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# TAMBULI

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# COVID-19



LEADING IN THE  
**PANDEMIC**

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## PRESIDENT'S VIEW

# Braving the Pandemic, Living by FEU Values, Embracing the Disruptive Future

*Dr. Michael M. Alba's commencement speech for FEU Class 2021*

FEU Class of 2021, congratulations!  
YOU MADE IT.

Since March of 2020, you have been living in the throes – the mental anguish as well as the social, economic, financial, and physical- and mental-health paroxysms – of the covid-19 pandemic. To be so challenged with such an existential threat so early in your adult lives and still complete your college studies speak volumes about each and every one of you: to paraphrase Nietzsche, we are made stronger by the adversities we overcome.

Nonetheless, I dare say that your school years in FEU Manila or Makati – the first, on campus; the second, virtually – were better than in most other schools, with the Canvas learning management system to organize your schoolwork, Office 365 apps to use for

completing your assignments and projects, and Teams to interact in real-time with your teachers. Moreover, your teachers were better trained than most of their peers in student-centered pedagogies. Academic services continued to be delivered throughout your stay in school, and many co-curricular activities persisted to round out your schooling experience.

All that said, you must continue with the transformation journey that you've begun in FEU. Continue striving to live by our institutional ideals so that they will take ever deeper root in you. In all your endeavors and plans, gird yourself with fortitude, make every effort to achieve excellence, and comport yourself with uprightness. Never stop learning. Never stop developing your skills and competencies. Embrace future challenges.

The 21st century – your time of life – will be a disruptive period. With the human population continuing to multiply and the reach of human activities continuing to expand, Planet Earth’s capacity to support life in its diverse forms is increasingly threatened. Scientists warn that we are only a few years away from irreversible climate change that will cause permanent damage to the planet’s environment. Severe weather events, other natural catastrophes, even pandemics are more likely to happen as a consequence.

The world of work will be shaken up as well. Ongoing developments in bioengineering and robotics as well as information technology and artificial intelligence are rapidly changing how workers and intelligent machines work in complement. As computers take over more and more of what humans do, only the most skilled workers who have the technological knowhow and the critical-thinking and communication skills, who are creative and teamwork-savvy, and who possess equanimity in the face of uncertainties are likely to successfully navigate this brave, new world.

Human communities and societies will be discombobulated, too. Already, mass media are being weaponized to sow disinformation to advance the causes of vested interests. Democratic principles and practices – the bases of social contracts by which people agree to live together harmoniously – are being challenged or discarded in many countries.

How will you respond to these looming problems of your generation? Will you take on the responsibilities of being an advocate for the environment? Will you seek to develop an



**Continue striving to live by our institutional ideals so that they will take ever deeper root in you. In all your endeavors and plans, gird yourself with fortitude, make every effort to achieve excellence, and comport yourself with uprightness.**

entrepreneurial resourcefulness to thrive as a 21st century worker? Will you “battle for the right” as commanded by the FEU Hymn and be a civically engaged citizen?

Only time will tell. It is our fervent hope, however, that you will take to heart and in mind all that you have learned and experienced in FEU.

On behalf of FEU, I wish each of you a long, happy, successful, and fulfilling life. Again, congratulations and good luck!

A handwritten signature in black ink that reads "Mich A. Alba".

**Dr. Michael A. Alba**

President

# The challenge of COV-ED

By Michael M. Alba and Emmanuel S. de Dios

The current pandemic has tested the resilience of almost all the country's institutions — and found them wanting. Not least affected has been the country's education system. The prolonged suspension of classes, the abrupt ending of instruction, and the schools' make-do closures of the school year effectively stopped learning dead in its tracks. While interrupted education may seem a side issue in the face of the more existential threats to life and livelihood, its long-term consequences for the nation's future cannot be ignored.

If not offset, interrupted education causes lasting scars in the form of delayed or foregone human and social development. Interrupted schooling over prolonged periods (notably during the Cultural Revolution in China and from the 8888 Uprising through the 1990s in Myanmar) shows its impacts in high dropout rates, even after a subsequent chance to return to school; enduring decimated education standards and diminished learning outcomes; and a failure to pursue the full potential of higher education. Teachers of pupils with education gaps face the dilemma of either teaching to prescribed standards but risking the failure of their delayed pupils, or lowering standards to a least common denominator — such as what happens with a universal pass or promotion. In the first case, it is the pupil that fails; in the second, it is society and the education system.

The matter assumes particular urgency for the Philippines whose education deficit was already widely presumed even before the pandemic crisis. This long-held suspicion became

a glaring fact with the 2019 PISA\* results, which showed the country's 15- and 16-year-olds ranking last in reading and next-to-last in math and science among their peers in the world. The patently inferior product of basic education obviously carries through to technical and higher education, which also face quality issues of their own. Such results will only be amplified under current conditions of *educationem interrupta* with even smaller chances existing to remedy the already-deficient system.

The extent of the problem — which goes beyond the narrow question of what month to start the school year — becomes evident once one realizes the situation is unlikely to improve much even beyond this already-extended quarantine period. Abnormal and unsettled learning conditions due to the pandemic will likely persist until some effective therapy or vaccine becomes widely available (one to two years being the best guess). Until then, periodic outbreaks and lockdowns in smaller or larger areas of the country remain a real possibility, as already happened in Singapore and Japan, and education institutions must deal with the constant threat of an aborted learning experience. The looming prospect in the meantime is that whole cohorts of Filipino students will receive an education that is diluted, delivered fitfully, and pockmarked with learning gaps.

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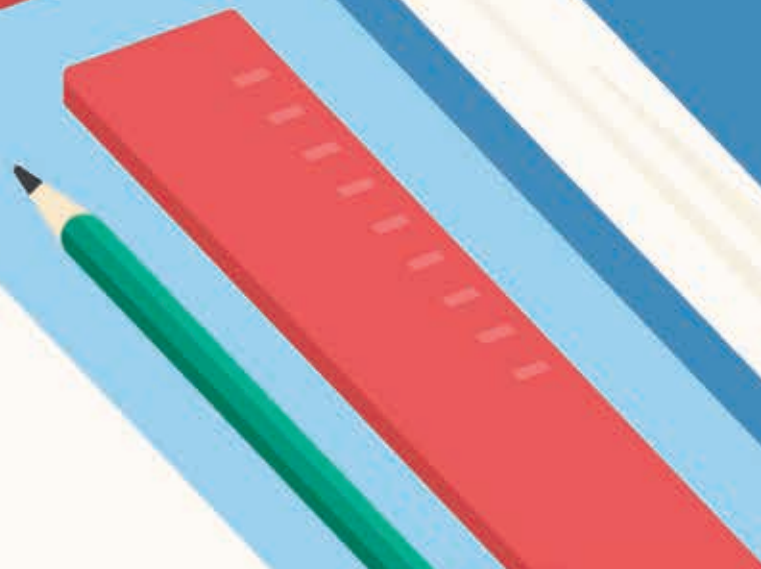
\*PISA (Programme for International Student Assessment)

School owners and administrators are currently still struggling to imagine how the New Abnormal in education might look, specifically how to create a resilient learning environment that maintains standards – or better yet raises them – without sacrificing student health and safety.

The option that represents the least disruption – and which is a persisting view in some official circles – is to wait things out until an acceptably low level of community risk has been attained and then simply to resume the accustomed mode and scale of in-person mass instruction. An important concession even in that situation, however, is the need to undertake massive testing for the virus or its antibodies among students. The biggest downside of this strategy though is that it keeps teachers and students in suspended animation for an indefinite period and therefore abdicates responsibility for the problem of diminishing quality due to interrupted education. Nor is it forward-looking enough to anticipate future disruptions from similar disease outbreaks and calamities. Finally, there is a question whether students and their parents – despite the promise of testing – will feel assured enough to venture into schools amidst uncertainty. Such schemes have been proposed elsewhere (e.g., the US) and may be practicable in small residential schools in college towns where a limited and mostly stationary population can be regularly tested and monitored.

The bulk of Metro Manila’s colleges and universities, however, are commuter schools with highly mobile and socially heterogeneous populations. The consequent frequency (and cost) of the testing required to ensure minimal students’ health and safety is sure to strain the capacity of both schools and government. This makes such an option impractical and ineffective – as well as uncertain in its health assurance.

We think the wiser course of action instead is to take the pandemic crisis by the horns and use it as the opportunity to use distance (i.e., not always physically in school) learning – both online and asynchronous – as a second mainstream mode of delivering education. Expanding this capacity seems to be the only recourse that will address the immediate need of resuming a safe learning experience, as well as build the resilience needed against future disruptions. It is curious that the report “An avalanche is coming” [Barber, Donnelly, and Rizvi 2013] appeared some years ago warning traditional universities of the existential threat posed to them by online, distance, and self-paced learning.



Most school administrators at the time regarded the idea of MOOCs, blended courses, flipped classrooms, microdegrees, etc. merely as attractive tech-driven options to be considered at a more convenient date. Yet here we are. And as it turns out, distance learning is no longer an option but a necessity.

For both private education and public policy to seriously consider this option, however, some misconceptions need to be cleared up. And though there are many, three seem especially relevant where — as in most public education — the students have heterogeneous social backgrounds and financial capacities.

First, distance education need not always require a hi-tech capacity for delivery but can be adapted to the circumstances of individual students. While live learning, with an instructor giving feedback, may be ideal and will almost always require a tablet, laptop, or desktop with a good bandwidth connection, other options do exist especially if one considers asynchronous learning (i.e., not

involving live communication). For example, pre-developed content may be regularly delivered over television, e-mail, or even periodically retrieved physically from schools, to be studied by students who may then be assessed individually and regularly on what they have learned. As a halfway measure, scheduled visits to physically distanced computer classrooms may give students regular access to online material or tutorials while minimizing exposure to disease. In the meantime, efforts by the government and the private sector should continue to give students cheaper, faster, and in-residence internet access. This may be done through public subsidies or agreements for concessional rates between school consortiums and telecommunications firms. The larger point, however, is that even in the worst case, no particular technology (or the lack of it) should be permitted to interfere with the possibility of education. Technology must serve education needs, not vice versa.

Second, while a major investment involved in distance learning is certainly IT infrastructure (e.g., internet cabling, bandwidth, and learning management systems in schools and internet connectivity from students' homes), an overlooked cost is the development of content and the training of faculty. Content, for example, must be organized and parsed to be deliverable in distinct modules corresponding to specific learning objectives





(e.g., a TED talk is never more than 18 minutes long). On the other hand, teachers should allow each student to absorb this material at her own pace, i.e., learning strategies should be self-paced and allow for individualized paths to mastery. “Chalk and talk” and “rope-a-dope” lectures give way to helping students perform specific tasks and projects to achieve outcomes that demonstrate their competency. The new set of skills (including proficiency in e-learning tools) that will be required of the faculty amounts to no less than a complete mental reset and may represent the biggest hurdle and investment of all.

Finally, it is important to view this refocus not as a stopgap or an exigent response to crisis but as a permanent fixture of the academic environment henceforth. The shift to distance – and increasingly online – learning is a chance to step back from the one-size-fits-all mode of mass instruction and move towards the pedagogical ideal of matching teaching methods and goals to a student’s strengths and weaknesses to help her attain mastery relative to standards.

Indeed, now may be the occasion for schools to take the leap to personalized learning [Marzano et al. 2017] that not only rationalizes traditional academic content delivery but also seeks to develop agency and metacognitive skills in students. Defined as “the capacity and propensity to take purposeful initiative – the opposite of helplessness”

[Ferguson 2015], agency would empower students to own their learning goals rather than be passive recipients of instruction.

And metacognitive skills (such as goal setting, staying focused, pushing beyond one’s

comfort zones, having one’s own standards of excellence, etc.) would provide them the resources to exercise agency that leads to self-efficacy and independence.

This is not merely a “visionary hope.” A growing number of private schools, colleges, and universities, for example, have begun their transformation journeys in their use of learning management systems that can track progress of their individual students by task, by subject, by teacher, and through time. This type of information allows faculty to observe a student’s incipient learning problems and address them both holistically and in a granular way.

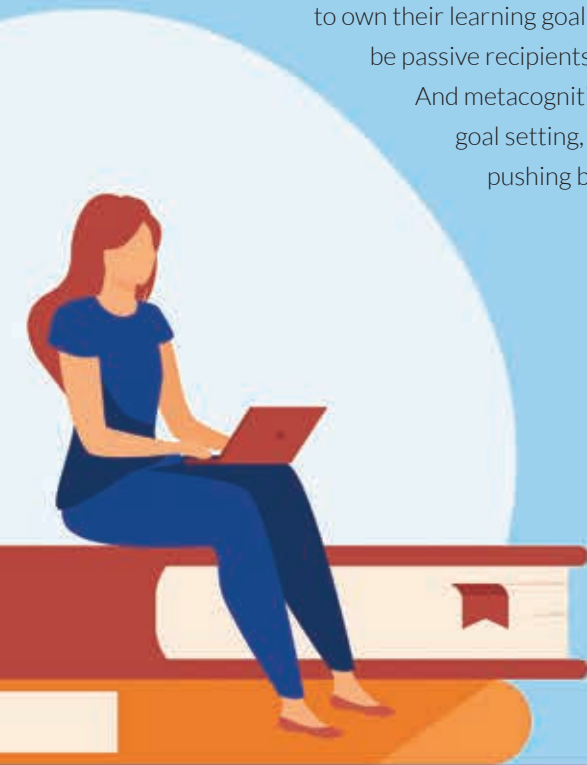
The real danger is that not all education institutions see the need for such changes – for lack of skills, content, equipment, and most of all vision – so that the educational system runs the risk of enlarging the gap between those that are well and less provisioned and between those moving towards resilient education systems and those staying put in traditional ways. This turn of events will serve to not only diminish the quality of our human resources and restrain our socio-economic development, but also widen the already gaping social and economic inequities in the country.

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# LESSONS ON LEADING DURING A PANDEMIC:

## NAVIGATING THROUGH THE COVID-19 CHALLENGES

### On Leading for the Common Good

**AURELIO R. MONTINOLA III**  
Chair, FEU

My major learning after four economic crises is that by simply surviving, you will be ahead of 80 percent of others. Control what you can and observe what you cannot.

**Stay Cool.** You will be able to think more clearly and be a step ahead of negative social media on “Why are things Going Wrong” mindsets.

**Stay Focused.** Be aware of what you can and cannot do during this pandemic, but also think through who is your client and major customer, and what product you are trying to offer.

**Lack of Mobility.** Difficulty in logistics, and social distancing requirements are the big negatives, but digitalization, work from home, and rapid culture change are the big positives. The vaccine will help, but don’t bet your Business Plan on it, as we will all be learning to live with this Next Normal for a few years, if not semi-permanently. As an aside, in all three previous economic crises, I would advise against debt, but in today’s



environment, I might be tempted as interest rates are so low. However, your key metric should be Cash Flow through either Operating Margin and/or Earnings Before Interest, Taxes, Depreciation, and Amortization (EBITDA).

**Stay Positive** You are young, and you would not have been picked for this Next Generation 12-month interactive management leadership course if you were not good.

**Think Opportunity rather than Risk.** You have less blinders than others precisely because you are the Next Generation and are currently fearless. Learn to live and operate in a Philippine setting, and bet the Philippines - after all, it is your country, and you have the skills and the track record to make a difference.

Above all, trust yourself and your business instincts, but remember that each time you learn something new from others, you make yourself a better manager and leader.

*This article was lifted from the Chair’s remarks as MAP (Management Association of the Philippines) president during the “SGV-MAP NextGen CEO Transformative Leadership Program on Feb 22, 2021” Minor edits have been made.*



## On Ensuring the Balance Between Work and Well-Being

### JEFFERSON S. AQUINO

AVP- Human Resource Development, FEU Manila

If there is one critical shared dimension that the COVID-19 pandemic deeply affected across institutions, it is the Human Resources. This crisis disrupted and drastically changed organizations, and our university responded by ensuring that the fundamental principles of “humanity” are in place.

Thus, the Human Resource Division (HRD), together with other key departments, ensures the balance between the work and well-being of our employees. We put a high premium on the employees’ health and safety protocols. Amidst the shifts in community quarantine levels and policies, we implement and blend face-to-face and work from home arrangements, whichever is most appropriate, to protect our employees. We develop new ways to perform work, pay and reward, and to learn and engage with employees. In all these, HRD draws inspiration from the qualities our institution embraces - bravery, resiliency, agility, values, and excellence (BRAVE), which serve as guideposts as we continuously face the challenges of this pandemic.

As an HR professional, this crisis offers opportunities to:

- Lead with compassion; this is the principle of “malasakit” as we know it in Filipino;
- Know and understand our employees as they perform work in the negotiated spaces of their homes, and families; and
- Identify and address with an open mind and generous heart, the new and emerging needs of our employees.



## On Leadership Qualities

### ALMA V. DELA CRUZ, PhD.

SVP, FEU-Roosevelt

The pandemic changed our paradigm on many things. I remember I once wrote a paper on Virtual Workplaces. I never imagined living and managing an organization under these conditions and the abrupt transition to a Virtual Workplace. In my paper, I lined up all the requirements for a virtual workplace to operate effectively. However, almost none of these requisites are present when FEUR adopted the Work From Home (WFH) arrangements. Almost immediately WFH became an accepted reality and work, and life became integrated. Resiliency, promptness, collaboration, and communication are some of the necessary qualities that helped in navigating the challenges of the pandemic. Some of the important takeaways from my experience in leading FEU-Roosevelt:

1. Lead from the front. Adopt and adapt to the new normal and demonstrate adequate ease with it.
2. Be pro-active and flexible. These are necessary changes to existing policies (like attendance, leave, procurement, admission/re-admission requirements, fees, payment system, organizational structure, etc.).
3. Recognize opportunities and develop new programs and services not offered before the crisis.





POSITIVE IMPACT OF COVID-19 ON

# FEU'S INTERNATIONALIZATION

DR. MYRNA P. QUINTO



**DR. MYRNA P. QUINTO**  
Vice-President, Academic Development

**F**EU strongly supports the Commission on Higher Education's (CHED) Policy Framework on the Internationalization of Philippine Higher Education (CMO 55 series 2016). FEU believes that internationalization (IZN) is one vital strategy to enhance the quality of education that will produce graduates with 21st century competencies such as the ability to thrive and work in a diverse multicultural setting.

Even before CHED formalized a more comprehensive IZN framework, FEU was actively involved in twinning agreements and programs with international partner universities, especially student exchanges. But the creation of the Linkage and Mobility Office (LMO) opened more IZN opportunities for the university. LMO organized several activities such as inbound

and outbound student exchanges, joint international conferences, faculty immersions, and student trainings and internships. To be on par with international universities, LMO was renamed International Relations Office (IRO) with wider and enhanced functions. International cooperation, for example, has expanded to Canada.

Just when IRO was starting to intensify its program implementation, the Covid-19 pandemic happened and posed challenges to international cooperation among universities: closure of borders, limited student mobility, limitations in research collaborations, and cancellation of conferences.

Recognizing the importance of internationalization despite these challenges, IRO redesigned and redefined its implementation strategies—the IRO Online— which dovetailed with FEU's pedagogy in the new learning environment. Physical mobility was replaced with virtual mobility. International conferences and internships were done virtually. The most observable outcome of the shift to IRO Online was the significant increase in the number of participants from different universities in Asia for each project. The following were the highlights:

- Almost 500 academic leaders and higher education personnel participated in the Sustainability Initiatives: Case Studies in Malaysia, Philippines and Indonesia (SIMPI) Conference, hosted by FEU



- 15 FEU students participated in the UBAYA (University of Surabaya) Summer Program, Indonesia on February 1-5, 2021
- 19 FEU students completed the Fun Bahasa Indonesia and Cultural Course - Institut Teknologi Sepuluh, Indonesia March 3 to May 2020
- 15 FEU students attended a training on “Experiencing New Normal” through 360 Camera - Institute Teknologi Sepuluh, Indonesia, March 13 - April 17, 2021
- 11 Education students joined the Indonesian Lab School Virtual Practice Teaching, February 8 to May 7, 2021

International adjunct professors who are highly respected in their respective fields also recently joined the FEU faculty pool. They agreed to have a teaching and or consultancy stint with FEU, as the online setup allowed greater flexibility in their commitments and schedules. The adjunct professors included:

- A total of 350 students from 7 countries and 37 different institutions attended the FEU Summer Program 2020
- More than 400 Indonesian nurses and nursing students attended FEU’s training on Communication in the Nursing Profession
- 9 FEU students completed the UMAP-COIL Joint Program 2020
- 3 FEU students participated in National Cheng Kung University (NCKU’s) College of Management (COM) Summer Program : Entrepreneurship for Global Challenge, Empowering Tomorrow’s Innovators
- 40 FEU students are enrolled for one semester in the Bahasa Language Class - Embassy of Indonesia
- 55 FEU students are participating in the Virtual Student Exchange Program in Asia University in Taiwan for one semester
- 25 FEU students participated in the Adamas University Research Forum
- 10 FEU Education students participated in the Indonesian Lab School Virtual Practice Teaching from September to December 2020

- Raj Verma, Phd. , Huaqiao University, China
- Jantima Kheokao, PhD. , University of the Thai Chamber of Commerce , Thailand
- Mila Rosa Librea-Carden, PhD., Arizona State University, USA
- Joemer Calderon Maravilla PhD., RN, The University of Queensland, Australia
- Vikneswaran Nair, PhD., Bahamas University
- Ronnel King, PhD., University of Macao
- Phelim Yong Chen, PhD., Taylor’s University, Malaysia
- Jack Barton, PhD., University of New South Wales, Australia
- Toney Thomas, PhD., Mahatma Gandhi University, India

The pandemic, despite its challenges, turned FEU’s internationalization into a borderless activity: no passport, no visa, no airfare, no accommodation, and no budget needed to engage in the numerous activities. The decrease in costs of IZN initiatives did not reduce the quality of international cooperation and learning. It instead created new ways of connection, integration, and collaborative learning.

The Covid- 19 pandemic was not a limitation but an opportunity for FEU to assert its position in the internationalization arena.

# THE POST-COVID CLASSROOM:

WHEN EDUCATION NEEDS A NEXT NORMAL

by Dr. Benson Tan

Senior Executive Director of the FEU Institute of Technology,  
FEU Diliman, and FEU Alabang)



As lockdown measures remain in the Philippines, many academic institutions in the country have created online versions of their traditional classrooms—students and teachers now meet through collaboration and video conferencing platforms and use various online tools to make up for the lack of face-to-face interaction.

In the blink of an eye, online classes have become the alternative for both students and faculty in the academe. However, this is not new. Some schools, especially tech and higher education institutions, have been investing in education technology or edtech over the past decade. Market research firm Metaari found that investments made in learning technology companies in 2019 reached \$18.66 billion globally.

The Philippines, in particular, has its fair share of edtech solutions. It is home to a number of edtech companies, such as Edukasyon and KITE eLearning Solutions, that have deployed their systems in a number of schools and universities all over the country. One of the reasons the Philippines is starting to catch up with technologies in education is that its large and growing number of children belonging to the Gen Z population, who grew up in the age of social media and mobile apps. Filipinos are also known for spending the most amount of time online, taking up an average of 10 hours a day on the internet or any device, according to Hootsuite and We are Social.

There are still many schools in the country that are not as tech-savvy as others, which is why they turn to third-party collaboration platforms that have enough basic features to enable online classes such as Zoom, Skype, Microsoft Teams, and more.

While convenient, these tools have not created a big dent in the learning process. Some classes are still synchronous, and they follow almost the same processes that were present in classrooms prior to the pandemic. The migration of the



**DR. BENSON TAN**

***Just as the world is moving towards the “new normal”—a period of reformed processes as we continue to suffer from the effects of COVID-19 pandemic—the education sector, in short, should also move towards that direction as well. The age of individualized and advanced learning starts today.***

education sector online has become too literal—students listen to their teachers through a screen, access materials through file repositories, take exams, and proceed to the next subject with a passing grade.

This process has made others question if these basic online learning processes are as viable as they sound.

Peter Herman, a professor of English literature at San Diego State University, once asked his students to evaluate their experiences with online education and came up with a single conclusion: current online learning processes are

not as effective as they seem. One student complained that he or she watched the posted lectures but was not able to learn and retain the information in their learning materials.

“I did not feel challenged like I had been in the first half of the semester, and I felt the quality of learning had gone way down,” another one of Herman’s students said.

In education, what works for one may not work for others, and that remains to be a fact even as the sector moves online. Each student has different learning capacities and requires different learning methods for them to completely retain information. In other words, one size definitely does not fit all in education. The shift online and other relevant factors have

definitely been a wake-up call for academic institutions to reassess their operations, processes, and delivery of quality education.

Mike Luz, associate dean of the Center for Development Management at the Asian Institute of Management, said that there is a need for the Department of Education to achieve higher quality education as it shifts online by reducing the number of topics that students typically take. He explained that the Philippine curriculum teaches too many subjects, resulting in students cramming knowledge and passing their subjects without complete mastery of what they have learned.

When it comes to preparing education for the “new normal,” a teacher at a government school in Quezon City expressed that the sector would experience many roadblocks, the first of which would have to be educators going online as well. This is difficult for those who are not as tech-savvy as the younger generation of teachers. She added that even with the proper alternative resources already on hand, the quality of learning might not change, contrary to popular belief.

Lastly, according to Love Basillote, executive director of Philippine Business for Education, solely promoting online classes would also not improve the situation as it would take more in-depth preparation to modify the system.

Just as the world is moving towards the “new normal”—a period of reformed processes as we continue to suffer from the effects of COVID-19 pandemic—the education sector, in short, should also move towards that direction as well.

The age of individualized and advanced learning starts today.

Some countries have already begun employing advanced edtech systems to boost their education sectors before and in the midst of the pandemic.

In Indonesia, some universities use HarukaEDU, an online learning portal that organizes distance lectures and facilitates student capacities. The company has edtech solutions for individuals and corporations as well, promoting the value of learning regardless of age and status in life. It is used by Harapan Bangsa Institute of Technology, London School of Public Relations, and PPM School of Management, among other learning institutions.

In the Philippines, many higher education institutions use various learning systems to enable online classes for their students as well. We at the FEU (Far Eastern University) Institute of Technology, FEU Alabang, and FEU Diliman employ MILES, which is short for Mastery-based Individualized Learning Enhancement System. It is a digitized educational system that is one of a kind as it personalizes the learning experience for each of our students.

MILES is an innovative strategy in education that emphasizes the need for students to achieve a level of mastery in topics before moving on to the next subject topics. This helps build a solid foundation for present and future learning.

Aside from these core benefits, MILES evidently provides students with the opportunity to study at the comfort of their own homes. As we continue to navigate the consequences of the pandemic, which includes the suspension of face-to-face classes, students will greatly benefit from learning online, especially with a proactive system such as MILES.

Meanwhile, in Vietnam, online education provider Topica partnered with more than a dozen universities in the country. It offers online bachelor’s degree programs for higher education institutions and other online educational products that are augmented by artificial intelligence to create a personalized learning experience for all students.

Apart from its degree and tutoring programs, Topica also handles an online platform called Edumall where users can find 2,000 short skill courses paired with video learning contents about various topics such as Microsoft Office applications, programming skills, and lifestyle and edutainment topics.

With these solutions already available in the market, there is no other time for academic institutions to enhance the learning experience than today. However, some institutions may still be apprehensive about integrating the old with the new, especially as some educators are not as tech-savvy as their students. Nick Hutton, Regional Director Asia at e-learning platform D2L, clearly explained this phenomenon,







saying that some traditional educators, mostly in Southeast Asia, see technology as a replacement rather than an enhancement tool in education. “It is difficult to convince them to change when they have been teaching in one particular mode for 20 years,” he said.

There is also a common misconception that e-learning is only possible fully online. But the reality is, it can be integrated in different learning modes such as blended learning as well.

Times are changing. Technology is already in our midst—it is now only a matter of grabbing it and integrating it into our systems. While some still prefer face-to-face schooling, we have to accept the fact that advanced online learning will become the norm in the new or rather “next normal”. The education sector had to pivot at such an unprecedented time but we cannot remain static as we continue to experience the effects of the pandemic.

# LEADING FOR A BETTER NORMAL

**Jojo Fresnedi**

*Managing Director - Except One Pte Ltd*

**D**id you ever think Covid-19 could change the world overnight? Before December 2019, we've never even heard that this virus, super new and super lethal, existed. And now, if you read what the experts say, it seems like it's here to stay.

It has plunged the world into massive uncertainty and unpredictability. Every time something like this happens, the natural human tendency is to feel lost. And with that state of mind, come feelings of stress, anxiety, frustration, and helplessness.

This is a time for leadership. Leading for a Better Normal. (I owe that term to Prof. Michael Tan of UP.) This article comes in three parts. Part 1 is my definition of leadership and some key leadership indicators. Part 2 consists of my observations of how leadership is exercised – or not – during this pandemic. Part 3 is what leaders need to do to create a better normal.

I've been doing leadership development for over 30 years. I am a trainer, curriculum designer, talent management director, life coach, speaker, and a leader in corporations many times over. I've personally seen how leadership works – and how it does not.

## **PART 1: A DEFINITION OF LEADERSHIP**

Leadership is mobilizing people for a common purpose to make a positive difference.

By mobilizing people, I mean rallying, summoning, calling to arms and compelling people to action. There's an anecdote that illustrates this. When Cicero spoke, people applauded. When Caesar spoke, people marched.

The common purpose is the greater good as opposed to personal interests and ambitions.

To inhabit that definition, a leader needs to remember the following things:

#1 – Leadership is about creating new realities. It is about bringing forth something that didn't exist before. Leadership is about envisioning, aligning, and empowering.

#2 – Leadership is about action. There's a beautiful saying in Papua New Guinea: "Knowledge is only a rumor unless it lives in the muscle."

#3 – Leadership is about four tasks. You only need to remember four. One, providing direction. Two, delivering results on that direction. Three, growing people, especially more leaders. And, four, creating a healthy environment, one where people can say, "I am valued. I belong. I make a difference." Leadership is a verb.

#4 – Leadership is service. You've all heard of the term "Servant Leadership". Robert Greenleaf of AT&T coined the term in 1970. He wrote: "The servant-leader is servant first ... It begins with the natural feeling that one wants to serve, to serve first.

## PART 2: LEADERSHIP IN A CRISIS

Let me now talk about the crisis we're in and how leadership is exercised. Nothing reveals – or exposes – leadership competence or the lack of it more than a crisis, like Covid-19.

A crisis is both a spotlight and a microscope. Many look good; others do not. In the former are the leaders of New Zealand, Taiwan, Germany, Vietnam, Iceland, Singapore. In the latter are the leaders of the US, UK, Brazil, India and, sadly, our own Philippines.

What did the leaders in the former group do? What did the leaders in the latter group do? How did they exercise leadership?

Professors Michaela J. Kerrisey and Amy C. Davidson of Harvard Business School said that crisis management requires a leader that overcomes his instincts so he can lead effectively. Crisis demands a counterintuitive mindset. They have identified four critical behaviors. I shall use these behaviors to frame my observations:

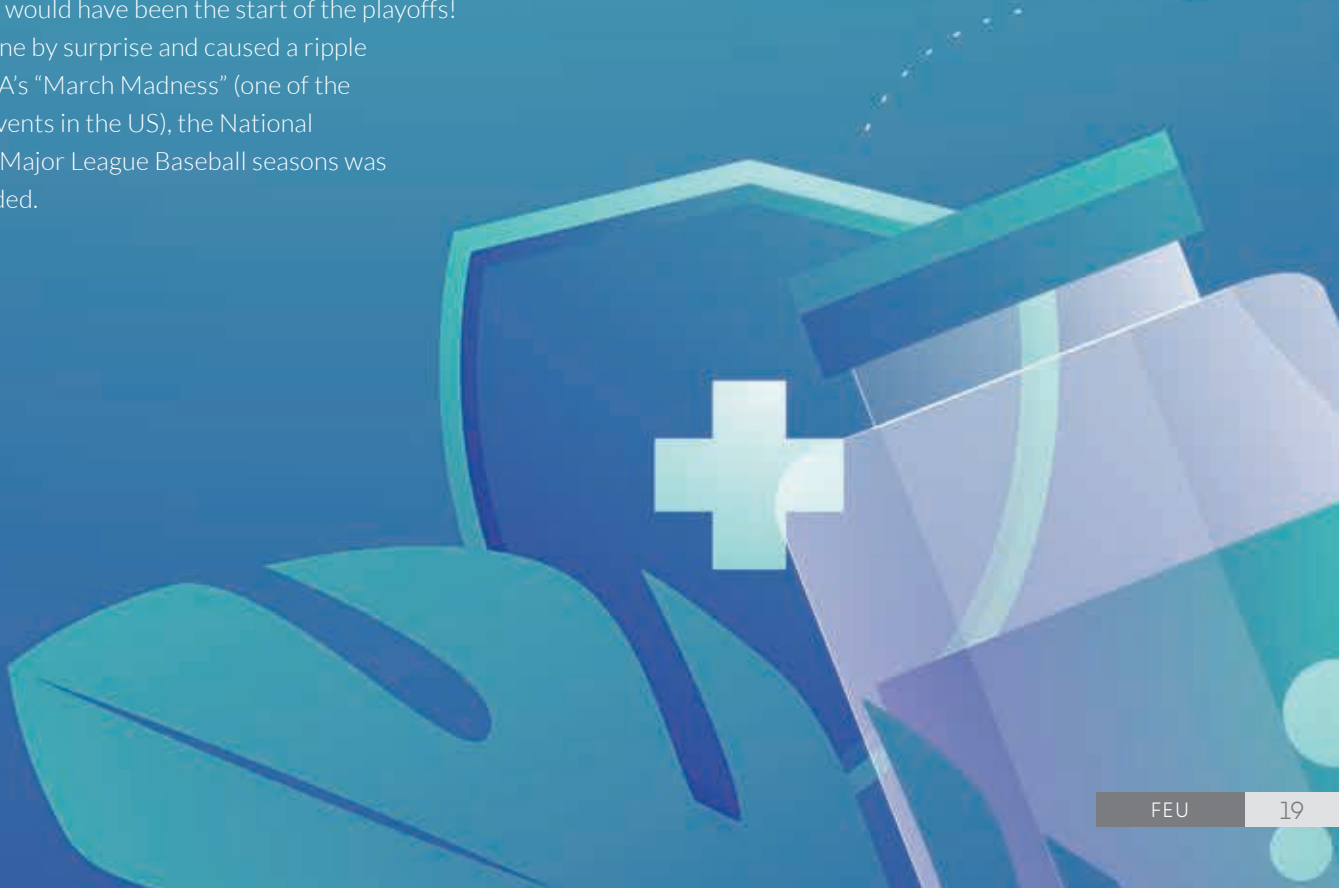
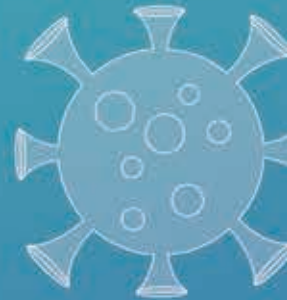
#1 is Acting with Urgency. The instinct to overcome is waiting for additional information.

Consider the action of Adam Silver, the Commissioner of the National Basketball Association (NBA). On March 11, the day the World Health Organization designated Covid-19 a pandemic, Silver suspended the season. The following month would have been the start of the playoffs! It caught everyone by surprise and caused a ripple effect. The NCAA's "March Madness" (one of the biggest sports events in the US), the National Hockey League, Major League Baseball seasons was likewise suspended.



**JOJO FRESNEDI**

BS Psychology  
FEU Class 1979



With the situation largely uncertain, the smart move would have been to delay action until things became clearer. Why risk billions of dollars? But Silver reasoned: by the time the dimensions of the threat are clear, you're badly behind in trying to control the crisis. He was right!

#2 is Communicating with Transparency. Communicating bad news is a thankless task. Leaders who do so risk demoralizing citizens, employees, customers, stockholders, investors, and others. It is bad for the leader's popularity. So, it takes wisdom and courage to understand that communicating with transparency mitigates risk.

Watch Prime Minister Lee of Singapore conduct his public briefings, and you'll die of envy. In a clear, coherent manner, in the languages of Singaporean citizens (English, Singaporean Mandarin, Malay), PM Lee would lay down the facts (how many cases to date, where the virus came from, in which area it was heaviest), and detail the action to be taken. He would always end with a note, that with the usual Singaporean discipline, the country could overcome the crisis. (Jacinda Ardern, by the way, ended all her briefings with the words, "The enemy is the virus, not the people who contracted it. Always be kind.")

#3 is Responding Effectively to Missteps. Covid-19 spawned a crisis that is new – and very complicated. Problems and mistakes happen regardless of how well a leader acts. How a leader responds to these unavoidable mistakes and unexpected challenges is just as critical to his or her first responses.

#4 is Constant Updating. As someone who coaches leaders how to manage change, I tell my client-leaders, "Continue the briefings, even if you sound like a broken record. Remember: people are under stress, they're scared, they feel like they've lost control.

It's difficult for them to absorb your message. You have to repeat yourself several times because if they don't get you, they'll make up their own message and spread it."

## The Leader's Character

I'd like to say a few things about Filipino virtues and how they relate to leadership today.

I'll begin with the core foundations of our Filipino humanism – kapwa and loob. According to Prof. Virgilio Enriquez, founder of Sikolohiyang Pilipino, "Kapwa is a recognition of a shared identity, an inner self shared with others. It is unique to us because its inclusiveness implies the moral obligation to treat one another as equal fellow human beings." Prof. Enriquez added, "If we can do this – starting even just in our own family or our circle of friends – we are on our way to practicing peace."

Recall the nation's response when Taal Volcano erupted. The South Luzon Expressway was filled with private and public vehicles rushing food, water and clothing to affected communities. Many adopted communities and established temporary shelters for displaced families.



Recall, too, the reaction of companies, major and small ones, and private individuals when Covid-19 landed in the country. Donations, both cash and in kind, poured in. Major initiatives began, THAT is Kapwa. I am not well if my neighbors are not well.

### PART 3: AFTER THE CRISIS

Sarah Zhang, staff writer of The Atlantic, penned a sobering article entitled “The Coronavirus Is Never Going Away.” She said experts say Covid-19 has become too widespread and too transmissible. “The pandemic will end at some point – because enough people have been either infected or vaccinated – but the virus continues to circulate in lower levels” around the globe. Cases will wax and wane over time. “Even when a much-anticipated vaccine arrives, it is likely to only suppress, but never completely eradicate the virus.” Bottomline? “We will probably be living with this virus for the rest of our lives.”

What then should leaders focus on? What would be required of them?

Writing in Strategy + Business, Bhushan Sithi and Jean-Francois Marti of PricewaterhouseCoopers recommend a shift in attention when things begin to improve, namely, from “survival and resilience to recovery and long-term health of your company.” They said it’s time “to redesign your customer and employee experience.” There are four things leaders should do:

#1, Go deep on employee safety and well-being. Make a promise to your employees that you will take care of them, and mean what you say. Ramon S. Ang, Chairman of San Miguel Corporation (and FEU Alumnus), has declared over and over that lives are more important than money.



He said, “We can make money again later, but life once you lose it, it’s gone forever.” Nothing could be more sensible. When the government said it was OK to go back to work, SMC had all of its 70,000 employees tested for Covid-19. SM Holdings did the same. SMC, Ayala Corporation, and United Laboratories promised full pay for their employees during the lockdown.

#2, You’ll have to give employees the tools and support they need to shift from face-to-face collaboration to long-term, virtual work. These may include: laptops, faster WiFi, Zoom subscription or connection, cloud storage, office furniture, etc. Your online/IT systems are critical.

#3, Deepen your connection with those who work for you. Here’s a good question: If you’re working remotely, what is the new meaning of belonging to an organization? I won’t pretend to know the answer to that one, but it’s certainly worth thinking about. Given the distance, leaders would need to double down on a strong and positive work culture, one that demonstrates a connection to and care for employees in every possible way. This requires authenticity, compassion, and empathy from leaders.

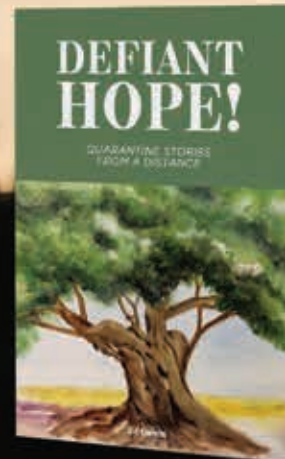
#4, Reconsider how you you’re defining success. This pandemic will force us to re-evaluate how we work and how we measure employee performance. How does a leader ensure employee productivity and well-being while they’re trying to cope with the disruptions of working remotely, at the same time, worrying what the future may hold for their careers, families, and loved ones? What positive behaviors would you like to spread throughout the organization and that negative ones should be eliminated?

I’d like to close with the words of Kouzes and Posner, pioneers in the field of leadership development. “Leadership is an art, performing art. And in the art of leadership, the artist’s instrument is the self. The mastery of the art of leadership comes from the mastery of the self. Ultimately, leadership development is a process of self-development.”

A good leader is a good person.

# STORIES

*Reflections written during Easter Week, recalling the big moments of the short-lived UAAP Season '82 and remembering the resilience of athletes side-lined by injuries highlighting the scenes behind their exploits on the courts.*



**W**HEN WE LOOK BACK at the disruption of sports in the year 2020, we will probably focus on the unprecedented scale of the cancellation, suspension or postponement of events that we had looked forward to abroad and at home, starting with the Tokyo Olympics, the Wimbledon Lawn Tennis Championships, the “March Madness” of NCAA basketball, and the NBA skirmishes in the USA, and here the abrupt end to the UAAP Season 82, among others.

## Memorable Sporting Moments

My thoughts, however, go back to a few memorable accomplishments of teams who made their mark in the collegiate ranks, and a number of sportsmen and women who went beyond the call of duty and recovered from serious setbacks.

In basketball, the perfect season (an undefeated 16-0) achieved by the Ateneo Blue Eagles under the tutelage of Tab Baldwin to cap their three-peat championship, easily tops the charts. The Hail Mary team played with discipline from the start, followed an impenetrable defense system and remained unbeaten – rare indeed in collegiate sports. The Lady Bulldogs of National University surpassed themselves by equally registering an unbeaten streak of 86 games won to snatch another trophy in their journey to legendary status – an incredible six-peat team in women's basketball.

## A Rare Football Ten-Peat

Closer to home, I witnessed a young high school team from FEU Diliman that claimed their tenth championship in a row – a rare feat that, perhaps, will not be replicated for a long time to come. Two Korean coaches (Master Kim Chul Su in the early years, and his current young replacement Coach Bae Bo Park, now on his 5th year), backstopped by the veteran Vince Santos, molded the team's work ethic and ensured the return to basics, enabling the young players to engage in an exciting brand of a rapid short-passing game that encouraged scoring runs from the wings combined by a feisty defense that did not wilt under pressure.

But what truly impressed me in my few years of experience with FEU student-athletes supporting their coaches in their efforts to build team and character was the athletes' capacity to overcome adversity, their resilience and determination to recover from serious setbacks, particularly, injuries which at times seemed to be career-threatening.

## Courage Trumps Fears

A few brief stories of resilience stand out, and may be worth re-telling.

I remember the volleyball spiker Lycha Ebon in her rookie year, as she lay hurt on the right-side of the court crying in

# STORIES OF RESILIENCE

## ON THE PLAYING FIELDS

by Ed Garcia

pain. After top-scoring for her team towards a deciding fifth set in a game against Adamson, she suffered a year-ending Anterior Cruciate Ligament (ACL) injury which took many months of physical rehabilitation after surgery – a recovery that was prolonged after she suffered a recurrence of the injury during practice.

Under the guidance of the team therapist, Coach Lou Regidor, she had to do daily workouts, follow a strict regime as well as a certain diet, and, most of all, maintain her mental toughness to get back to speed with her team.

I remember the green and gold footballing brothers, Paolo and Cholo Bugas, sustaining injuries in mid-season and insisting that they wanted to be back on the pitch. I cannot forget the day I witnessed Paolo writhing in pain on the ground as he held his knee before we rushed him to hospital. But such was his resilience that when his team reached the finals, Paolo insisted on playing even just in the second half of the final game. The coach obliged, and Paolo took one offensive run during extra time, and kicked an arching stunner that deflected against a defender and zoomed past the opposing goal keeper to score the winner for the eventual champions.

I remember injuries sustained by other players in the collegiate ranks sidelined for the season – coming back to play with the same desire, discipline and dedication which has become a source of inspiration and, hopefully, of encouragement to many young people who refuse to allow setbacks to crush their dreams.

From UST, the sensational Eya Laure and the lanky Milena

Alessandrini brought down by injuries sustained during games; as well as, the brilliant Ateneo setter Deanna Wong, National University's lone setter Joyme Cagande felled by a knee injury in the first game of her rookie year; UP's formidable Isa Molde injured in mid-season; Adamson's eventual captain Eli Soyud who had to overcome a meniscus tear injury, among others.

### **They Also Stood Out Who Refused to be Sidelined by Setbacks**

At this time of reflection occasioned by the disruptions on the courts and the playing fields, it is good to remember what some of our collegiate athletes have had to go through to recover from painful setbacks to go back to the courts. Indeed, they stood out despite the blows; though side-lined by injuries, they refused to give up.

Their stories of resilience will be remembered by fellow athletes and fans alike, and hopefully ignite a more resilient spirit among our youth today. Watching their games live or on the tv screen, we only see sometimes the passion, the glamor and the glitter. We sometimes fail to appreciate the sacrifice, the hard work and the tears behind the scenes that go into their games.

As we pause from sports, it is good to remember the courage some of our collegiate players have shown: to recover from serious injury, to work hard on the rehab, to re-incorporate into the line-up and to continue to pursue their dreams!

*-Excerpt from Ed Garcia's book "Defiant Hope: Quarantine Stories From A Distance" / 2020*



# TAM QUARANTINE STORIES



## Johnas M. Silang

*Nurse, Ulster Hospital in Northern Island-UK  
FEU-IN Batch 2011*

The values at FEU and our motto to “BE BRAVE” helped me fight and stand up always for patient and staff safety while I am here in the UK. I was vocal in providing insights to Filipino nurses and teams working directly with COVID19 patients.

The majority of British people are very appreciative of its health workers and to Filipinos as well. Aside from patients' thank you gestures; they would clap their hands and cheer for nurses, doctors and NHS Staff working in this crisis. Even the Queen, Prime Ministers, and all other leaders and people of the media would show great appreciation and boost our morale. A culture that we should also embrace and practice as Filipinos.



## Hilda Uy Forcadela, MSN, CRNA

*Nurse Anesthetist, Piedmont Triad Anesthesia. Physical Assistant (P.A.)  
FEU-IN Batch 1990*

My husband and I are both working in the medical field, my husband as a cardiac nurse, and I as a nurse anesthetist. Ten years ago, when my husband contracted H1N1 flu, he was quarantined in our house while I, pregnant with my third child had to work and take care of my two other young children. Ten years forward, we are confronting another infectious disease that affected the people around the globe that no one has seen or had managed before. This time our duty to our patients is more concerning because we are all ill-prepared and the disease is evolving and we are relying on the events from other countries that had been dealing with the health crisis to manage it. There is no cure or way to prevent it since there's no vaccine. It was advised for everyone to socially distant themselves from one another. Picture that on our 25th Wedding Anniversary last month, a memorable one indeed! With the lack of PPE and even the scarcity of testing kits like going to a war without any equipment to protect ourselves or any weapons to combat the disease in which you have no idea who your enemy is.







## Allyana Julieta Marie A. Maralit

*Student Leader, Institute of Arts and Sciences (IAS)*

Due to the COVID-19 pandemic, I realized that empathy is one of the important things people should learn within and outside the family. Since the pandemic, our family business has been affected and every member of the family, not just my parents, had to think of different ways to compensate the loss from our business. My younger brother had to apply for a job at a BPO company to help with bills at home, while I had to come up with a small food business online to sell as my own little way to help our family. Seeing each of my family members sacrificing and doing things to survive this situation made me feel the need to help and empathize with everyone is experiencing. With all the lessons brought by this COVID-19 pandemic, I think that we are capable of facing any more challenges ahead of us as long as we continue helping each other and making things work to get by.



## Mary Joyce E. Cristobal

*Student leader, Institute of Accounts, Business and Finance (IABF)*

I realized that support from friends (with their simple social media shares, likes, retweets, etc.) helps a lot and I also realized that it costs nothing to support others. I know that not every Filipino has the same privilege that I have. Especially because we are in a third world country, where poverty is rampant. I realized that *hindi rehas at dahas ang sagot sa mga problema. Maraming Pilipino ang nagugutom at gagawin ang lahat ng bagay para lamang may maipakain sa kanilang pamilya*. With this virus as an enemy, not everyone's life is secured. As a student leader, I was also able to use social media as a platform to be the voice of the minority by sharing information and avoiding the spreading of fake news and also by being able to somehow give a little help to the less fortunate or those greatly affected by this crisis. Life goes on even if there is a pandemic that we are facing.



## Kyla April Grace Quijano

*Student Leader, Institute of Architecture and Fine Arts (IARFA)*

*Para sa akin ang pinaka importanteng aral na natutunan ko sa panahon ng COVID-19 pandemic ay kahit anumang pagsubok ang dumating sa ating buhay ay huwag tayong mawalan ng pag asa na muli tayong makakabangon sa kalamidad. Bilang isang mamamayan, estudyante at student leader, masasabi kong wala tayong dapat gawin kung hindi ang magdasal, magtiwala sa Diyos at maging isang mabuting tao. Palagi tayong ngumiti nang walang pag aalinlangan kahit na ang mundo natin ay puno ng pasakit at pagsubok.*



## Glann Leo Santiago

*Student Leader, IAS*

As a student who has the privilege of being in a private university through a full academic scholarship, I have always thought that the life that I have is the 'less privileged.' Being surrounded by people who always have their iPad on one hand and iced coffee on the other, I have always felt-- that I have it hard. Everything changed with an encounter I had during the General Community Quarantine because of the pandemic. I was in a Grab car on my way to my dormitory in Manila to retrieve my belongings. During the ride, my driver, who was separated from me with a plastic sheet as a protocol, asked me if I was a student. I politely said yes, and he told me that I must be so stressed out by the pandemic. And honestly I was not, but the tone of the driver compensated for the lack of facial expression due to his face mask. He was trying to share his story with me. As we drove along, he told me that he has two children, both of whom are in elementary who are having a hard time trying to learn because of the lack of resources and parents who can teach them. He went on and discussed his challenging experiences during the Enhanced Community Quarantine, with no income and support from the government and contained within their house. As someone who was just busy either doing his academic workload or streaming online during the quarantine, I never really thought that I would hear such problems firsthand and I was left with no words to reply. As soon as I stepped out of the cab, I knew something changed within me. That encounter taught me about his comforts, and how I must act to help those who are in need proactively. I was tone-deaf to the struggles of others, but this experience taught me so much about the privilege. Work has to be done to get things not just back to normal, but better.



## Dana Estrella

Student Leader, IABF

This may not be directly related to the pandemic but I learned to get rid of the *mañana* habit. I gave birth during ECQ, probably one of the worst times to go through it. My baby's needs were incomplete due to unforeseen closure of establishments so I had to resort to online shopping and, including expensive (multiple) shipping fees. Our car had to be checked every single day to make sure it was working perfectly since there was no alternative transportation. We had to make sure that our things were complete for several days since we could not go out. We had to make sure our documents were complete so we would have no problems passing through checkpoints. We had to stock a month's worth of groceries, especially water. I just had to get everything ready and planned since our time was basically, not in our hands anymore. These times taught me not to be too relaxed about everything and to actually look at the possibilities because the world we see today may not be the world we will see tomorrow. Who would've thought that the world would stop because of a virus? Looks and sounds like a movie to me but it is actually happening. Being equipped and ready is really key and that is the lesson that I will carry for the rest of my life.



## Vhea Bartolome

Student Leader, IAS

The pandemic challenged us greatly. Businesses halted and classes were cancelled. The whole country was under a strict community quarantine. Suddenly, all of us had to adapt to what was now called the "new normal". My grandmother and I had just come back to the Philippines when the news broke out. The anxiety that we felt was unimaginable. We equipped our home with enough food, masks, and disinfectants to survive for a month thinking that this crisis wouldn't last for long. A month passed and the situation did not get any better. My mother, who is working abroad, did not get paid because their clinic was closed temporarily. While my father, who is also working abroad in a different country as a seafarer, was quarantined in their ship in the Bahamas. He eventually went back home to the Philippines while my mother stayed abroad. During those times, I could not help but feel worried for their safety. I talked to my grandmother about this and she told me to remain calm. It is best if we try to calm ourselves, have faith and believe that everything will eventually get better. Fortunately, both of my parents are safe and my mother is now back to work. There are still times when I am worried; however, my family is quick to remind me to remain calm and assure me that we will survive this pandemic together. We have to accept that change is constant and we have little to no control over things. Best to adapt to life's ever-changing story.



# BRAVING THE CRISIS

# *Together*

The Year 2020 started great for the Alumni Relations with its successful first FEU International Nursing Conference at the FEU Auditorium on February 5. In partnership with the FEU Nursing Alumni Foundation and the FEU Institute of Nursing, exemplary alumni from Stanford University, University of Queensland, University of Miami, Baylor College of Medicines, Massachusetts General Hospital, and New York-Presbyterian Hospital shared their knowledge and expertise with almost a thousand attendees.

With the eruption of the Taal Volcano, Alumni Relations Office (ARO) together with the FEU Volunteerism Services Office (VSO), and the Nicanor Reyes Memorial Foundation (NRMF) launched the Tambayanihan program. FEU officers and volunteers were quick to respond and were able to distribute 2,400 food packs to a number of evacuation centers in Batangas, Laguna, and Cavite.

The months that followed, however, turned out to be more challenging not just for the University and the country but for the whole world with the onset of the COVID-19 pandemic.

Once again at the forefront of disasters and calamities, ARO responded by launching the Brave As One against Covid-19 Program.

Thousands of Personal Protective Equipment (PPEs), face masks, vitamins, hygiene kits, meals, and food packs were distributed to frontliners, stranded students, and less fortunate kababayan who were heavily affected by the pandemic.



### **TamGabayAral project**

Moreover, the TamGabayAral project was created together with the VSO to help poor but deserving students by providing them with gadgets and internet connection so that they could continue with their online classes.

To continue to serve the alumni community during the lockdown, the ARO migrated all activities and services online. It now has an online Alumni Card Application, Alumni Online Store, Tamaraw Conversation (TamCon), Alumni Speakers Bureau Webinar Series, and last December 5, 2020, the first virtual Alumni Thanksgiving Concert in lieu of the face-to-face annual alumni homecoming. All of these initiatives were made possible through the generosity of alumni, administrators, faculty, students, and partners.

# DRAWING ON DIGITAL STRENGTH IN PANDEMIC TIME

It is critical to stay connected. Having a strong brand and consistent virtual presence for the University enables the institution to ensure that the whole community is provided with digital space that delivers a full experience and keeps them engaged. More than transitioning from physical classes and meetings to Canvas, Teams, and Zooms; from seminars to webinars, students must see the value for their money. Faculty and staff must have to make important decisions at crucial times.

Through its different departments, the Corporate Affairs Office (CAO) promoted the FEU brand of education and showcased the vibrant campus life through online events and activities for the First Semester of S.Y. 2020-2021.

The Alumni Relations Office (ARO) launched the Alumni Speakers Bureau Webinar Series, which discussed relevant topics and current issues with distinguished FEU Alumni as speakers and topic experts. To date, there have been 11 episodes in the series. ARO also launched Tamaraw Conversations (TAM Con), a talk series in a lifestyle format, featuring FEU Alumni with inspiring stories. The TAM Con premiered with nurse Lorraine Pingol who helped deliver a baby in a side street.

FEU Center for the Arts (FCA) kept the arts, dance, and music alive through online events, workshops, performances, and throwback videos posted on Facebook and the FCA YouTube page which now has more than 1.07K subscribers. Student artists continued to showcase their talents on their

respective online platforms. FEU Theater Guild had the Quentong Quarantine Series and Theater in a Minute, while FEU Guides' Creepiyu V went virtual with a mystery-solving podcast and art exhibit.

The FEU Dance Company and FEU Chorale produced several performances with each member dancing and singing from their homes. These videos were uploaded online and used in different university events. Some of the notable performances include FEU Chorale's rendition of "Better World," used in the One FEU Tribute video and "Kampana ng Simbahan" for Pasko sa Piyu and the FEU Dance Company - "Begin Again" for One FEU Tribute.

Marketing and Communications Office (MCO) coordinated with various academic and non-academic departments to embrace webinars and promote their programs online. From August to December 2020, MCO streamed over 100 live events and prerecorded programs. On August 8, a One FEU Tribute video was produced to recognize all FEU graduates of class 2020 in FEU's nine campuses, gathering a total of 83k unique views.



MCO expanded its services to produce online events. The team supported the FEU Public Policy Center's forum "Urban-novation: Multisector Solutions to Local Development Challenges," and the first "Premio Abad." #TambayTuesday, a live broadcast of the campus once a week, garnered over 310.2K views from September 2020 to January 2021. The FEU Facebook and Twitter are among the biggest official university accounts in the Philippines.

FEU Bookstore and FEU Publications joined the "Aklatan 2020 Online Bookfair" to promote and increase sales of books and merchandise.

The Media Center Services (MCS) constantly provided their expertise whenever needed to produce videos for premieres and live events. Pasko sa Piyu 2020 was streamed online with the live lighting of the Christmas Tree on campus, "Christmas In Our Hearts: An Online Thanksgiving Concert with Jose Mari Chan" premiered on FEU ARO Facebook page on December 5, and the FEU Year-End Party 2020: Sama'y Bahay at Aming Office was produced by MCO with video playbacks edited by MCS.

Book Launches were done virtually. FEU Publications, MCO, and MCS worked together on the program and live event for the release of "Dugout Diaries" by Ed Garcia and the poetry book "Ambahan" by Quintin Pastrana.

Through the continuous collaboration of the different CAO teams, annual activities, webinars, and launch events were successfully transitioned online. As FEU moves forward, the Corporate Affairs Office will continuously strengthen up its brand identity, marketing, and online presence to raise its bar of quality and excellence.



## **ADD TO CART!** **CHECK OUT FEU'S ONLINE STORES**

The pandemic has not only changed the education landscape but also our shopping experience. Online stores have since become increasingly important for a business's success as those electronic stores continue serving existing customers, making shopping easier for them.

For the Tams Bookstore, its partnership with Lazada and Shopee helped boost its marketing channels and presence in the new audience of online shoppers who have increased since the restrictions in mobility during the lockdown.

The newly launched FEU Alumni Store primarily caters to the alumni. Proceeds from the sale of merchandise go to the OneFEUfund which, in turn, supports its initiatives on Scholarships and Financial Aid, Faculty Development and Research, Sports Development, Artistic Development, and Community Services. The OneFEUfund is the collective effort of the brave alumni to ensure that the torch is successfully passed on to the students. The fundraising program focuses its resources on scholarship and financial aid, faculty development and research, sports and artistic development, and community service.

Visit these links and check out the Tams merchandise:

Tams Bookstore on Shopee: <https://shopee.ph/feutamsbookstore>

Tams Bookstore on Lazada: <https://www.lazada.com.ph/shop/feutams-bookstore/>

FEU Alumni Store: <https://feualumnistore.com/collections/all>



# INNOVATION AS A KEY TO SURVIVING THE PANDEMIC

By the FEU TECH INNOVATION CENTER Staff

The reason for our survival is innovation. We never realized the importance of innovation until the pandemic and also recognized that technology is one of the primary solutions for survival.

COVID-19 pushed people and organizations and compelled them to adapt and to survive unexpected challenges. Technology was their ally to sustain how to live and to overcome hurdles especially in education, work culture, and health. Innovation can help solve the evolving demand of the current and future global challenges.

Throughout the COVID-19 pandemic, the education sector adapted to the “next normal” by equipping the students with the right skills and knowledge to prepare for future innovation challenges and to educate the students to become more aware of society’s biggest real problems and to solve them through innovation and technology professions.

At the FEU Tech Innovation Center, we have currently embarked on flagship programs created to build the



next generation of nation builders to solve society’s biggest problems. **The Startup Academy** is an academe-based venture-building program where students who want to become entrepreneurs are given a platform to pursue their business ideas and receive support from industry experts. Inspired by “uncovering” the stories of





transform and positively impact communities through technology innovation. **FTIC Launch** (Accelerator Program) ; **FTIC Venture Builder for EdTech Solutions And Research Commercialization** (Venture Building Program); **FTIC Professional Education** (Continuing Education Program), and the **FTIC Innovation Specialization** (Design & Innovation Program).

As the education sector adapts to the new normal, it has revolutionized and forced fundamental changes in the teaching-learning process. Digital transformation and distant learning materials are some of these tools to cope with the crisis. And while it is still

successful individuals, **UNMASKED** gives the audience a sneak peek of the lives of these people so they can be role models for the community. **TECHX Tech X** is a flagship monthly event that aims to create awareness on global emerging trends and current advancements in

uncertain how the Covid-19 pandemic will continue to reshape and transform schools and universities, various innovation and technological opportunities can be expected to emerge and provide better education for the students.

technology while the **Innovation Breakfast Club** is a program created to support aspiring and existing entrepreneurs to seek advice from the coaches and mentors of FTIC.

Aside from these, we are also gearing up to pursue other programs such as the **MINDHAC** which aims to provide student innovators and aspiring tech entrepreneurs with a platform to design solutions and technologies to help enable public affairs leaders and companies understand how the public thinks. **Engineering for Impact** is a program that will enable the creation of innovative and impact-driven solutions to



# #Braveramidst COVID

The COVID-19 pandemic is an unparalleled phenomenon most of us never imagined. Our situation is constantly changing and we are presented with a new set of surprises and concerns in various areas of our lives. It affects us, our family, and our Tams communities, specifically the personal, social, academic, career, and physical aspects of our lives that contribute to our psychological well-being.

Mental and physical concerns occur over the course of our life especially when we are faced with a lot of stressors. In this times of uncertainty and fear, let's be mindful that we overcome this together, beginning with ourselves, then sharing our sustained well-being with our schools and community. Here are practical steps to maintain healthy psychological well-being:

-  Have a growth mindset that is open to challenges, criticisms, and success of others. Exert positive efforts and avoid negativities.
-  Develop the neuroscience of empathy, compassion, and kindness.
-  Know your character strengths most especially bravery, fortitude, excellence and uprightness, gratitude, humility, simplicity, patience, and transcendence.
-  Back up yourself with the psychological capital of optimism, hope, self-efficacy, and resiliency.
-  Enjoy healthy hobbies, interests and lifestyles that will give you pleasure and peace.  
Learn new things.
-  Use online platforms in moderation and do not spread fake news.
-  Be aware of the true north that will provide meaning in your life.
-  Have clear short and long-term goals.
-  Enhance your ability to know your limits and make responsible decisions.
-  Educate yourself on mental health and develop pragmatic coping mechanisms, well-being plans, and programs.
-  Contribute to being a great Tam example and well-being advocate online and offline.
-  Develop quality connections with your God, loved ones, mentors, counselors, doctors, and pets.

These practical tips will help you maintain healthy psychological well-being for a braver life that is free from worries, mental health concerns and other sickness in these trying times.

For FEU Guidance & Counseling, connect with  
**FEU G & C online.**



## Dugout Diaries

*Ed Garcia*

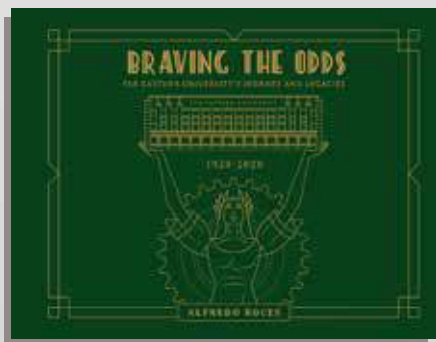
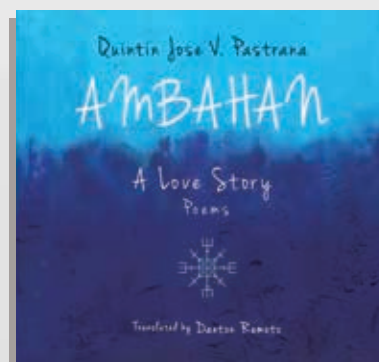
“Dugout Diaries: The Championship Run” is the story of the FEU men’ basketball team’s journey to the school’s 20th UAAP championship, beginning with the previous season when it lost in the finals and the year after when its task was to rebuild anew. It provides a reflective attempt to share stories not only with those who love the game of basketball but also with those who see another side to sports: the development of character.

## Ambahan: A Love Story

*Quintin Jose V. Pastrana*

*Translated by: Dr. Danton Remoto*

Ambahan, a Love Story is a collection of 50 ambahan poems written by Quintin Jose V. Pastrana. The ambahan is the traditional form of poetry of the Hanunuo Mangyan, one of the several indigenous groups living in Mindoro Island in the Philippines. Each poem follows the metric structure of the ambahan, i.e. seven syllables per poetic line, with imagery drawn from immediate surroundings, elevating experience in a narrative line of remembrances, stories, and lessons that the Hanunuo Mangyan adopted as their communal way of expression and connection.



## Braving the Odds:

Far Eastern University's Journey and Legacies

*Alfredo R. Roces*

Published to celebrate the university’s 93rd anniversary in 2021, the commemorative book covers the history of Far Eastern University spanning over 90 years. Author Alfredo Roces narrates not just the vision of the founder and the journey towards becoming a highly distinguished higher education institution but also the stories of the men and women who have been devoted to upholding the mission.

## A Guide to Gingers of Sorsogon

*R.V.A. Docot*

This book is the first guide that showcases the diversity and exquisiteness of the family Zingiberaceae in the Philippines. Although the book focuses on the province of Sorsogon, almost 30% of Philippine gingers are found here, 11 of which are endemic to the province. This field guidebook includes topics such as the basic structure of the ginger plant, economically important Philippine gingers, the taxonomic history of the family in the country, and the reason why Sorsogon was chosen, all of which are presented in the introductory part of the book.

