULI

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Expansive Leadership

**INSTITUTE OF
NURSING AT 60:
SEASONS OF CHANGE**

10

**EXPANSIVE LEADERSHIP
FEU MORE FORMIDABLE WITH
ACQUISITION OF ROOSEVELT COLLEGE**

18

**VALUES AND VIRTUES-BASED
LEADERSHIP:
FINDING THE CENTER**

22

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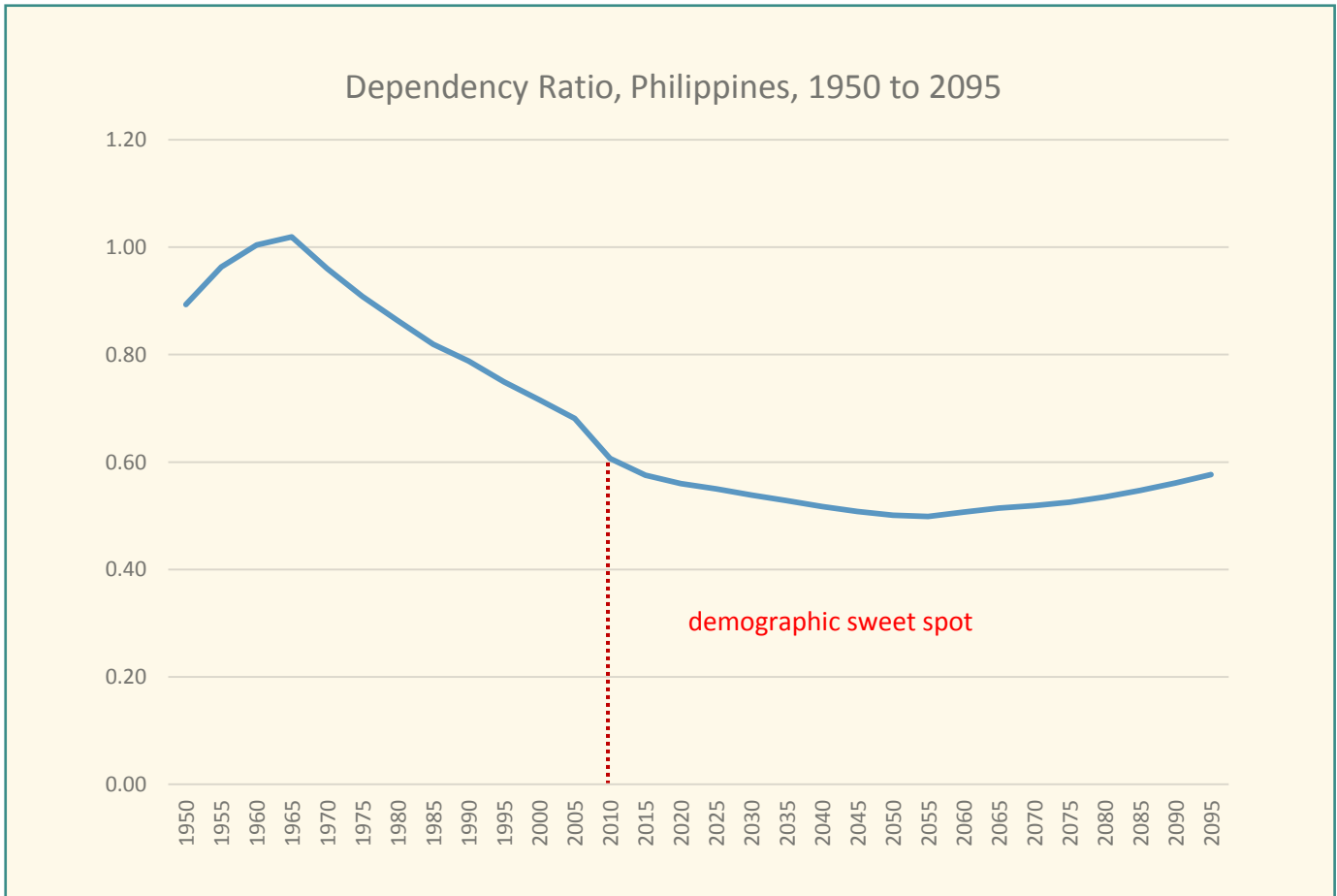


PRESIDENT'S VIEW



What else must be done to improve our educational system?

I don't know why our policy makers have not made much more of this opportunity. But the following prospect looms in our future: In the next 80 years or so, the Philippines will be in a demographic sweet spot.



Specifically, the dependency ratio – defined as the number of young and elderly Filipinos divided by the number of their countrymen of working ages – is currently at 0.6 and falling (see chart). Barring major disruptions in the age structure of the population, such as those caused by wars, famines, diseases, or natural disasters, this ratio is projected to reach its trough at 0.5 in 2055 before rising again, but only to 0.6 by 2100 (based on the medium population-growth projection of the Philippine Statistical Agency, but the calculations are mine). In other words, between now and 2100, each Filipino worker on average will need to financially support a little over half a person.

The implication is: If in the next 80 years Filipino workers can find gainful employment, they will be able to save as never before, allowing the country to leverage the higher national saving rate to make investments that will put the Philippine economy on a higher growth trajectory. Imagine this scenario: If the country's per capita gross domestic product (a measure of the living standard) grows at an annual rate of, say, 5 percent, it will be doubling every 14 years. Over 80 years, this living standard will thus increase almost six-fold, which will enable the Philippines to become one of the 25 or so rich nations of the world.

This potential to be on a high growth path over a long period of time due to a low dependency ratio (or, more generally, an economically beneficial population age structure) is called the demographic dividend. But, as mentioned above, reaping this dividend (or, better yet, maximizing this largesse) depends crucially on working-age Filipinos being gainfully employed, which in turn implies that the Filipino workforce must be globally competitive. How is this to be achieved? Surely, a necessary condition is an education system that provides universal access and delivers quality learning outcomes so that graduates will thrive in the world of work and live meaningful lives.

To summarize: the biggest challenge facing the country's education system is how to improve access to affordable quality education so that the country can maximize its demographic dividend.

Elsewhere I have provided parts of my answer to this question (See Alba (2010) and Alba (2013a, 2013b, 2013c)). The gist of my recommendations is the following: In higher education (though, on second thought, the prescription applies to basic education as well), perhaps the most important to-do is for the Commission on Higher Education (CHED) [and the Department

of Education (DepEd) in the case of basic education] to improve its regulatory capabilities (through training in the economics of regulation, among other things). Moreover, the focus of the regulation should be not so much on education financing (which, despite its extensive discussion in the human capital literature, is a peripheral market failure), but on the fact that education is an experience good (which is a market failure at the core of education). (Please see box.)

In the rest of this essay, I describe some initiatives that are being implemented in the basic education departments of the FEU system of schools (outside of DepEd's regulatory strictures) – innovations that hopefully can improve student learning outcomes, informed by the premise that education is an experience good, so that schooling becomes an engaging and immersive experience for students.

Education as an experience good (and its normative regulation)

In economics, an experience good is defined as a good or service whose quality is not known to the buyer or consumer at the point of sale; instead, its quality can only be discerned in the very process of consumption.

Consider a movie. When one buys a movie ticket, at that point the person cannot know whether he will like the movie. Moreover, its impact will depend on whether and to what extent he accepts the movie's premises. Like a novel or play, a movie presents an imagined universe. If a person cannot suspend judgment on the altered set of rules and premises of this *other* world – if a person is unwilling to accept that, say, some people can be endowed with super powers like being able to fly on their own power, having superhuman strength, having lightning fast reflexes, etc. – then he won't be able to enjoy the movie [presumably involving super-heroes and -villains]. Conversely, if the person is so into the imagined world – if he is a super fan who is well acquainted with it from other media like comic books or TV shows – then he is more likely to enjoy the movie and even notice many details that others would miss.

So it is with education: When a student starts school, she cannot know at that point how she will be affected by the experience. But given that education is an experience good, her schooling is likely to be more transformative the more deeply she believes in the school's mission and vision and the more engaged and immersed she is in its program offerings, extracurricular activities, etc.

On the regulation of an experience good, the economics of regulation literature has this finding: The regulator faces a tradeoff between quality and efficiency as regulatory goals. That is, the regulator cannot pursue both goals at the same time: if it wants to improve the quality of the regulated good, this can be done only at the expense of (cost or operational) efficiency; conversely, if it wants to aim for efficiency, it has to let go of some quality considerations. More specifically, when the regulator sets price caps (for example, by disallowing fee increases beyond regional inflation rates) [or, more generally, implements fee-based regulatory contracts], it pushes the regulated firms to be cost conscious and therefore toward efficiency, away from quality. And when the regulator adopts a cost-plus scheme (for example, by having operational costs be funded by the government plus allowing regulated firms to collect fees for other activities), it pushes the regulated firms toward quality, away from efficiency.

[Aside: This is the uneven playing field that Philippine higher education institutions (HEIs) are operating in in today's regulatory environment. Private HEIs are being incentivized to be more efficient as a consequence of CHED's price cap regulation; state universities and colleges are being encouraged to improve quality as a consequence of their government-funded budgets and the revenue-enhancing measures they are allowed to do. Isn't the more rational regulatory stance the following: already sensitive to the discipline imposed by the market, private HEIs should be pushed toward quality; and, being in the public sector and somewhat shielded from market forces, state universities and colleges should be pushed toward operational efficiency?]

The goal is to produce (in its beau idéal) the grade-12 graduate who will thrive in the best higher education institutions. This implies, at minimum, that the basic-education graduate must have mastery of the very detailed DepEd curriculum and possess other attributes including values and behaviors that FEU (or Roosevelt College) would like its young charges to internalize. The way we have chosen to go about this is to adopt a constructivist philosophy of education and, in particular, the understanding-by-design (UBD) framework – the argument being that, ultimately, the essence of education is about the learner being able to draw out and construct meaning about herself and the world from what she learns.

An upshot of this “UBD stance” is that FEU (including Roosevelt College) is choosing to stand by the teacher – choosing to recognize that the teacher is the most important resource in the learning process, because it is the teacher who observes whether successful meaning-making is happening in her students. This is in stark contrast to emerging models where the teacher basically reads from or implements a script developed by an external learning provider, in effect diminishing her value in her students’ learning process. The ambition in FEU (and Roosevelt College) is for teachers in FEU-system schools to have rewarding careers (with good remuneration packages), that they attain content mastery in the subjects they teach (specifically that they are able to develop their own materials, instead of simply relying on textbooks by default), and that they metamorphose as effective and engaging coaches of learning for their students as espoused by the UBD framework.

Given these premises, the basic-education departments of FEU-system schools are starting to implement the following initiatives that will become part of their distinctions in the years to come: a curriculum map, a data-intensive analysis of learning outcomes, and a technology-enhanced learning environment. The curriculum map is intended to ensure coherence between a student’s learning journey and her envisioned learning outcomes. The analysis of learning outcomes monitors that learning actually transpires in each and every student. The technology-empowered learning environment makes the learning process engaging and immersive for students who (unlike fogley school administrators like yours truly) are digital natives.

Curriculum map. The objective of a curriculum map is to produce the ideal graduate, specified in terms of the complete and exhaustive list of her competencies, values, and behavioral traits. Constructed by backward design, i.e., starting with the graduate attributes, the curriculum map must be able to show where each and every intended outcome is developed and fostered in a student’s learning trajectory.

Following Janet Hale (2008), the curriculum maps in FEU-system schools consist of four types. The essential map, which is common to all schools, is the DepEd curriculum plus a few hallmarks of FEU (such as the values of fortitude, excellence, and uprightness and an acquaintance with culture and the arts). The consensus map is the essential map plus aspects that stakeholders in a particular school consider important in their particular context. Teachers work with the last two maps: The projected map is a schedule of when connected sets of topics bunched in unit plans are intended to be covered in the school calendar; the diary map is the teacher’s reflections on how successfully (or not) the unit plans worked with the class as a whole and with particular students.

At the end of each school year, using the reflections in their diary maps, the teachers hold a workshop to do a postmortem on the curriculum map as implemented and to improve on it for the next school year. Teachers across subjects in a grade level evaluate whether the desired outcomes were attained and identify which strategies worked (or didn’t) with the batch and where there could have been better integration of the curriculum. Teachers of a common subject across grade levels exchange notes on how to better prepare students for the spiraling curriculum so that students in a lower grade level are primed for the challenges of the next level. For the rest of the summer, they then work to tweak their projected maps, revise their unit plans, and prepare all the materials they will use in the next school year.

Having a curriculum map provides at least two benefits: First, it sets out an explicit road map of the student’s learning journey, which tends to be taken for granted. Second, it inculcates a culture of continuous improvement in the school.

Data-intensive analysis of learning outcomes. It is claimed that, in today's world, the most important currency is data. Technology has facilitated the creation, storage, and mining and analysis of information, all of which are being harnessed to improve the user experience of a service. (For this reason, Alphabet (the parent company of Google), Amazon, Apple, Facebook, and Microsoft are bruited to be the most powerful firms in the world.) Leveraging on this development, FEU schools are beginning to make intensive and extensive use of data on learning outcomes (and relating them to student attributes) to point teachers to how each and every student can get the most out of her schooling.

There are grand plans afoot, which I am still not at liberty to divulge; one significant part, though, will be as an outgrowth of FEU's adoption of Canvas, the fastest growing learning management system today. For the time being, to measure learning outcomes FEU schools are using the standardized achievement tests of the Center for Educational Measurement (CEM). A nice feature of the CEM achievement tests is that they are aligned with the learning competencies of the DepEd curriculum; a limitation is that they test only for cognitive skills.

All students of FEU schools (including Roosevelt College) from grades 1 to 10 take the CEM tests in English, Science, and Mathematics twice – a pre-test at the start of the school year and a post-test at the end. (Because these are early days for Grades 11 and 12, tests for these grade levels are not yet available.)

The pre-test scores once submitted by CEM are processed by section in each grade level of each school and for each subject. Specifically, the proportion of the class that answered correctly is measured for each DepEd competency. These reports are then given to the teachers to enable them to adjust their projected map, since less time should be allotted for topics that the majority of the students already know and more should be devoted on those that they don't.

Toward the end of the school year when the post-test scores are available, more intensive statistical analysis is undertaken. First, (again by section in each grade level of each school and for each subject) the pre-test and post-test proportions of the class that answered correctly in each DepEd competency are overlaid on the same chart. The expectation is that the post-test proportion is 0.6 or higher, meaning that at least 60 percent of the students in the class possess each of the learning competencies. Considered a good outcome is if the pre-test proportion correct is less than 0.5 and its post-test counterpart is 0.6 or higher. Frowned on is if the post-test proportion correct is the same or lower than its pre-test version, implying that no learning or even unlearning occurred. The school administrators then hold conferences on these results with each teacher to make better sense of the outcomes.

Second, the distributions of the post- and pre-test scores are compared using kernel densities (or histograms, the width of whose bars are narrowed to a point so that the bar chart looks like and has the features of a probability density function). What we've learned in FEU thus far from these comparisons is the following: As may be expected, when the density functions are overlaid on the

same chart, the post-test score density is located at the right of that of the pre-test scores. In other words, post-test scores are generally better than the pre-test scores, which means that learning does occur. But then, the right tail of the post-test score density tends to extend much farther out than that of the pre-test scores, while the left tail of the post-test score density tends not to move to the right by much. This means that the more motivated students are able to significantly improve their learning outcomes, but not so their less motivated peers. For this reason, I have insisted on a "no child left behind" policy: teachers have to give extra attention to the less motivated, less able students, since the more motivated ones can actually learn on their own without much prodding – they only need to be given more challenging work using, say, an adaptive-learning technology.

The basic-education departments of FEU-system schools are starting to implement the following initiatives that will become part of their distinctions in the years to come: a curriculum map, a data-intensive analysis of learning outcomes, and a technology-enhanced learning environment.

Third, regression analysis is undertaken to analyze the determinants of the learning outcomes, operationalized as the difference between the post-test and pre-test scores of each student on the same subject. Regressors include student and family-background attributes as well as teacher and section factors. Among other things, the results are used to identify students who perform (at least one standard deviation) above or below their predicted capabilities, and the underperformers are counseled that they can actually do better.

A technology-empowered learning environment. The latest development in school-campus design organizes the school layout so as to foster an environment conducive to learning – not only in classrooms, libraries, and study halls, but also in a range of other spaces such as quiet nooks for reflection and alone-time to hubs that encourage peer and student-teacher collaborations and interactions. Moreover, as students nowadays are digital natives, it is almost a requirement that the entire campus be wired for internet connectivity and empowered with technology-enabled learning tools or apps.

The technology program of FEU consists of the following components: an aggressive upgrading of the information-technology infrastructure (which aims, among other things, to bump up internet speeds in each campus to about 200 mbps and to use cloud services extensively), adopt both enterprise software and education-technology applications, and train teachers to become more education-technology savvy. Specifically, the campuses are being wired for fast internet access. The FEU system has signed on to Canvas (which currently is possibly the best learning management system in the world), and will be rolling out its extensive use as its learning platform starting SY 2017-2018. Some campuses are pilot-testing McGraw-Hill's adaptive learning technology, while others are adopting tablets (such as iPads) and are in the process of doing away with textbooks. And teachers are being trained to use Apple apps to enhance the learning experience in classrooms. (But an even more recent development is that Microsoft, Philippines, has reached out to FEU on its new education-apps portfolio. As "Microsoft is the New Apple," according to a New York Times article, FEU is obliging.)

To sum up: If the Philippines is to maximize its demographic dividend, it must improve its education system a.s.a.p. so as to provide quality education to the majority of young Filipinos. One set of reform initiatives has to do with improving regulatory capabilities in both CHED and DepEd. The other needs to focus on learning outcomes and making the schooling experience immersive and engaging for students who are digital natives. FEU is doing its darndest (including in thought leadership on these issues) to make significant contributions for the country's progress and the Filipino people's well-being.


Dr. Michael M. Alba
President

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Institute of Nursing at 60 Seasons of Change

Throughout the years, the hospital remains as one of the institute's base hospital.

Of the 86 students admitted during the first years of the school, only 55 graduated in 1958, two of whom were among the top notchers in the year's board examination for nurses. All candidates who were certified by the school passed the board examination with highly satisfactory marks. The last batch of the GN Program was in 1964.

The Institute of Nursing is no stranger to changes—from the challenging periods when the nursing program took a blow due to the rise in the number of nursing schools, the surplus of graduates, high unemployment rate of nurses in the Philippines, the subsequent issues of leakage in board exams, and the implementation of K-12 which froze the enrollment of freshmen for the SY 2016-2017.

Still, after 60 years, the Institute of Nursing of Far Eastern University manages to stand proud and looks back not only at the milestones, but the challenges that marked its evolution.

Birth pains

It was in the late '50s and the early years were difficult. Established in 1955 as School of Nursing, it had 86 freshmen for its three-year diploma program leading to a non-degree Graduate in Nursing (GN). By the second semester, a two-year advanced professional program (Supplemental Program) was offered with 32 students.

Accommodations for the residence of the student nurses posed as a challenge, and the first nurse's home was located in the practice house adjoining the Girl's High School and the University Hospital which was then under construction. The Rizal Provincial Hospital (now Rizal Medical Center) served as the first hospital affiliation where students obtained their clinical experience.



Changes

The School of Nursing became an Institute in 1960, and a year after, the four-year program was extended to five years. It was reverted to the same four-year baccalaureate program in 1976. Changes in the curricula took place-making the nursing program competency-based and community-oriented in 1984.

The Commission on Higher Education issued CMO No. 27 series of 1998 which took effect in SY 1998-1999 requiring the students to undergo two years of Associate in Health Science Education (AHSE) – a certification program for those who would wish to enter any health science program after two years. Hence, the Institute of Nursing provided two programs: the AHSE program for 1st year and 2nd year students and the BSN to those who would like to continue the BSN program as 3rd year and 4th year students.

Ups and Downs


Things were looking up for the institute. There was a surge in enrollment from 343 students in SY 2004-2005 to 997 in the following year. Unfortunately, it was also the year tainted with the national issue of leakage in the June 2006 Nursing Licensure Examination.

With the institution's integrity at stake, FEU-IN issued a position paper for a re-take. Thus, the In-house Nursing Review Program was created in 2006. This continued for three years until it was integrated into the curriculum as Nursing Competency Appraisal in 2009.

Innovations and Engagements

With the challenges faced and meeting the needs of the vast number of students, the Institute of Nursing managed to retain its Level II re-accreditation status by PAASCU in 2008.

Optimization and utilization of technology through e-learning characterized this period where students engaged in video discussions, demonstrations, and examination were put in place along with the



DEANS

Teofista G. Villarica (1955-1960)
Principal of three-year diploma program leading to a non-degree Graduate in Nursing (GN)

Lucrecia Llanera (1955-1960)
Directress of two-year Advance professional Program

Felicidad D. Elegado (1960-1978)
School of Nursing elevated to Institute status,
First dean of the Institute of Nursing

Lydia A. Palaypay (1978-1995)

Norma M. Dumadag (1995-2006)

Annabelle R. Borromeo (2006-2009)

Glenda S. Arquiza (2009-2011)

Rosalinda P. Salustiano (2011-2013)

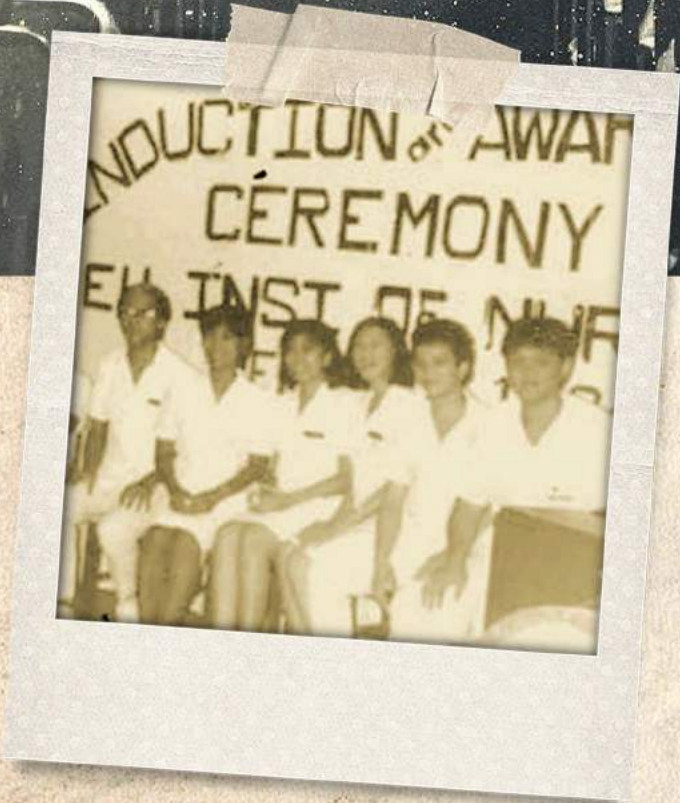
Ma. Belinda G. Buenafe (2013-present)

traditional classroom teaching. The Virtual Integrated Nursing Education Simulation (VINES) Laboratory enabled students to practice their skills through human patient simulators and other state-of-the-art equipment in a realistic hospital setting.

It was also during this time that linkages and partnerships were strengthened with an increase in hospital and clinic affiliations in Metro Manila which extended to Bulacan, Cavite, and Batangas. FEU-IN also tied up with Guanghua Nurse Fund of China which allowed the entrance of Chinese nursing students both in the undergraduate and master programs.

Changes in the curriculum and improvement initiatives have been made over the years. In 2009, the new curriculum pushed faculty and students to make use of Nursing Online and the practice of evidence-based

18TH CAPPING AND CANDLELIGHT CEREMONY FEU CLASS '75



nursing to enhance the competencies of future nurses. The direction for the institute was in enhancing the research culture of faculty and students in 2011. The leadership in 2013 focused on six main areas: curriculum, faculty, research, community, accreditation and linkages. In compliance with the CHED recommendation for a paradigm shift from competency-based education to outcomes-based education, syllabi review and modification were implemented.

Bringing Back The Glory

Seeing the number of enrollees in the nursing program drop to dismal figures was one thing to think about, but realizing the change in the quality of students was too disheartening. "It was time to bring back the glory to the Institute of Nursing," said Dr. Belinda Buenafe, Dean of the Institute of Nursing who made this her goal when she took over the leadership in 2013.

Despite the various changes that the institute experienced, Dr. Buenafe was able to reach the target, even exceeding the goal of 80%.

Rating in its overall performance in the Nursing Licensure Examination, with a passing rate of 86%. This was achieved by implementing programs such as the Periodic Monitoring of Student's Academic Performance (PMSAP), remedial classes, Mock Board Online (MBOL) and enhancement classes. "We survived and we're not far from reaching our goal," she said with renewed optimism. Far Eastern University ranked 3rd in the recent national licensure exam for nurses.

At present, the institute is working on the PAASCU re-accreditation status and continues to provide programs to achieve its goal of creating and shaping globally-competitive nurse leaders. “We continue to strengthen our partnership with our alumni overseas,” shared Dean Buenafe.

Recently, the institute observed its founding anniversary with the theme “Valuing the Culture of Life.” This was a celebration of the 60-year heritage of excellence in nursing education. A series of activities provided opportunities to reunite and honor distinguished alumni and to advance the institute’s development goals. The events included: Barrio Fiesta at FEU Quadrangle, presentation and signing of the Deed of Donation of Dr. Lydia Palaypay Endowment Grant, the Grand Alumni Homecoming’s Gala, Recognition Night at Hotel Sofitel and Day Tours at Villa Escudero, Kamay ni Hesus, and Las Casas in Quezon Province.

Balik-Turo, a program that provides sharing of knowledge and expertise in different fields of nursing practice was implemented and centered on promoting quality and safety patient care through evidence-based practice. The colloquium, on the other hand, was based on the year’s theme, “Valuing the Culture of Life: Challenges and Perspective”, held a series of talks aimed at promoting the culture of life in the different units of society.

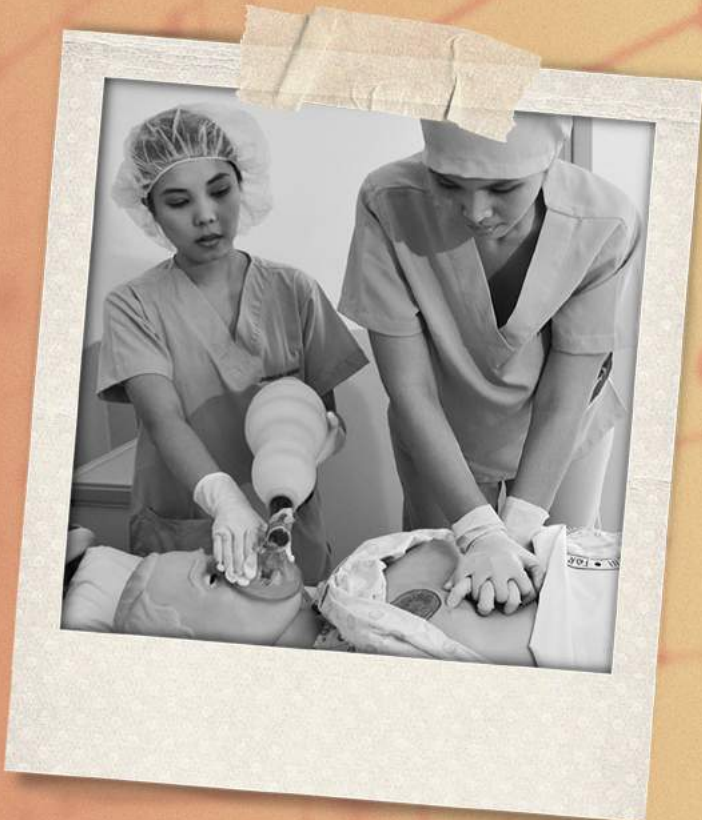


Future Direction

Consistent with the university’s strategic plan, Aspiration 2020, the institute is presently focusing on three main areas: Regulatory Excellence, Matched Excellence, and Adaptive Excellence.

Dean Buenafe said that programs have been developed to expand collaborative research partnerships. “We will continue to establish strong tie-ups with partner hospitals and pursue collaborative research and faculty exchange with international nursing schools,” she added. Last September 2015, together with other FEU delegates, they visited La Trobe University and Deakin University for possible academic collaborations. The institute also aims to maintain the momentum of faculty under the research mentorship program with the desire to increase publications and presentations.

With a strategic plan already in place, the institute hopes to increase faculty support and manage its resources for capacity-building to foster academic excellence and professional growth. “We have survived the turbulent times and at 60, I believe we are doing well. I am confident we are on our way of achieving our dream of bringing back the glory of the Institute,” she concluded. ■






A FIERCE START FOR
**FEU HIGH
SCHOOL
MANILA**

Far Eastern University High School has set up the gears for its Senior High operations with its two-part comprehensive summer program FEU Integrated Enrichment and Reinforcement Class Experience, or FIERCE. This program kicked off on April 14 and culminated last April 27, 2016.

Maria Regina Corazon Sibal
Executive Director, FEU High School



Designed for students who wish to channel their free time in strengthening their skills in English, Science, and Math in anticipation of the school opening this year, FIERCE gives students the opportunity to test what they know, to acquire new skills and knowledge, and to familiarize themselves with the kind of classroom teaching-learning environment that awaits them at the school.

Ms. Ma. Regina Corazon Sibal, executive director, emphasized during the culminating activity the need for new students to be part in the school's pursuit of Fortitude, Excellence, and Uprightness and foster a "family culture" in school, where everyone look after one another.

With this premise, the program takes pride in the integration of the FEU core values in the specially designed lessons and activities. Technology and multimedia play a critical role in the program to address the K to 12 mandate of training technologically proficient millennials. With FIERCE, students immerse themselves in authentic, outcomes-based, collaborative, and student-centered learning.

A group of 81 students completed the kick-off program successfully. Among those who completed the program with recognition are Anna Constanca Vargas, Angellen Sheen Santiago, Jellian Marie Sagusay (top performers in Math); Anna Constanca Vargas, Dee Marie Dagulpo, Glorious Zapata (top performers in Science); and Patricia Marie Burgos (top performer in English).

Meanwhile, the following were recognized as most improved: Jessica Cristine Noble, Anna Constanca Vargas, Angellen Sheen Santiago (Math), Marck Reinier Taton, Ma. Veronica Carla Ulit (Science), and Katrina Corpuz (English).

The second batch of the program will commence on May 19 and culminate on June 3.

FIERCE is organized through the concerted efforts and expertise of Ms. Maria Regina Corazon Sevilla Sibal (FEUHS Executive Director), Mr. Roaldo Leo Surban (STEM coordinator), Mr. Adrian De Guzman (ABM coordinator), and Mr. Lablin Vicentuan (HUMSS coordinator) together with the school's highly-qualified teachers. ■

IAS FACULTY SHARE EXPERTISE AT 15th ASIAN DEBATE INSTITUTE AS TRAINERS



“Debating is not just an academic exercise. It is a useful skill in corporate board meetings, class discussions, political discourses, and negotiations,” explained Jesus Nicardo Falcis III, a lawyer and a faculty member of the Institute of Arts and Sciences (IAS).

Together with Joeven Castro, a faculty member at the Department of Communication (DepComm) and the current director of Student Development, the two participated in the 15th Asian Debate Institute - Winter (ADI) as trainers and adjudicators in Chung-Ang University, Seoul, South Korea last February 14 to 21, 2016. They joined a composite team of 12 trainers-adjudicators from Malaysia, Korea, Hong Kong, and the Philippines who trained the young debaters from South Korea, Japan, and China in Northeast Asia’s largest debate camp.

Now on its 15th consecutive run, ADI is a pioneering effort in training Asian university students. Debate coaches and debaters across the region were invited to share

international issues. ADI involved seminar-workshops on the Asian Parliamentary debate format with a tournament as culminating activity.

“The ADI shows how China, Korea, and Japan put premium on communication and critical thinking in their co-curricular activities to hone their students’ soft skills. I think this investment leads to the creation of meaningful discourses for policymaking that will benefit their respective countries,” Castro said. “I am not surprised why the participating countries of the ADI have progressive policymaking bodies,” Falcis added, who teaches both at DepComm and Political Science Department.

As former debate team captains of the Oratorical and Debate Council (ORADEC), Falcis and Castro boast of significant debate achievements under their belt. On top of their feats in the Philippine debate circle, Falcis was champion of the United Asian Debate Championships in 2013, while Castro was one of Asia’s Top 10 Best Adjudicators in the 2006 Asian Universities Debate Championships. ■

FEU FACILITIES CHIEF AND SUSTAINABILITY ADVOCATE GETS

INTERNATIONAL RECOGNITION

Christian Evasco

Engr. Rudy M. Gaspillo, Far Eastern University (FEU) Vice President for Facilities and Technical Services, was recently conferred as an ASEAN Chartered Professional Engineer (ACPE) by the International Division of the Professional Regulations Commission.

The ACPE certificate is recognized in the ASEAN Economic Community (AEC) zone, enabling certified engineers to take professional work within the region.

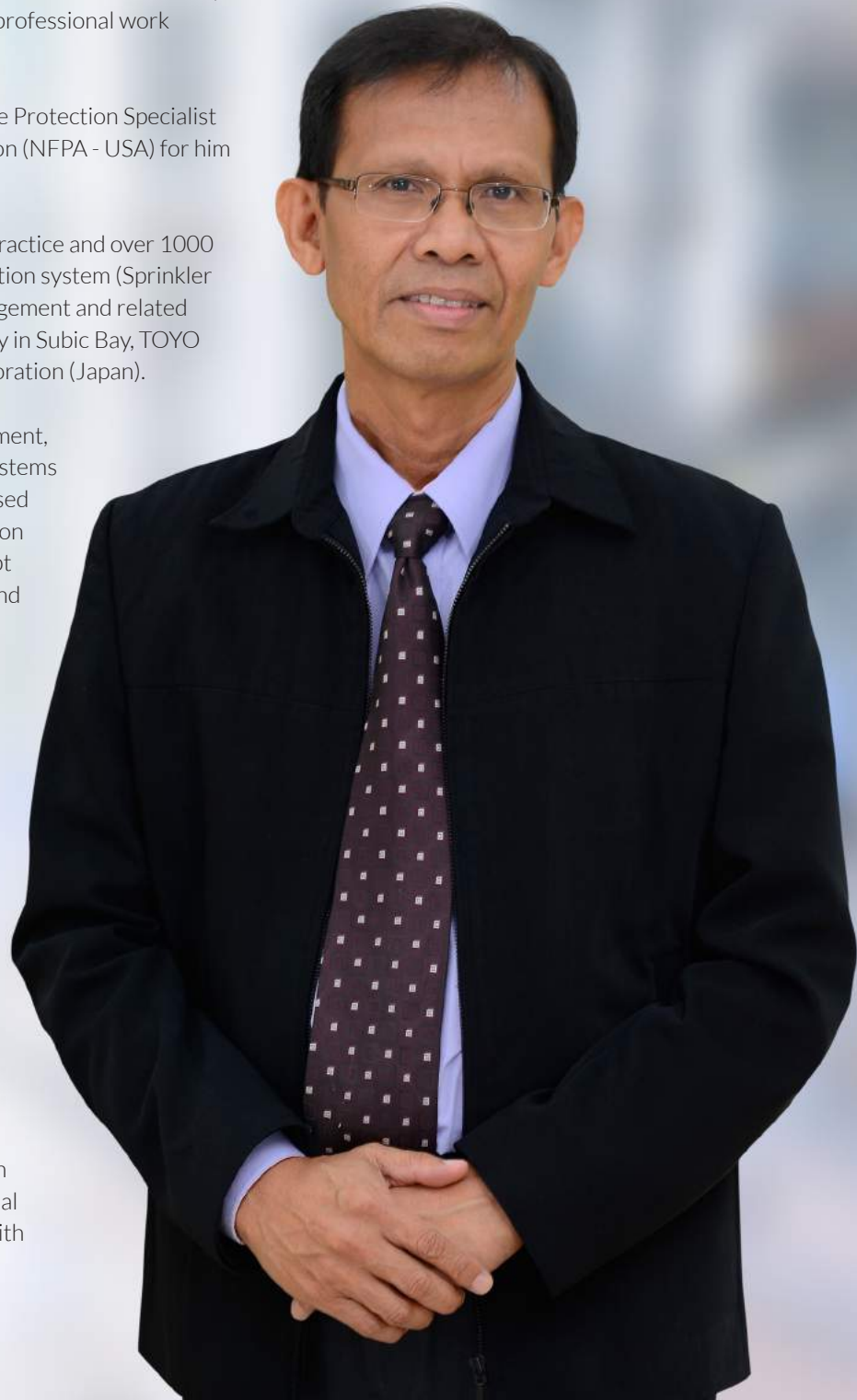
VP Gaspillo credited his license as a Certified Fire Protection Specialist (CFPS) to the National Fire Protection Association (NFPA - USA) for him being able to gaining the ACPE license.

Engr. Gaspillo has more than 30 years of active practice and over 1000 projects in the field of HVAC system, Fire Protection system (Sprinkler System and Life Safety), Plumbing, Project Management and related fields both locally and overseas, namely, U.S. Navy in Subic Bay, TOYO Engineering Corporation (Japan), Chiyoda Corporation (Japan).

An advocate of the use of energy-efficient equipment, Gaspillo installs air conditioning and heating systems for both commercial and residential buildings based on life cycle cost analysis. He also concentrated on life safety and fire protection in its overall concept architectural, mechanical, electrical, structural, and water supply.

For FEU, he spearheaded the design and the conversion of the air conditioning system of Far Eastern University, from window-type and split-type air into an energy-efficient chilled water type centralized chiller system, known today as district cooling system. This resulted to a significant reduction in power consumption by 25 ~ 30% or about Php 1,442,000.00 per month average.

Outside the university, he was consulted in the design of multi-billion SEG Liquefied Natural Gas Plant Project in Sakhalin, Russia, consisting of 25 buildings. In July 2015, he completed the Life Safety and Fire Protection Evaluation Report of the 65-Storey Emerald Twin Towers – Residential Twin Tower with Commercial Podium and Parking Basements in partnership with Leandro V. Locsin Partners and Associates. ■



EXPANSIVE LEADERSHIP:

FEU more Formidable with Acquisition of Roosevelt College

With its acquisition of Roosevelt College Inc. (RCI), Far Eastern University asserts a formidable presence in the education sector.

The Board of Trustees and Management of Far Eastern University reported the purchase of Roosevelt College Inc. and its related entities. “We thank the shareholders of Roosevelt for their faith in our ability to continue the mission of their 83-year-old educational institution. We believe there is a good fit between FEU and RCI with respect to program offerings and geographical spread,” Chairman Aurelio R. Montinola III said.

RCI offers primarily basic education across its five campuses: two are located in Metro Manila (Cubao and Marikina) and three in the Rizal province (Cainta, San Mateo and Rodriguez). “The members of the Board of Trustees, management, faculty, employees and students of the Roosevelt College happily welcome the transfer of leadership of RCI to FEU,” said RCI President and Chairman Romeo Dela Paz.

Roosevelt College could become a feeder high school to FEU, according to Chairman Montinola, as closer links will be forged between the institutions. “This will also better prepare Roosevelt students for FEU college programs,” he added.

With the recent expansion, FEU reaffirms its commitment to academic excellence. “We shall strengthen our instruction, research, faculty development and facilities improvement in the next year in spite of the population effects of K-12,” the Chairman assured.



Leadership

FEU President, Dr. Michael Alba, now heads RCI as president. Gillian Joyce Virata joins Dr. Alba in managing RCI's five campuses where she serves as vice president for academic affairs.

"For us to formulate plans for the development of RCI, we need to learn the history, understand the mission-vision and aspirations of the school, recognize its stakeholders, and build relationships with the communities where RCI campuses are located," said Alba.

"RCI is a respected pioneer in basic education in Marikina City and environs. From this well-established base, we will introduce innovative educational approaches to continuously improve the educational programs offered while remaining within reach of our current and future communities," Virata added.

RCI aims to arm its students with competencies that will help them thrive in a dynamic society, according to Virata. "We are presenting the faculty with a wider range of educational approaches and strategies and helping them

Gillian Joyce Virata grew up in a school described as constructivist or progressive. "I grew up in JASMS (Jose Abad Santos Memorial School) which was founded by my grandmother, Doreen Barber Gamboa. She was a deep believer, advocate, and pioneer here in the Philippines for progressive education," recalls Virata. This is the reason why Virata says she enjoyed school and continues to enjoy learning new things.

As the Vice President for Academic Affairs for RCI, Virata is working on the educational approaches and strategies used by the school's faculty and introducing different ways of teaching or facilitating learning. At the core of this effort is the creation of a curriculum map that will organize learning under relevant and content-rich units or themes. Developing this map (or maps) is one of the initiatives of FEU President, Dr. Michael Alba.

become comfortable with different ways of teaching or facilitating learning."

Virata majored in philosophy at the University of the Philippines Diliman and has graduate degrees from George Washington University and Teachers' College of Columbia University. She was the senior executive director of the IT and Business Processing Association of the Philippines (IBPAP) where she managed relations and programs with education and training departments of the government.

Having worked as executive director for basic education for the Philippine Women's University, running the Jose Abad Santos Memorial Schools in Quezon City and Manila, she brings with her extensive academic experience and leadership. Her educational philosophy based on democracy and a progressive approach is expected to drive the educational innovations at Roosevelt College. ■

PROGRESSIVE APPROACH: THE JOY OF LEARNING

Interview with Gillian Joyce Virata

"Curriculum mapping is a process through which teachers and academic managers review in detail the content and competencies that students are expected to learn at each stage of their schooling. The educators try to figure out the best possible sequence, depth, and duration that may be needed to ensure that all students acquire sufficient understanding of concepts introduced during the school year and learn how to apply this learning in real-world situations," she said.

"In parallel to developing the map, teachers also need to be updated on current teaching strategies, references, materials, and technology so that, once the initial map is developed, they can efficiently and effectively facilitate the learning process in a nurturing environment. For example, we will encourage teachers to use more student-led discussions and activities not just for extracurricular activities but also within the more formal classroom setting." These strategies, that have been proven to work, give teachers more options or alternative approaches for enriching students' learning experiences.



Joy of learning

“The joy you see in a child’s eyes when she or he figures something out; or is able to do something for himself or herself and make something work; or understands an idea or finishes a book or is able to perform or speak up in class—these are the things that light up our young people and help them in the process of learning. I think that is what all teachers and schools should strive to achieve,” emphasized Virata, who realized she was lucky for experiencing that joy in learning in her early years of schooling.

She admitted that RCI is still working out the details for an operational model proposed by Dr. Alba on how it can make affordable, high-quality education sustainable for large numbers of students. This is another part of the Roosevelt and FEU challenge which she intends to face head on with much optimism. “Dr. Alba said that if we can make it work (and we need to make it work in Roosevelt) then, it’s something that we can share with the whole country.”

Her mission to deliver high-quality education and reach more people is the main driving force that would fuel her leadership in the next five years.

“

We will also be implementing a very dynamic and well-thought-out curriculum that we hope would be more relevant or meaningful to students so that they also experience this joy of learning.

”



Gillian Joyce Virata
Vice-President for Academic Affairs, RCI



Lifelong readers

One of the key projects that Virata currently focusing on is the RCI Reading Program. She believes in instilling the love of reading among students—a practice and habit that she knows would sustain lifelong learning. Research studies reveal that good reading habits lead to greater fulfillment, success, and leadership abilities.

Today, learning at RCI is more student-centered in the sense that in formal instruction, students are asked to use more of their imagination and to express their ideas and feelings about topics. The school has hired a specialist, Adalia Soriano, who has been visiting RCI classrooms, working one-on-one with the teachers, and conducting workshops.

“There is really a need to introduce different types of activities and we’re focusing right now on reading. For example, all the elementary classrooms in Roosevelt have just set-up their in-classroom libraries or reading corners. When a child finishes a book, he or she can put a sticker in a big tarpaulin that’s in the middle of the school to show everyone what he or she has been reading. There’s also a log in the reading corner where they record the number of students who read and each student keeps a journal where they write about their reading experience.”

Virata feels that this is a good time to be in Roosevelt College when asked how she envisions RCI five years from now. “At the pace that we are going, in five years’ time, we will have upgraded the facilities and we would have introduced technology including high-speed Internet access for teachers and students. We will also be implementing a very dynamic and well-thought-out curriculum that we hope would be more relevant or meaningful to students so that they also experience this joy of learning.”

And while she remains confident with the directions that RCI is taking to become a preferred school in its areas of operation, she is realistic about the time frame. “It might take a little more than five years to hit our enrollment targets for all levels including tertiary, but it’s very exciting, I feel it’s also pioneering. We have a very worthy goal to keep us going despite all the little things and some of the big issues that we have to deal with.”

This same attitude of positivity is what drives her to continue her passion for school and learning—something that she feels she ought to share with others: “There are ways of teaching and learning that can be joyful and this is something that will help you in many other aspects of life. It is my wish that all children are given the opportunity to preserve their innate joy of learning.” ■



VALUES AND VIRTUES-BASED LEADERSHIP

Bea Kirstein T. Manalaysay
Tambuli Student Correspondent

FINDING THE CENTER

What the naked eye reveals is the extent of FEU's reach and growth. But what one fails to realize is that expansion only comes when the core is prepared and spacious enough to welcome all these changes.

Through the years, Far Eastern University (FEU) has grown in terms of infrastructure, student population, academic excellence, and many more recognizable facets. But in spite of all these steps that the University has taken, Student Development (SDev) has recognized the need to shake the students' innermost morals and principles.

Back to Basics

While a lot of people consider knowledge and skills as the main assets of leadership, SDev decides to train the limelight to something that is not attainable by the book, but something that is planted and nurtured in the early years of learning.

This year's induction ceremony held last May 25 at the Mini Auditorium lifted the curtains to the theme "Values and Virtues-Based Leadership."

SDev Director, Mr. Joeven Castro, in his speech to the student leaders of FEU Manila and Makati, said, "We believe that your ambition or anyone's ambition should not fly away from our core values and the virtues that we hold here." According to him, as people become a part of the academe, the university should serve as an incubator of responsible leadership and governance.

To further emphasize on the theme, Dr. Jesus Estanislao, chairman of Institute of Corporate Directors & Institute for Solidarity in Asia, was invited to be the keynote speaker of the event. His first words attacked the tendency of candidates to do any means just to be elected, "Now that you've been elected into office, perhaps, one of the first things that you will need will be the principle of unifying, instead of continuing to divide. Get everybody behind your back. Whatever your organization is," he said.

May it be for something small like an organization, or as big as a country, for Estanislao, aside from skills and intelligence must be considered, values and virtues are extremely important to anyone who wishes to lead. With conviction, he emphasized the flame in each of us that can withstand all forms of weaknesses and darkness as long as we continue to hold on to this burning spark. "This is absolutely necessary because there are so many temptations, so many calls to do this and do that. But at the end of the day, you have to get back to your core foundation – your core value," he continued.

A Bigger Impact

Though several sleeping souls were awakened through Estanislao's words, true enlightenment and growth can only be felt through the actions and decisions of these student leaders.

"It made me realize that as a leader, your leadership must be rooted on what matters most to you – how you deeply understand yourself, beliefs, and what you stand for," said

Abegail Limbo, President of Junior People Management Association of the Philippines (JPMAP)- FEU Chapter.

Leadership is not all about the merits and reputation gained during and after the term. For someone to effectively lead, one should be able to draw out from his/her foundation the decisions and thoughts that will enter his/her mind. Moreover, this lack of values and virtues is something that SDev and even some student leaders saw.

"The theme is more of knowing what genuine leadership is. Nowadays, leaders are becoming 'extinct' in terms of how dedicated they are and their purpose why they would want to join and run an organization," she added.

Understanding what leadership is and taking that steps to being one impacts the Tamaraw community as well.

For One Carlo Diaz, president of the Oratorical and Debate Council (ORADEC), values do not only act internally. "I think with the values and virtues based training that the SDEV provided, we would be able to bridge the gap between student leaders and the student body. The students would know more about the leadership style of the people they elected because their values would be reflected through the way they would lead their constituents. This will help the students understand better who their leaders are," he said.

Not only will these leaders be able to fulfill their seats as elected and appointed ones for the year, but through their principles, they will also be able to influence a larger crowd, and eventually, touch lives.

"Values and Virtues-Based Leadership" as a theme is also a reminder from the university, that Tamaraw student leaders are taught and trained with the highest form of leadership – and that is servant leadership.

"It's really the right time for us to go back to that idea that somehow to reinvent ourselves to our goals as student leaders, we should actually serve the people and to give them the quality service and education," said Haron Dima, president of the Institute of Arts and Sciences Student Council.

Just like how student leaders in the university are taught to find their centers before branching out to different goals and advocacies, FEU itself applies the same system. The university's achievements are not only tied to the high points of its goals and dreams but rooted to its core values – Fortitude, Excellence, and Uprightness. ■

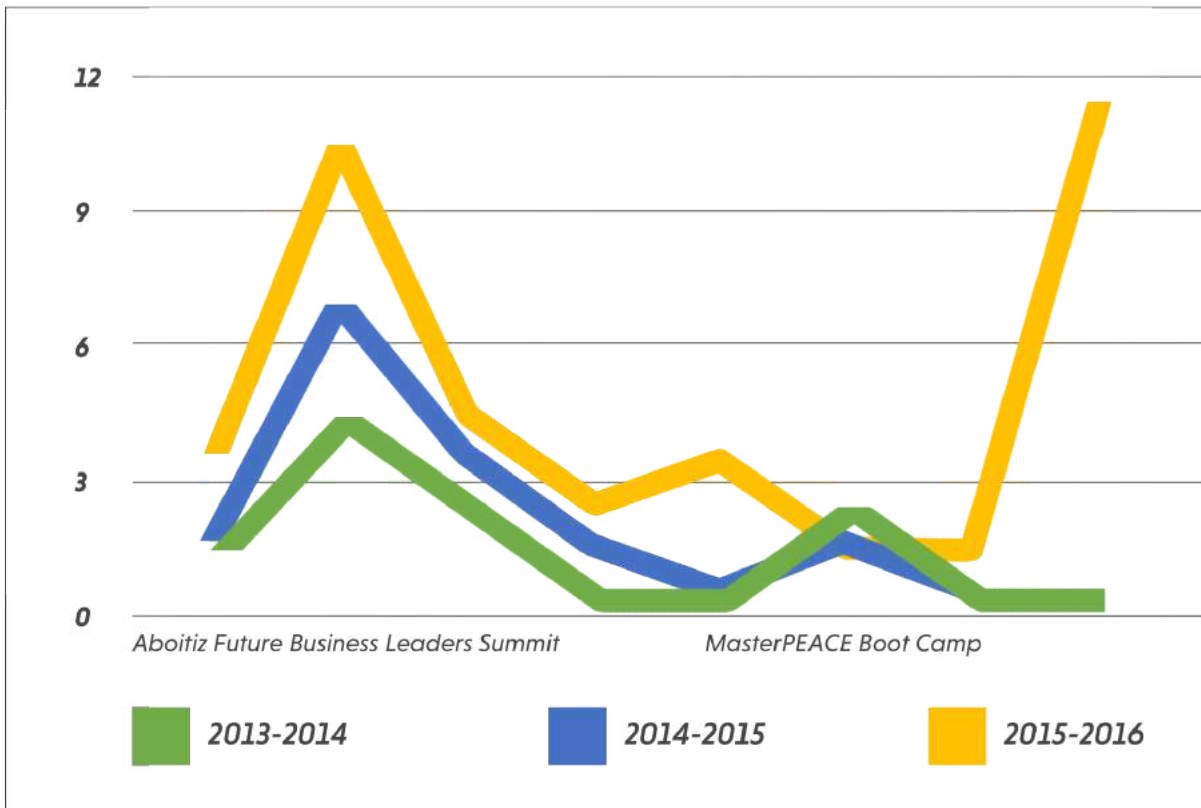


TAMARAW *STUDENT LEADERS:* **SOARING** **HIGH**

The victory streak of student leaders in national leadership awards has increased since 2013, the maiden year of Student Development (SDEV) or formerly known as the Office of Student Affairs (OSA). Tamaraw student leaders aced the rigorous screening process that assessed their leadership track record, community involvement, and academic excellence, besting applicants from other Higher Education Institutions (HEIs) all over the country.

A total of 35 leadership-related accolades were recorded, compared to 12 awards in 2014, and nine (9) in 2013 (Figure 1).

Figure 1. Number of FEU student achievers in National Leadership Searches 2013 to 2016



According to SDEV Director, Mr. Joeven Castro, the accrual yield of individual awards can be attributed to the student leaders' active engagement in student organization activities focusing on discursive fora and volunteer work such as the Circles of Leadership Influence Program (CLIP), leadership tracking and recruitment program, and off-campus learning stints.

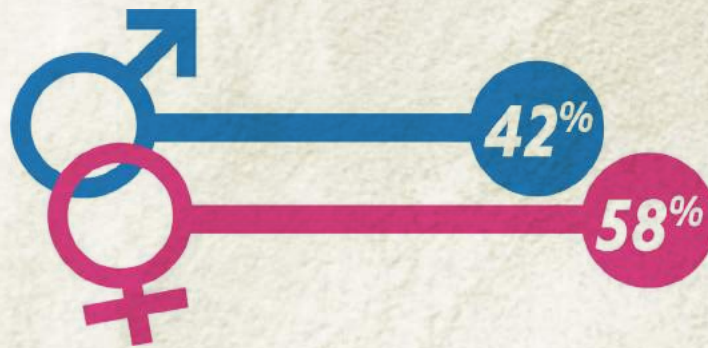
Maria Stephanie Gaña, president of the Institute of Education Student Council, led the pack of achievers as one of the 2015's Ten Outstanding Students of the Philippines (TOSP). She was the proponent of the Balay Dunong Project that provided learning spaces and tutorial sessions for Hospicio de San Jose orphans. This is the third consecutive year that FEU received the foremost national award organized by the Commission on Higher Education (CHED) and RFM Foundation.

Roland Titus Tagaan, student representative of the FEU Commission on Elections, garnered an equally prestigious award conferred by the Knights of Rizal. He was recognized as one of the Ten Rizal Model Students of the Philippines for exhibiting the values of the national hero.

Furthermore, four student leaders were chosen by CHED's International Affairs Staff or the National Youth Commission to represent the Philippines: Nicole Yu went to Chang-Rai, Thailand for the ASEAN Youth Camp 2015; Kebyn Villarino, public relations officer of the IABF Student Council, attended the 6th ASEAN-Korea Frontier Forum in Busan, South Korea and the Asia-Europe Meeting Youth Week 2016 held in Vietnam; Micah Jesica Indiola, vice president of Peace TAYO, learned Japanese culture through the JENESYS 2015 Program in Tokyo; and Sophia Centeno completed the China-ASEAN Youth Camp last Guiyang and Guangzhou, China. ■



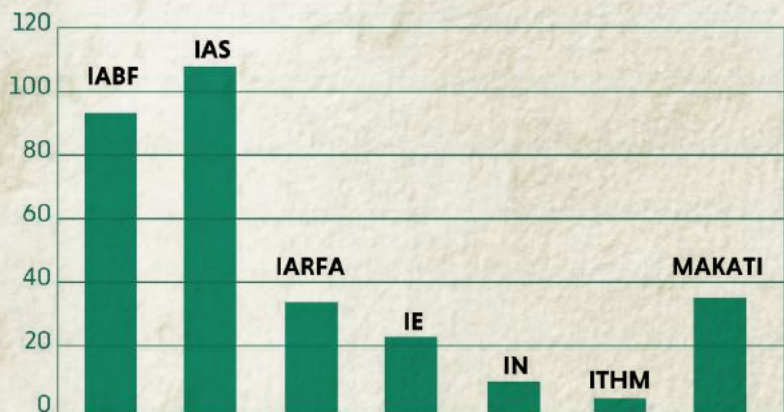
WHO IS THE FEU STUDENT LEADER?




Number of respondents
 during PITP 2015

Student leaders from Far Eastern University are considered to be happy with a positive outlook that helps them to adjust and deal with changes, conflicts, and problems.

This is according to a study on the Emotional Intelligence and Leadership Styles of FEU Male and Female Student Leaders



conducted by Student Development (SDEV) in partnership with the Psychology Department. The study was made to ensure that training programs are relevant to the students' needs.

The participants answered the BarOn Emotional Quotient Inventory and Cassel and Stancik's Leadership Ability Evaluation (Revised) tests. The study showed that the 268 respondents have primary strengths in the areas of interpersonal, adaptability, and general mood scales, which indicated that they are sensitive to the needs and feelings of others and are able to maintain and establish relationships.

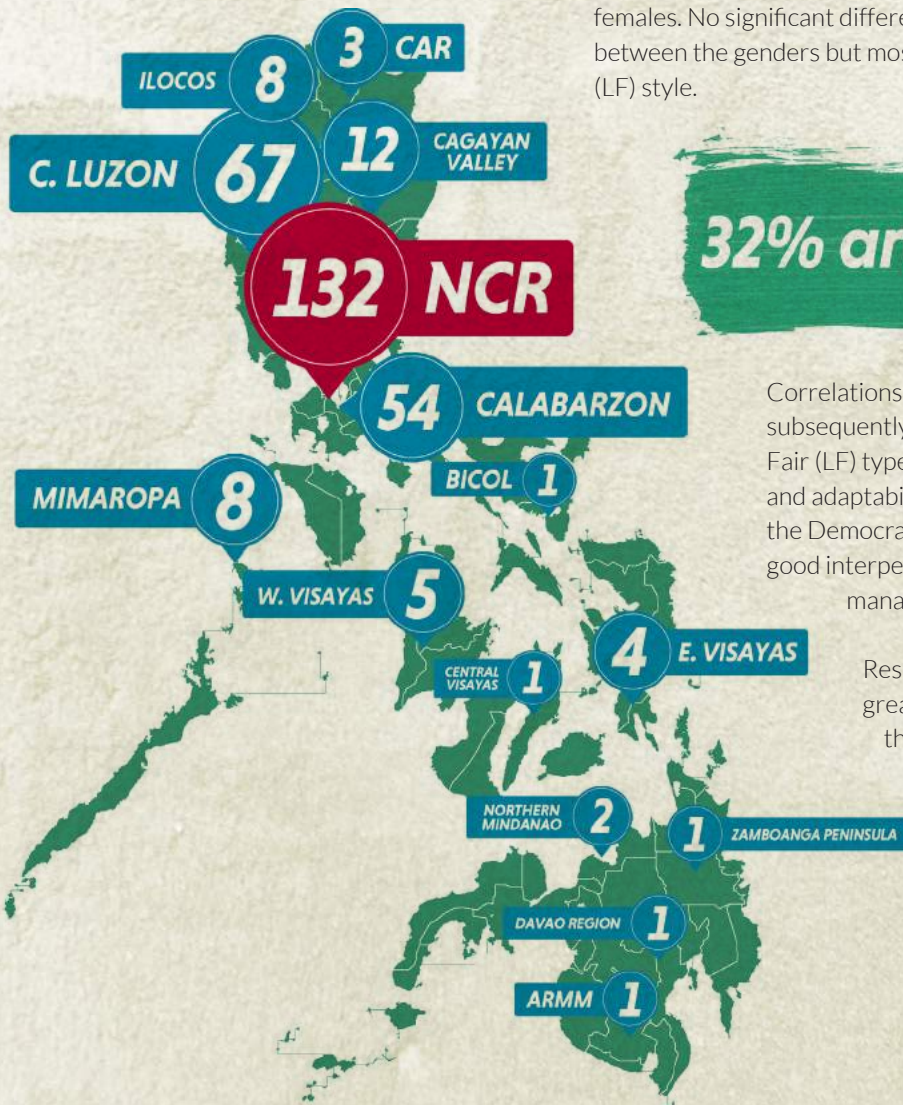
Although the group obtained significantly high scores on interpersonal, adaptability, and general mood scales, FEU student

LEADERSHIP EXPERIENCE



leaders in general scored low in emotional quotient (EQ). Results of their intrapersonal and stress management subscales showed that they have low self-regard, they lack self-awareness, are not assertive, and are dependent. They are also unable to manage their own emotions.

Results also showed a significant difference on the adaptability scale of the student leaders; male student leaders tend to adapt more than the females. No significant differences on leadership styles were registered between the genders but most FEU student leaders use the Laissez Fair (LF) style.



32% are scholars

Correlations between EQ and leadership styles were subsequently explored. Student leaders who apply the Laissez Fair (LF) type of leadership fell short on the interpersonal and adaptability scales while student leaders who practice the Democratic-Cooperative (DC) type of leadership have good interpersonal skills but need to improve on emotional management and regulation.

Results of the demographic profile showed that a greater number of FEU student leaders come from the National Capital Region, Region IV-A, and Region III. There are more female student leaders than males and a greater number (70.65%) started as student leaders in high school. Of the 310 respondents, 32% are academic scholars.

GOING BEYOND SALES

FEU Alumnus and BPI's Top Unibanker shares the secret to his success

His brand of leadership is democratic. As the youngest recipient of the BPI Unibanker of the Year 2015 - Middle Management Category, Mark Niño Ong can say that his style of leadership has definitely worked.

The award is an addition to his over 30 recognitions since he started as a field sales officer in one of the country's leading banks. He now heads BPI-Tayuman as its business manager and which was awarded Branch of the Year 2015 for topping sales performance among all branches in the Grace Park-Divisoria area.

"I go beyond sales. My team, as the success pillar, should also grow with me. I challenge them to emerge from being more than staff members. Last year, I promoted two of my staff to encourage professional growth," he said explained.

He considers himself as a leader with small eyes but with a big vision. "I always share my victory and incentives with my teammates. I organize awards night in my branch; logistics of which are handled by my team. We also go out of town for bonding and teambuilding. I believe these strategies created a cohesive, ambitious, and formidable team," he stressed.

This teamwork propelled the Tayuman Branch to be one of the 2016 BPI Escudo Chairman's Circle Awardees, the most prominent accomplishment in

BPI. "It was the first time for our branch to receive such award since it opened in 1978. The entire staff also travelled to Hong Kong and Bangkok as incentive for their top performance in investment and credit card sales", Ong said. His success cascaded down to his branch manager, assistant branch manager, senior sales associate, and sales assistant who all received performance awards.

The 25-year-old graduated magna cum laude from his class with a degree in Mass Communication. He decided to build a career in the banking industry because he finds it prestigious. He said, "There is prestige when people entrust their money to you and you do your best to maintain that trust." Asked



BPI Tayuman Branch Team



Mark Niño Ong
Business Manager
BPI Tayuman

how he handles his clients, he said, “My training in communication was very handy when dealing with clients. I had to mirror the client. I understand what they really want; I read their nonverbal cues. By doing so, I build and sustain a reputation as someone who empathizes with clients, not one who does hard selling just to increase the sales.”

Having served as president of the Institute of Arts and Sciences Student Council and the Mass Communication Society, Ong has been able to use his experiences to lead a team of eight bankers with diverse ages, some of whom are even older than him. He narrates, “At FEU, I learned flexibility and people skills, which are very useful in my line of work. I learned how to write and revise project proposals, preside over meetings, and organize events. FEU trusts its student leaders. We did all the dirty work especially the

logistics, which enhanced my patience, multi-tasking, and teamwork skills.”

Winning the Unibanker of the Year is an exceptional feat, given the rigorous screening process involved just to make it to the elimination rounds. “I believe that the screening committee saw my vision and passion. The award puts a spotlight on Ong as a key asset of BPI, which will help him attain his future goals. “At 30, I hope to be an assistant vice president. I also want to have my own food business when I retire.”

Ong’s advice to fellow Tamaraws: “Always strive for excellence because we are excellent. Learn to manage the politics of the corporate world but keep your non-negotiable values intact. If you want to climb the success ladder, tell people about your success stories to inspire them and to take charge.” ■





MUSICA FEUROPA

A Season of Many Firsts

Musica FEUROPA (MF), the annual choral festival and competition of Far Eastern University, in partnership with the delegation of the European Union (EU) of the Philippines, kicked off its 8th season which showcased the talent of choirs from different parts of the country. It was established to promote the Filipino and European music composers and build an awareness of the long friendship between Europe and the Philippines.

On its 8th run, MF featured 28 choirs with some of the familiar faces, including: Holy Angel University Chorale and Boscorale, the defending champions for the Open Category and High School Category, respectively, the University of Santo Tomas Accountancy Chamber Singers, the TIP Choral Society, the Adamson University Chorale, Himig Rosena, and St. Scholastica's Academy of Marikina High School Glee Club. New competitors who joined the competition included the University of Perpetual Help System DALTA Chorale, Miriam College High School Glee Club, Surigao State College of Technology Choir, and the Beati Children's Ensemble.

This year, the Accountancy Chamber Singers of the University of Sto. Tomas took home the Grand Prize for the Open category while Boscorale (Don Bosco College) bagged the

championship for the High School category. Jerome Riviere, First Secretary of the EU Delegation to the Philippines reiterates the shared cultural heritage between the EU and the Philippines during the awarding ceremony held over the weekend at the FEU Chapel at Far Eastern University, Manila.

It was a season of many firsts for the Music FEUROPA. It was the first time that the event was held at the Far Eastern University Chapel; that a choir from Mindanao joined in the competition dominated by schools in the National Capital Region; that live streaming was used and simultaneous updates on Facebook, Twitter and Instagram were done.

The event which began in 2009 was part of the celebration of the European Union Month and the Filipinas Heritage Month. Over the years, Musica FEUROPA has become a platform for some of the best choirs in the country who have shown their mastery and prowess in performing European and Filipino pieces. What started with only four competing university choirs, has now evolved into a grand choral competition with choirs coming from high schools, colleges, churches, corporations, and communities all over the region. ■

FEUTECH'S PRIDE

Four civil engineering students top board exams



“

I prayed hard. I made it clear to myself that only God could bring me this far.

”

Engr. Christian Baldo

2nd place Topnotcher, Civil Engineering

FEU Tech marks another milestone with four Civil Engineering Board Exam topnotchers to boast of – a feat indeed, besting other schools with most number of topnotchers.

No doubt about it, Christian Baldo is a quiz boss and math beast. Throughout much of his college career, the young engineer has destroyed numerous quiz bees and national competitions in math and engineering, often taking down some of the country's finest.

A graduate of Quezon City Academy, Christian first wanted to get BS in Mathematics but decided instead to pursue Civil Engineering at FEU Tech, where he was awarded an impressive scholarship.

Despite being an all-around whiz at math, Christian is a typical student. He struggles waking up

early for morning classes, worries about difficult Engineering subjects, and thinks about the future a lot. He works hard and is looking forward to getting a doctorate degree and improve the country's infrastructure in the future.

Prayer according to Christian is the source of his success, saying God and his parents inspired him to push hard for his dreams. “I prayed hard. I made it clear to myself that only God could bring me this far. To succeed, I needed Him, hard work, patience, and the love and support of my parents, which they have shown me my entire life.”

Like most students, Rei Kevin Tungcab struggled with making the grade. At one point, he was close to losing his scholarship. “I almost gave up on my dream of being a topnotcher. I would not graduate with Latin honors, either. Even just graduating looked difficult without my scholarship. I felt really bad.”

But Kevin managed to persevere. With hard work, he was able to keep his scholarship and, although he wasn't able to snag that Latin honor, he succeeded in bagging the 3rd place in the Civil Engineer Board Exam.

“I really wanted to have my parents on stage with me to receive the Latin honor during graduation. They always talked about how happy they would be. The board exam was my last chance. Now, I can still make them proud. They will join me on stage when I take my oath. I'm so excited!”

When asked for advice for others seeking to top the board, Kevin says one should have the will and to put this into action: “Ask then act. Ask God for help, and then do everything to achieve what you asked for. Nothing will happen if you keep asking but do nothing.”

“

Ask God for help, and then do everything to achieve what you asked for.

”



Engr. Rei Kevin Tungcab

3rd place Topnotcher, Civil Engineering

"I didn't study for the board exam to be on top—I just wanted to pass!" laughs the humble FEU Tech scholar and topnotcher. "It was for my family. We are not well off, and so I dreamt of a better life for them. They were my inspiration to pass the board." The third of four children, Jamiel grew up in a family of modest means who understands early on life the benefits of hard work. "My siblings and I all went to public schools. I knew going to college would be financially tough on my family, so I strived hard to gain a scholarship and maintain it."

In his spare time, Jamiel likes to be active. He loves traveling, mountain climbing, spelunking, and exploring beaches.

When he's not off on another adventure or busy with school, he enjoys watching American television dramas like Grey's Anatomy, Game of Thrones, and Prison Break.

"I learned to work hard and after that much effort, I try to reward myself to avoid stress. I try not to focus on the future too much. I focus on the present. If I work hard in the present, the future will take care of itself."

“
I try not to focus
on the future
too much. I
focus on the
present.”



Engr. Jamiel Galimba
7th place Topnotcher, Civil Engineering



Engr. Arnold Cabatian
9th place Topnotcher, Civil Engineering

“
Don't kill
yourself
reviewing.”

"Plates. Definitely plates!" laughs Arnold when asked about the hardest part of college, referring to the drawings civil engineers use for planning. "They take so much time and patience. You can't really do much else. It's hard to find time to even study."

Like other students, Arnold tries his best to balance school work, review, and his personal interests. In his free time, he enjoys PC gaming, playing the guitar and surfing. His major goal for the future is simple: he wants to become a successful civil engineer.

”

But this 9th placer certainly found ways to make it happen, and thanks to his hard work and sacrifice, he was able to reach his goal of topping the Civil Engineer Board Exam. "Really, my goal was just to make my parents proud. They were my inspiration while I was reviewing for the exam. They kept me going. I'm very happy to have just passed."

"Don't kill yourself reviewing," he says to others looking to top the board exam too. "Relax your mind whenever you can. Don't drown yourself in review questions. Focus on your weaknesses and improve on them."



FEU TERTULYA

Kuwentuhan at Talakayan sa Panitikan ng Filipinas

Naging matagumpay ang ginanap na Tertulya: Kuwentuhan at Talakayan sa Panitikan ng Filipinas noong Ika-26 Abril 2016 sa Far Eastern University. Inimbitahan bilang tagapanayam ang mga batikang manunulat na sina Prof. Allan Popa ng Ateneo de Manila University, Dr. Joselito delos Reyes ng University of Sto. Tomas, Paulyn Bando, mag-aaral ng FEU-IAS na siyang sumulat ng kuwentong *Diary ng Panget* at ang makata ng Taong 2016 ng KWF (Kagawaran ng Wikang Filipino) na si Mark Anthony Angeles.

Ibinahagi ng mga nasabing panauhin ang kanilang mga karanasan sa pagsusulat at kung paano nila naging hilig ang pagsusulat. Bawat manunulat ay nagbahagi ng kaalaman hinggil sa kahalagahan ng pagsulat sa isang tiyak na akda. Binanggit ni Allan Popa na natuto siyang humabi ng mga kuwento at tula dahil sa pagbabasa ng mga komiks na marahil ito ang nag-udyok sa kanya upang magsulat ng kuwento at tula. Samantala, ayon naman kay Joselito Delos Reyes, nakahiligan rin niya ang pagbabasa ng komiks at pagsulat ng mga *love letters* na pinagagawa ng kanyang mga kaklase na naging paraan niya upang madagdagan ang kanyang baon noong nasa high school pa siya.

Nakatutuwa naman ang ibinahaging kuwento ni Mark Angeles dahil sa tingin niya ay isang biro ng tadhana lamang ang kanyang pagkatutong sumulat



dahil noong bata siya ay wala siyang kaalam-alam sa pagsulat ng tula. Naalala lamang niya noong grade 5 siya ay kinausap siya ng kanyang guro na magsulat ng tula at pinabasa niya ito sa kanyang guro. Sinabihan siya na maganda ang kanyang nasulat na tula at binigyan siya ng mga patnubay kung paano magsulat. Doon na siya nahilig sa pagsusulat.

Halos ganun din ang naging karanasan ni Paulyn Bando sa pagsusulat, naging hingahan niya ang pagsusulat sa mga blogs dahil nahihiya siyang makisalamuha sa mga tao at mga kklase dahil daw noong mga panahon na iyon ay napakarami niyang tigyawat sa mukha. At dahil dito naisulat niya ang kuwentong *Diary ng Panget* na pumatok naman sa mga mambabasang kabataan na mahilig sa blogs. Ang *Diary ng Panget* ay binili ng Viva Films at ginawang pelikula na pumatok naman sa takilya kung kaya't naging bukambibig na rin ang pangalang Paulyn Bando.



Nagkaisa naman na sinagot ng apat na manunulat ang tanong mula sa mga mag-aaral kung maituturing ba'ng panitikan ang namamayaning kulturang popular gaya ng blogs at elektronikong mga kuwento o mga pelikulang napapanood sa internet na kinahihiligan ngayon ng mga kabataan. Maituturing itong panitikan sapagkat sumasalamin ito sa kaugalian, hilig, at kulturang Pilipino, sagot nila Popa, Delos Reyes, Bando, at Angeles.

Ang Tertulya ay taunang gawain ng Komisyon sa Wikang Filipino (KWF) kaalinsabay ng pagdiriwang ng Buwan ng Panitikan ng Filipinas. Layunin ng Tertulya na maipabatid at maipadama sa mga milenyal na mag-aaral ang kahalagahan ng kasiningan ng ating sariling panitikan at gayundin maipagmalaki natin ang kagalingan sa panulat ng mga Filipino.

Hinihikayat ng gawaing ito na matuto sa pagbabasa at pagsusulat ng anumang akda ang lahat, partikular ang mag-aaral at guro. Adbokasiya rin nito na mapayaman at mapanatili pang lalo ang kahusayan sa pagsulat ng panitikan sa Filipinas. Layunin din nito ang makabuo ng mga kagamitang panturo sa mga araling Filipino at literatura.



Pinamahalaan ang 2016 KWF Tertulya ni G. John Enrico C. Torralba Puno, Sangay ng Edukasyon at Networking at ng kanilang Punong Komisyoner Virgilio S. Almario, Pambansang Alagad ng Sining. Pinamunuan rin ito mula sa FEU, Institute of Arts and Sciences at ng Literature and Humanities Department (G. Diego Jose R. Abad at Romeo Galang, Jr.), Interdisciplinary Studies Department (Dr. Emmanuel S. Gonzales), at Tanggapan ng Larangan ng Filipino (G. Jorge P. Cuibillas) sa Institute of Arts and Sciences ng FEU. Kasama rin sa nasabing programa at gawain ang ilang kawani ng National Commission on Culture and the Arts (NCCA) bilang isa sa mga tagapagtaguyod ng wika at panitikan sa bansa. ■



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