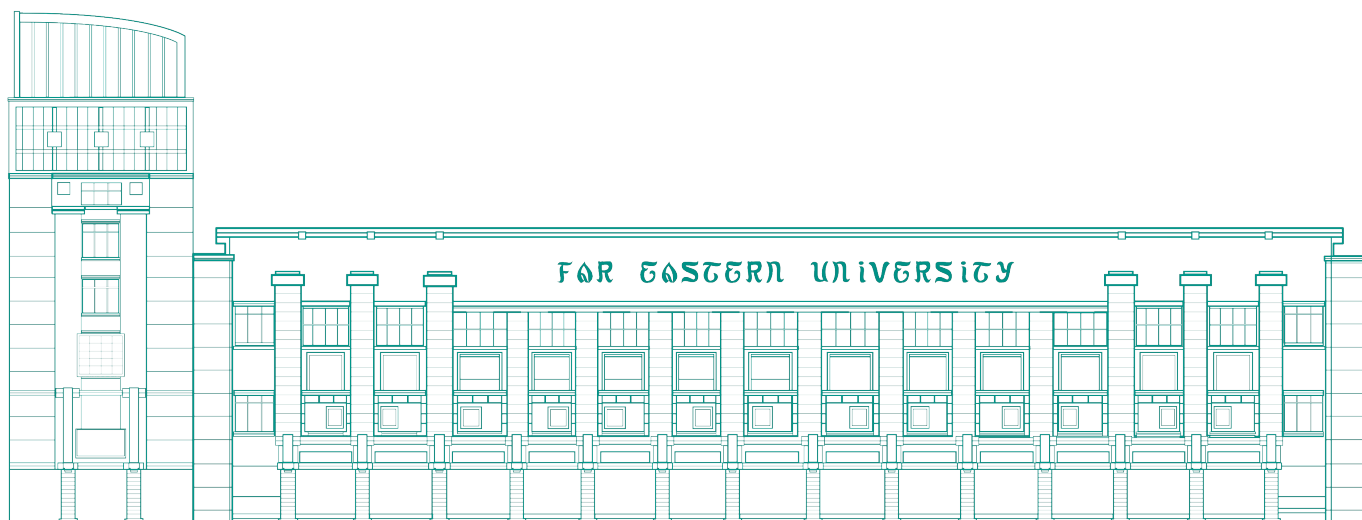




FEU

20 23 PRESIDENT'S REPORT







VISION

Guided by the core values of Fortitude, Excellence, and Uprightness
Far Eastern University aims to be a university of choice in Asia.

MISSION

Far Eastern University provides quality higher education
through industry-responsive and outcomes-based
curricular programs.

FEU produces globally competitive graduates
who exhibit the core values of fortitude,
excellence, and uprightness.

FEU promotes sustainable and responsive research,
extension, heritage and environment stewardship
towards national and global development.

INTRODUCTION

The “fever” from the global covid-19 pandemic finally broke in 2022. With millions of people having gained some degree of natural immunity from earlier infection episodes and ramped-up inoculations in many countries using highly effective vaccines that had been developed in record time, in the world outside China¹ the numbers of confirmed new cases and new deaths rapidly declined (Chart 1, page 6), even as new, more contagious variants of the SARS-CoV-2 virus continued to emerge.

¹China's exclusion from the analysis is briefly explained in the Appendix.



”

THE FEU SCHOOLS HAD LONG GRASPED THAT, SCHOOLING BEING AN EXPERIENCE GOOD, AN IMMERSIVE CAMPUS LIFE WAS OF KEY IMPORTANCE IF THEIR STUDENTS WERE TO HAVE A TRANSFORMATIVE EDUCATION JOURNEY.

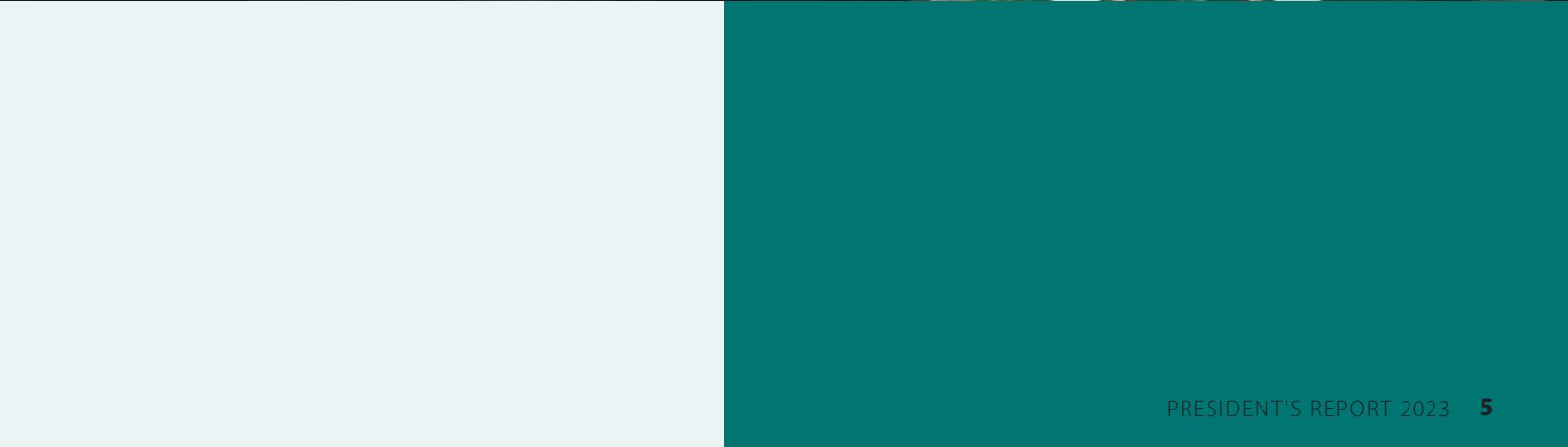
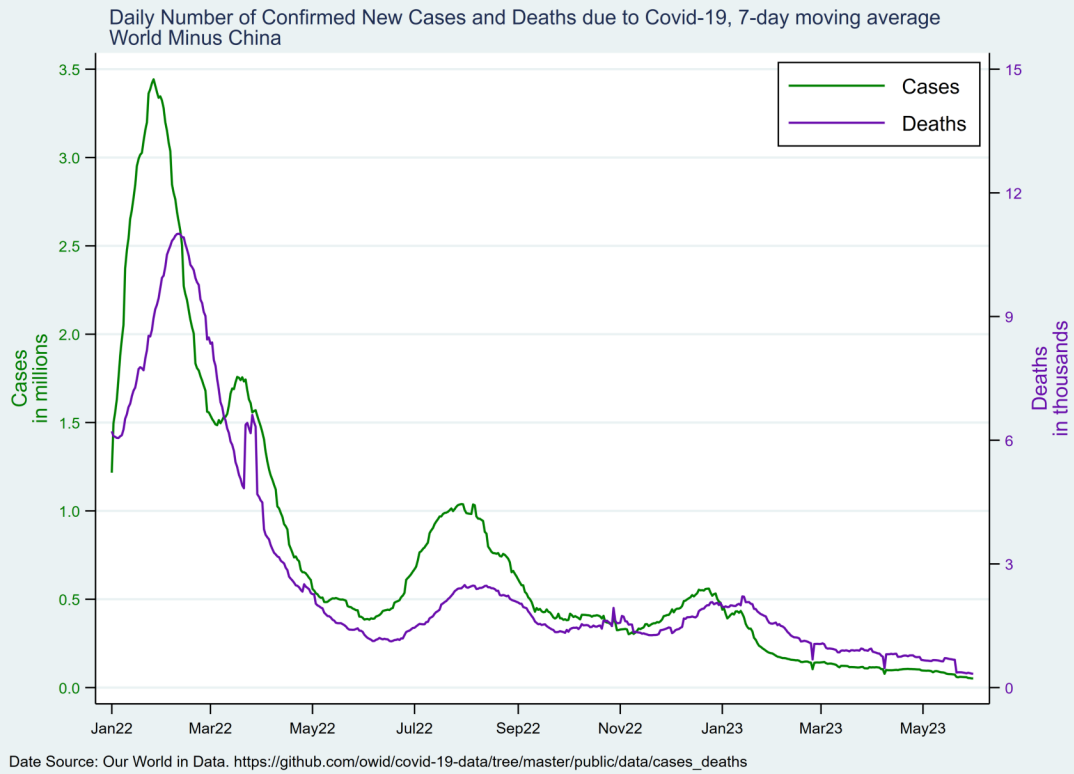
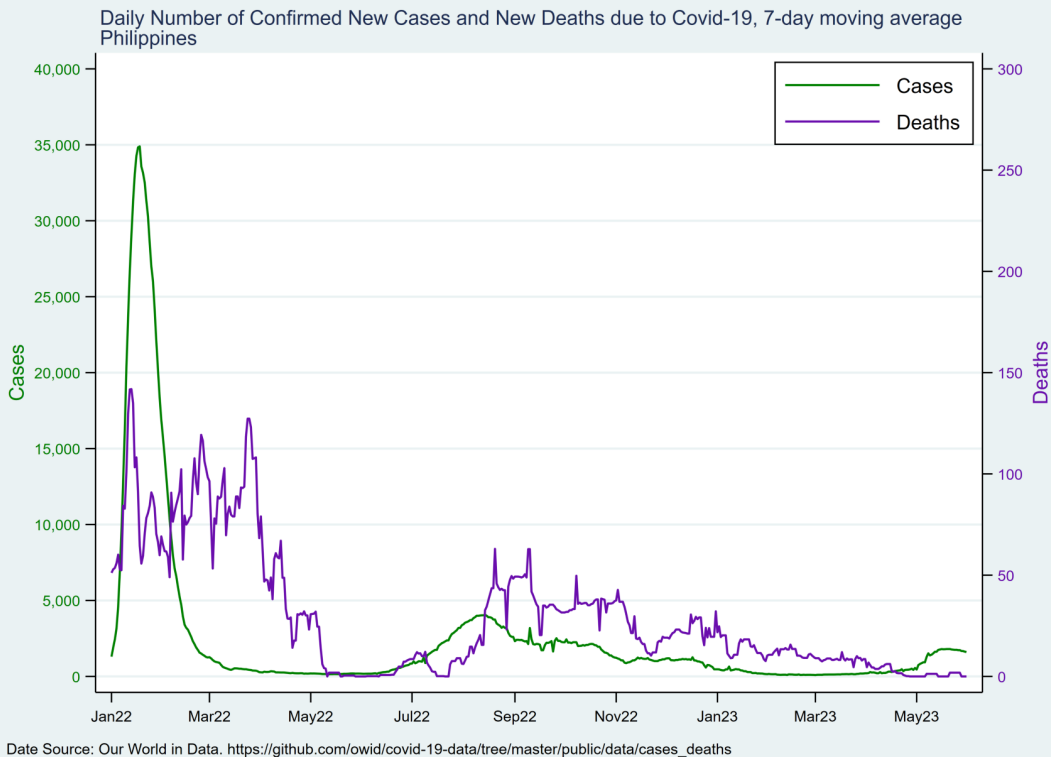


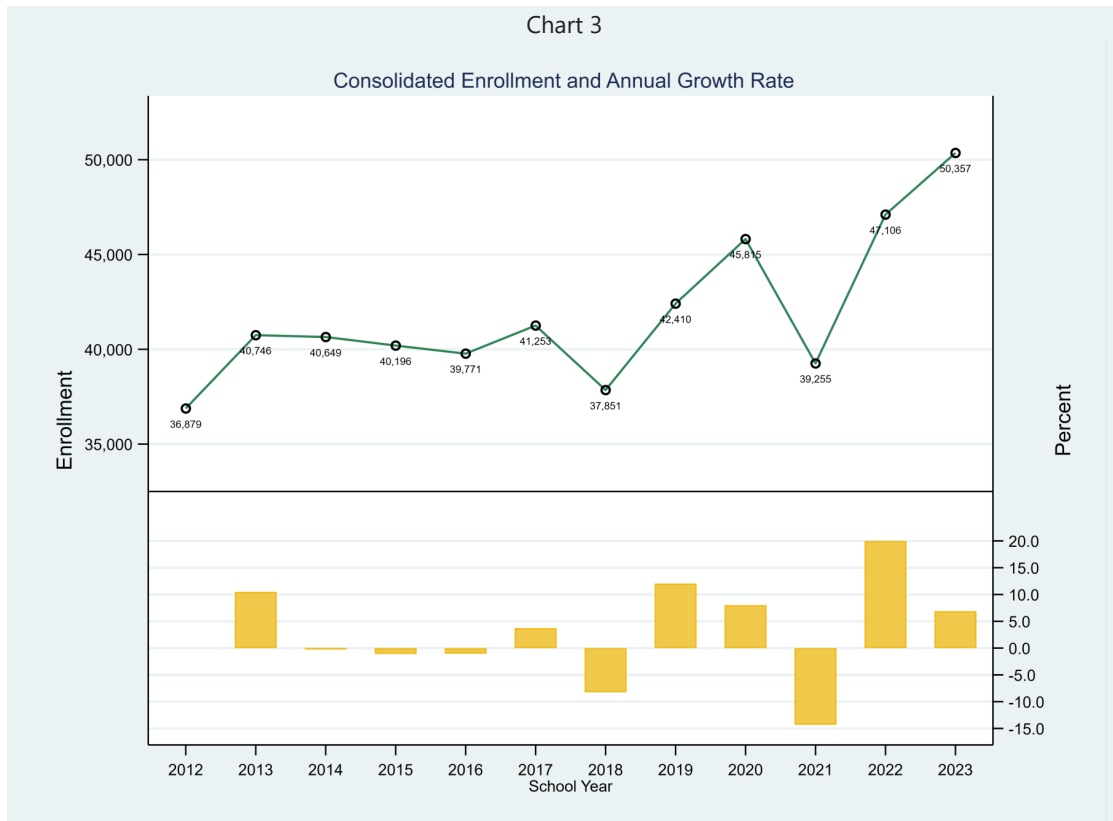
Chart 1



The Philippines more or less followed this global trend. By June 2022 to May 2023 (the reference fiscal year of this report), the country's covid-19 disease burden had arguably eased: not only were there significantly fewer confirmed new cases and deaths (Chart 2), anecdotal evidence indicated a much reduced severe-illness incidence, with hospital admissions and intensive-care-unit bed occupancy no longer taxing the country's medical care resources.

Chart 2





Quick to recognize the shifting winds, the FEU Group of Schools was among the first educational institutions in the country to fully open its campuses and re-normalize in-person schooling. Although well prepared for the remote learning set-up necessitated by the pandemic, the FEU schools had long grasped that, schooling being an experience good,² an immersive campus life was of key importance if their students were to have a transformative education journey. Perhaps for this reason – in the first week of classes, students happily, tearfully, boisterously celebrated being physically back on school grounds – groupwide enrollment in School Year (SY) 2022–2023 grew a decent 15%, even after having rebounded by 14% the previous school year (Chart 3). As a result, the student population of the FEU Group of Schools breached the 51,000 level for the first time in decades.

² In economics, an experience good (or service) is defined as one in which at the point of sale buyers do not know the impact on them – in other words, the quality – of the consumption experience. Moreover, the quality of this experience varies across individuals, depending on their acceptance of the good's proffers (i.e., how much they buy into premises of the offered experience) and engagement (i.e., how they interact with the good or how deeply they immerse themselves in the consumption experience). Examples of experience goods include vacation packages, books and movies, fine wine and dining.

QUALITY ASSURANCE AND DISTINCTIVE INITIATIVES

Otherwise, things were business as usual as, with covid-19 becoming less of a problem, each school refocused on its particular mission in the spectrum of FEU's strategic plans to maximize its contributions to both the Group's aspirations (e.g., produce graduates who demonstrate fortitude, excellence, and uprightness, and who are empowered to live meaningful lives and have good career trajectories) and the country's human resource and education-related societal ambitions (e.g., maximize the demographic dividend and nurture citizenship values).

Far Eastern University (FEU Manila), the flagship institution, continued to steadfastly project academic excellence, to be true to its credentials as an autonomous university – one of only 68 private higher education institutions (HEIs) to be so conferred in the 2019 (the latest) issuance of the Philippine Commission on Higher Education (CHED)³ – with 14 of its academic programs successfully assessed by the ASEAN University Network – Quality Assurance (AUN-QA) (Table 1) and all except the new offerings⁴ certified by either the Philippine Association

of Colleges and Universities Commission on Accreditation (PACUCOA) or the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) (Tables 2 and 3). Moreover, its teacher education programs are a CHED Center of Excellence and its business administration program a CHED Center of Development. Its Institute of Tourism and Hotel Management (ITHM) also has a four-star Center of Excellence accreditation from the Asia-Pacific Institute for Events Management.

Table 1
FEU Manila Academic Programs Assessed by the AUN-QA

Assessment Dates	Effectivity	Expiration	Academic Program
9–13 November 2020	13 December 2020	12 December 2025	<ul style="list-style-type: none"> •BS Accountancy •BS Biology •BS Business Administration •BS Medical Technology
8–12 March 2021	12 April 2021	11 April 2026	<ul style="list-style-type: none"> •B Elementary Education •B Secondary Education •BA Communication •BS Psychology
9–13 August 2021	13 September 2021	12 September 2026	<ul style="list-style-type: none"> •BA International Studies •BS Applied Mathematics with Information Technology •BS Architecture •BS Nursing
26–30 September 2022	30 October 2022	29 October 2027	<ul style="list-style-type: none"> •B Fine Arts •BA Political Science

³ See CHED Memorandum Order (CMO) 12 series of 2019. CMO 7 series of 2021 then extended the validity period to 31 May 2023.

⁴ New academic programs are ineligible for accreditation until after they have graduated several cohorts.

Table 2
FEU Manila Academic Programs Accredited by PACUCOA

Accreditation Status	Effectivity Period	Academic Program
Level IV 1st Reaccreditation	May 2021 to May 2026	<ul style="list-style-type: none"> •B Elementary Education •B Secondary Education •BA Communication •BS Accountancy •BS Applied Mathematics with Information Technology •BS Biology •BS Business Administration •BS Psychology
Level III 1st Reaccreditation	September 2021 to May 2023	<ul style="list-style-type: none"> •BA Language and Literature Studies •BA Political Science
	Approved 25 February 2023	<ul style="list-style-type: none"> •MA Education •MA Psychology •EdD (Doctor of Education) •BA International Studies •BS Hotel and Restaurant Management •BS Tourism Management
Level II 1st Reaccreditation	January 2020 to January 2025	•BS Medical Technology
Level II	January 2020 to January 2025	<ul style="list-style-type: none"> •B Fine Arts major in Visual Communication/Studio Arts •BS Architecture
Level 1	February 2022 to February 2025	<ul style="list-style-type: none"> •MA Communication •MS Biology
Candidate	February 2022 to February 2024	<ul style="list-style-type: none"> •Physical Education •BA Interdisciplinary Studies

Table 3
FEU Manila Academic Programs Accredited by PAASCU

Accreditation Status	Effectivity Period	Academic Program
Level III Resurvey	Expiry date: November 2027	•BS Nursing
Candidate		•MA Nursing

To further safeguard this reputation, in SY 2022–2023 FEU Manila effected a major structural change. The Institute of Nursing and the Department of Medical Technology of the Institute of Arts and Sciences were brought together to form the Institute of Health Sciences and Nursing (IHSN). The idea was to combine the faculties of the two health sciences and, prospectively, of Nutrition, and Pharmacy. So that common subjects such as anatomy, parasitology, physiology, and public or community health, among others, would be offered in one college. Faculty members and students of the different IHSN departments would then be better able to team up and consider health issues and concerns from their different disciplinary perspectives, thereby hopefully yielding synergetic benefits to teaching and learning as well as research.

In addition, FEU Manila initiated activities that emphasized pedagogy. Drawing on the expertise of its Institute of Education, the Group's heritage campus prepared the faculty to return to face-to-face classes with FEU Craft, a four-day training program that reviewed the principles of FEU's teaching-learning pedagogy and drew implications for student-centered practices in the new normal as differentiated from those during the pandemic years. Newly hired faculty and teaching assistants were also mentored under the Teaching-in-Practice Talk (TiP Talk) program. Mentoring sessions on best teaching and learning practices were grounded by classroom observations conducted by select faculty with instructional-excellence track records.

To lay the foundations for improving the quality of its training programs, the Center for Teaching and Learning (CTL) of the Academic Development Office beefed up its trainers' pool by teaching FEU Manila and FEU High School faculty who were identified as potential facilitators of CTL activities how to design and implement a training matrix.

Contributing to the enhancement of the FEU schooling experience, Information Technology Services (ITS) developed the Tams Easy Assist Hub (TEAH). Launched in November 2021 in

FEU Manila and September 2022 in the FEU High School, TEAH provided a single, online access point for FEU stakeholders to submit all manner of issues and concerns and applied a consistent and systematic approach to handling these, thereby improving the quality of customer services and significantly shortening the average response times of public-facing offices.

The Institute of Accounts, Business, and Finance (IABF) and the ITHM, for their part, entered into partnerships with schools in other countries to provide avenues for their students (and faculty) to gain international perspectives, thus enriching their schooling experience. IABF affiliated with Douglas College in Vancouver, British Columbia, to host a field visit of students and professors, thereby promoting cross-cultural understanding. In exchange, IABF joined Douglas College's Collaborative Online International Learning initiative, enabling the Institute to benchmark its curriculum against global programs.

In the ITHM's case, students were afforded the opportunity to fulfil their internship requirements at Bay River College (BRC) in Calgary, Alberta. Doing so earns them professional certifications from the American Hotel and Lodging Educational Institute as well as a BRC diploma.

Possibly due to this academic excellence distinction, FEU Manila was awarded by the CHED an International Professional Education grant. The Innovations in Teaching and Learning toward Industry 4.0 and Smart Nation project is a still ongoing capacity-building program for Philippine higher education with FEU Manila as its host institution and Singapore's Nanyang Polytechnic International as its partner training institution. The project aims to (a) expose academic managers from participating Philippine HEIs to new developments in teaching and learning that would align the country's human resource development with the Fourth Industrial Revolution (that would be characterized by rapid technological change) and Singapore's Smart Nation initiative and (b) identify from among the participants country champions who would promote these teaching and learning innovations.

FEU Institute of Technology (FEU Tech), for its part, one-upped FEU Manila by garnering a coveted international accolade and fast-tracking its digitalization journey. The FEU Group's lead information-technology and engineering campus ranked 77th in the 2023 Global Top 100 Innovative Universities list of the World University Rankings for Innovations (WURI) (from 98th in 2022) and 13th in the Fourth Industrial Revolution category, 20th in crisis management, 24th in entrepreneurial spirit, and 47th in ethical value.



Moreover, ahead of other FEU schools but allowing FEU Alabang and FEU Diliman (the schools in its subgroup⁵) to tag along at their own pace, FEU Tech made notable gains in digital transformation. Its major, possibly game-changing ed-tech project is the development of the Education Innovation Technology Hub (EDITH), a network portal that provides one access point for all information systems that support the academic needs of students.

On EDITH are the following app services with a few others still under development:

- iCARE, an on-demand, online mentoring facility for students in need of academic advising;
- the network map, a digital version of each academic program's curriculum map which also shows the interconnections of the subjects in the program;
- the online library, which provides, for every academic subject, a list of all reference materials that a student may borrow;
- the virtual campus, a virtual school environment shared by FEU Tech, FEU Alabang, and FEU Diliman wherein, using avatars of their own creation, students may undertake activities alone, work jointly or interact in other ways with other students, and earn achievement badges (see MILES credentials below) that can be exchanged for virtual currency, which in turn can be used to purchase powers that enhance their avatars;
- Mastery-based Individualized Learning Enhancement System (MILES) Credentials, the official credentialing solution of the three schools, which digitally recognizes student achievements in academic and co-curricular activities by rewarding them badges and certificates (Seamlessly integrated with the Canvas learning management system, MILES Credentials allows students to (a) monitor their academic progress and (b) track their badges, both of which, with the students' permission, may be shared with potential employers); and
- the digital portfolio, a platform where students may store evidence of their work (e.g., essays, computer programs, engineering solutions) and other accomplishments.

⁵ FEU Alabang, FEU Diliman, and FEU Institute of Technology share a common high-level management team.

On quality assurance, however, due to its relative youth as an HEI and the ladderized nature of program accreditation, FEU Tech is biding for time. Although five of its eight academic programs are already PAASCU-accredited, none has yet attained the Level IV (the highest) status, because the Philippine accreditation process does not allow leapfrogging (Table 4).

Table 4 FEU Tech Academic Programs Accredited by PAASCU		
Accreditation Status	Effectivity Period	Academic Program
Level III Reaccredited	August 2023 to May 2024	•BS Civil Engineering •BS Computer Engineering
	June 2022 to November 2026	•BS Computer Science •BS Information Technology
Level I	December 2021 to November 2024	•BS Electrical Engineering
Candidate	December 2021 to November 2023	•BS Mechanical Engineering



Nonetheless, its BS Computer Science and BS Information Technology are currently compliant (until 2028) with the standards of the Philippine Computer Society Information and Computing Accreditation Board (PICAB), the accrediting agency representing the Philippines in the Seoul Accord. Moreover, as of SY 2022–2023 BS Civil Engineering, BS Computer Engineering, BS Electrical Engineering, BS Electronics Engineering, and BS Mechanical Engineering were compliant with the Washington Accord standards. And on 21–23 June 2023 the Philippine Technological Council Accreditation and Certification Board for Engineering and Technology (PTC ACBET), the Philippine representative in the said accords, has reassessed the programs and its report is forthcoming.

In the case of FEU Diliman and FEU High School on basic education, the noteworthy innovation was the integration of computer programming in the curriculum. FEU Diliman’s CLICK is anchored on the following learning objectives: Coding to develop critical and creative thinking skills, Logic or linear thinking as an approach to problem solving, Innovativeness, Character building (especially grit and integrity), and Knowledge-based learning. It is intended to attune both teachers and students to 21st century skills through coding. Its curriculum covers the following:

Table 5
Coding Curriculum of FEU Diliman

Grade Level	Languages and Apps
Kinder – Grade 2	Scratch* Junior, Scratch Unplugged*
Grades 3 – 5	Scratch, MS Word, MS PowerPoint, Google apps, photo editing
Grade 6	Grade 5 + video editing, introduction to HTML***
Grade 7	HTML
Grade 8	HTML, CSS,† JavaScript
Grade 9	MIT App Inventor†† for animation and game development
Grade 10	MIT App Inventor
Senior High School	Python†††

* Developed by the Massachusetts Institute of Technology (MIT), Scratch is both a programming language and a visual programming environment designed to teach programming concepts to children. Young learners develop a solid foundation in programming while having fun creating their own interactive projects.

** Scratch Unplugged extends Scratch to offline, hands-on activities that do not require a computer, making them suitable in (classroom) settings when digital devices are not available.

*** HTML, or HyperText Markup Language, is the most basic building block of websites and webpages.

† CSS, the acronym for Cascading Style Sheets, is a programming language used to render a document coded in HTML on various media, such as a screen, on paper, or on audio. HTML, CSS, and JavaScript are cornerstone technologies for the World Wide Web.

†† The MIT App Inventor is a visual programming environment for developing apps for smartphones and tablets.

††† Python is a high-level programming language that is used in web development, data science, machine-learning and artificial intelligence, automation, and other domains.

In contrast, FEU High School uses Python exclusively to cover programming basics (i.e., the core concepts, syntax, and structure of Python); flowcharting; games/applications development; databases (Django and SQL); SQL keywords; and data processing/manipulation, analytics, and visualization. [Django is a framework for building web applications in Python, while SQL, which stands for Structured Query Language, is the standard language for interacting with relational databases. Python may be used to interface with SQL to store data into or extract them from databases.

In regard to FEU Roosevelt, the significant achievement was a 25% enrollment increase for SY 2021-2022 which was then followed by a 31% increase for SY 2022-2023. This development allowed its campuses to enjoy the benefits of scale economies for the first time in a long time – an example of which is a new, multi-story school building in the Marikina campus that was officially opened in February 2022.

FEU

GROUP OF SCHOOLS

BY THE NUMBERS 2022-2023

TOTAL NUMBER OF STUDENTS



51,000⁺



2023 NUMBER OF GRADUATES

8,235

SUMMA
CUM LAUDE 24

MAGNA
CUM LAUDE 166



CUM LAUDE 376

SECOND
HONORS 23

80,000⁺⁺



ACTIVE PARTNERS AND ENGAGED ALUMNI

FEU MANILA

NURSING
MEDICAL TECHNOLOGY
BUSINESS ADMINISTRATION
ACCOUNTANCY
PSYCHOLOGY

FEU TECH

BSCE CIVIL ENGINEERING
BSIT INFORMATION TECHNOLOGY
BSCS COMPUTER SCIENCE
BSME MECHANICAL ENGINEERING
BMA MULTIMEDIA ARTS

FEU DILIMAN

BS ACCOUNTANCY
BSBA MARKETING MANAGEMENT
BSIT WEB AND MOBILE APPLICATION
BSBA FINANCIAL MANAGEMENT
BSBA OPERATIONS MANAGEMENT

TOP PROGRAMS

FEU CAVITE

BACHELOR OF SCIENCE IN PSYCHOLOGY
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY
BACHELOR OF SCIENCE IN ACCOUNTANCY
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
BACHELOR OF SCIENCE IN TOURISM MANAGEMENT

FEU ALABANG

CIVIL ENGINEERING
MULTIMEDIA ARTS
ACCOUNTANCY
COMPUTER ENGINEERING
MECHANICAL ENGINEERING

FEU ROOSEVELT

MA EDUCATION
BUSINESS ADMINISTRATION
BSIT INFORMATION TECHNOLOGY
BS HOTEL AND RESTAURANT MANAGEMENT
BS EDUCATION



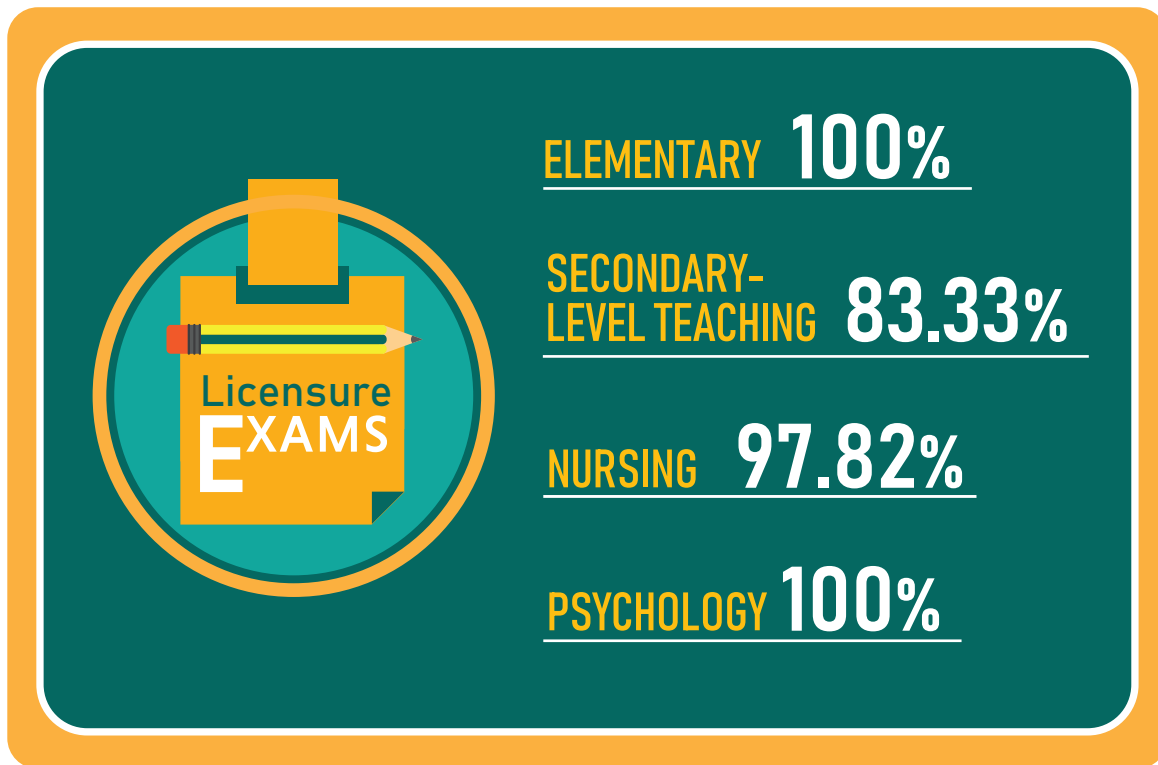
**FEU
MANILA**

COMMUNITY EXTENSION

NSTP **6,800**
DEVELOPMENT

Participated in community service related activities

PERFORMANCE IN LICENSURE EXAMS



FEU Manila's first-time examinees continued to do relatively well in Elementary (100%)- and Secondary-Level Teaching (83.33%), Nursing (97.82%), and Psychology (100%). However, results in other programs were below FEU's standards implying that teaching and learning in these disciplines were adversely affected by the pandemic. Comprehensive analysis of the results has been deliberated and holistic improvement measures including earlier interventions to underperforming students at onset of their first major subject will be undertaken.

Chart 4a

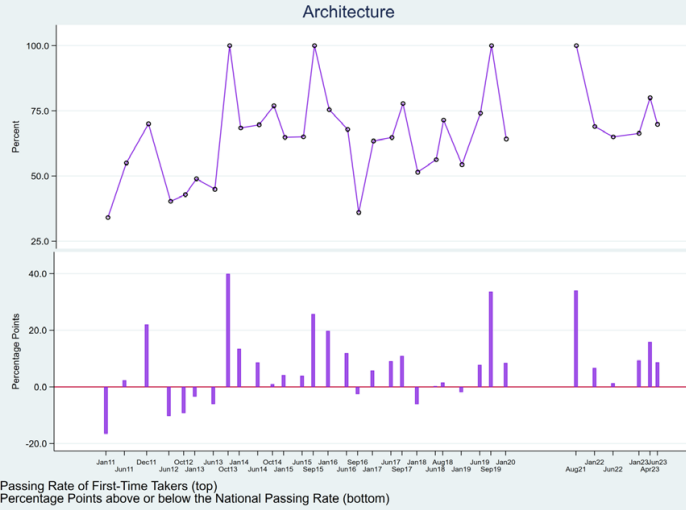


Chart 4b

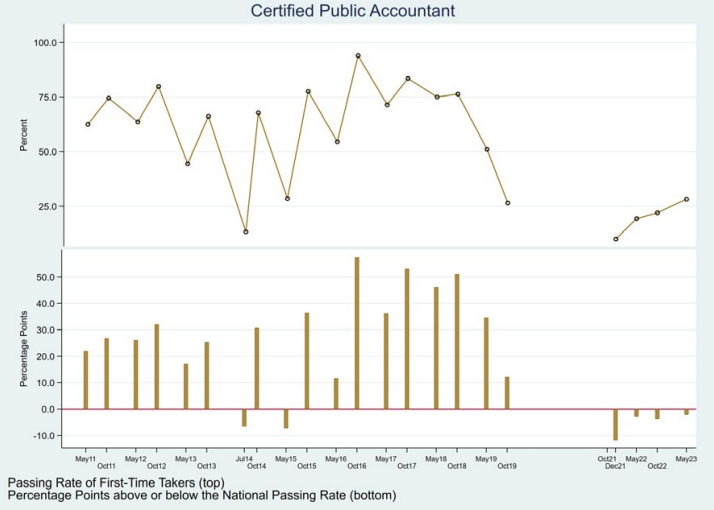


Chart 4c

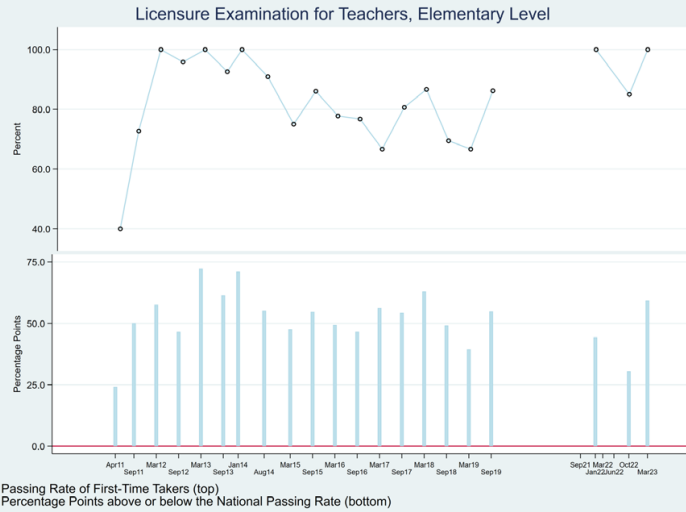


Chart 4d

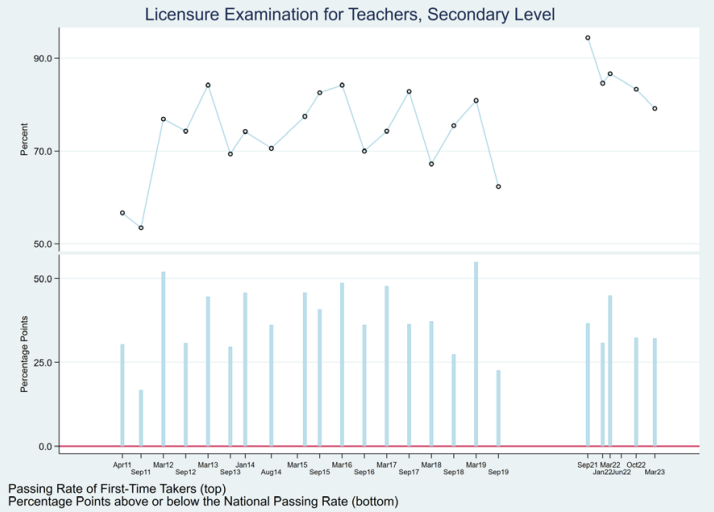
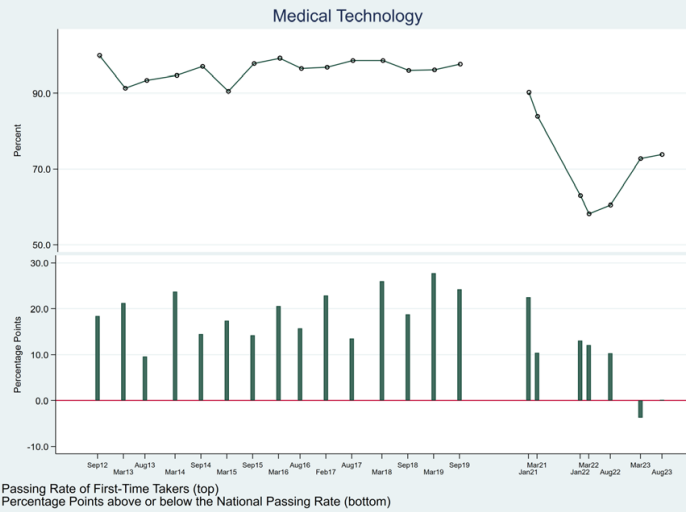



Chart 4e



RESEARCH PUBLICATIONS



	FEU Manila	FEU Tech	FEU Diliman
Scopus* or ISI/ WoS** Indexed Journals	46	79	8
International Peer-Reviewed Journals	17		
International Refereed Open-Access Journals	1		
National Peer-Reviewed Journals	4		
National Journals	1		1
Book Chapters	2		
Books	1		
TOTAL	72	79	9

The FEU Group research submissions improved by 10% overall to 160 published articles in Scopus- or ISI/ WoS- indexed journals but still below the aspired number. FEU Manila's output declined, which was however more than offset by the submissions of FEU Tech and FEU Diliman.

* Scopus is the abstract and citation database of Elsevier.

** ISI, the acronym for Institute for Scientific Information, was an academic publishing service that specialized in citation indexing. Acquired by Thomson Scientific & Healthcare in 1992, it was renamed Thomson ISI and managed by its Intellectual Property and Science (IPS) division. In 2016, IPS was sold to two private equity firms and renamed Clarivate. In turn, Clarivate renamed the citation indexing service as Web of Science (WoS).

COMMUNITY EXTENSION SERVICES



Many Philippine HEIs still have a poor understanding of community extension services, conflating them with volunteerism and advocacy activities of stakeholders (such as their participation in DepEd's Brigada Eskwela program and in disaster relief operations). In "An Avalanche is Coming: Higher Education and the Revolution Ahead," Michael Barber, Katelyn Donnelly, and Saad Rizvi point out, however, that community extension services must leverage an HEI's unique resources – its being a brain trust with a wide range of multidisciplinary expertise – to solve its city's or nation's big and important problems (which no other institution would



be able to do). To this assertion may be added that, since an HEI is by its nature a teaching and learning organization, it must develop parallel monitoring and evaluation activities so that the impacts of community extension projects may be measured, and others such as nongovernmental organizations may learn from the documentation of such projects.

Unfortunately, in the FEU Group of Schools, only FEU Manila has started to have the aforementioned perspective. The community extension services of the other schools tend to be one-shot activities with no research or learning component.

In any case, paying attention to the fact that the Times Higher Education Impact Rankings assess HEIs on their initiatives with respect to the United Nation's Sustainable Development Goals (SDGs), FEU Manila has started to classify its community extension services by the said goals. To be able to measure the impact of the services, the Community Extension Services (CES) office is also developing a parallel evaluation component for programs under each project.

The CES Projects in SY 2022–2023 include:

- Project HOPE (Harnessing Offenders' Personal Empowerment): This tripartite partnership with female persons deprived of liberty (PDLs) and the jail administrators has elicited the greatest number of outreach activities, perhaps because of the proximity of the Old Bilibid Prison (or Manila City Jail) to the FEU Manila campus.

Project HOPE programs include: urban gardening (SDG 2: zero hunger) and the adoption of Bokashi composting to produce organic fertilizers for the crops (SDG 11: sustainable cities and communities); a dance fitness program to ease mental health problems; a psychoeducational program for PDLs with drug cases; a reproductive health program; a numeracy program on basic arithmetic operations that enhances appreciation of their applications in daily life (SDG 4: quality education); the Bread of HOPE bakery, painting, and home-essentials product making livelihood programs (SDG 8: decent work and economic growth); a women empowerment program (SDG 10: reduced inequalities); and a good citizenship program for those about to be released.

- o In the Bread of HOPE program, inmates were taught how to bake bread under the pandesal *tungo sa pag-asa* sub-program and their products were sold to the public and in the ITHM's Cafe Alfredo.
- o In the painting program, the art works of the PDL participants, ranging from small paintings and bookmarks to T-shirts and tote bags, were showcased and sold in the FEU-organized Pasinaya Exhibit.
- Project Mangyan: Adopted because of the Mangyan's cultural and ecological connection with the tamaraw, which is the FEU mascot, this project is meant to uplift the lives and improve the living conditions of the indigenous peoples in Occidental Mindoro. The programs include: beadwork and community root crop gardening as added means of livelihood (SDG 2: zero hunger), the *pugon* bakery to augment the stipends of Mangyan scholars (SDG 8: promote inclusive and sustainable economic growth), the Mangyan Empowerment Camp to raise the self-esteem of the same (SDG 3: promote good health and well-being), and the Mangyan Storybook to prevent the spread of water-borne diseases by promoting proper handwashing and the drinking of potable water among children (SDG 6: clean water and sanitation for all).
- Project SAM (San Agustin Museum): This collaboration with the museum is intended to address the protection of the world's cultural and natural heritage, one of the targets of SDG 11 (sustainable cities and communities). In SY 2022–2023, spearheaded by Fine Arts and Language and Literature faculty the SAM Activity Book for Children was developed as a way of disseminating information about the museum and its collection especially to younger generations, thereby preserving Filipino cultural heritage.

THIRD PARTY ENGAGEMENTS



MOA contract signing with WEnergy Global Pilipinas, FEU Cavite, and FEU Roosevelt last March 23, 2023

FEU having contracted the World Bank Group's International Finance Corporation in three projects in April 2022, the consultancy work began in the early months of SY 2022–2023 and continues in earnest in the D4TEP (Digitalization for Tertiary Education Program), which aims to provide the FEU Group of Schools with a roadmap of its digital transformation journey, as well as in Vitae, a 360° assessment that is intended to improve the employability of FEU graduates.

In the EDGE (or Excellence in Design for Greater Efficiencies) initiative, a major milestone was quickly reached when FEU Alabang was awarded the green-building certificate on 9 May 2023, the first academic building in the country to receive the distinction. That the honor was obtained within a few months was a testimony to FEU's having already firmly committed to making its business model, infrastructure and school grounds, and practices and processes sustainable, innovative, and climate-change resilient.

Concluding Remarks

In SY 2022–2023 the FEU Group of Schools was among the very first HEIs to reopen its gates for in-person schooling in order to enable students to experience the vibrant campus life that FEU strongly believes is key to students having a transformative schooling journey.

With covid-19 in retreat, the schools refocused on their missions and, to execute them, pursued academic excellence projects, improved the quality of teaching and learning, developed education-technology and curriculum innovations, improved customer services, raised enrollment levels, attested to sustainability and climate-resilience endeavors, among others. The undertakings were necessary and urgent given the evidence that remote learning during the pandemic years had adversely affected quality standards. The various exertions have initiated positive turns in the direction of recent trends. The FEU Group of Schools is back on course to its pre-pandemic trajectory. Its ambition is undimmed, its future bright as ever.

A Final Word

As perhaps readers already know, this is my last president's report. I retired on 31 July 2023, and have been succeeded by President Juan Miguel R. Montinola. Serving as the 11th president of Far Eastern University for ten years and nine months has been the high point of my life, even as that tenure spanned a most challenging decade that saw a surfeit of legislative, regulatory, and public-health shocks to the education sector.

I thank Chair Emeritus Dr. Lourdes R. Montinola, Chair Aurelio R. Montinola III, and the trustees of the various boards of the FEU schools for their trust and support as well as the top management officials with whom I "toiled in the trenches" – erstwhile CFO Juan Miguel R. Montinola; then Senior Vice-President for Corporate Affairs Atty. Gianna R. Montinola; Senior Vice-President for Academic Affairs Dr. Maria Teresa Trinidad P. Tinio; Senior Executive Director Dr. Benson T. Tan; Senior Vice-President Dr. Alma Emerita V. dela Cruz; then Comptroller Glenn Z. Nagal; then Treasurer Rosanna E. Salcedo; Executive Director for Finance Edna M. Anicete; Chief Information Officer Enrique M. Amigo; Chief Legal Counsel Atty. Enrico G. Gilera; Executive Directors Remelita H. Avenido, Dr. Generoso B. Pamittan Jr., Dr. Myrna P. Quinto, and Dr. Armi C. Yabut; (FERN Realty) Vice-President Fe Canilao; and the various deans and academic and non-academic managers who are too many to name.

It would be negligent, if not downright impolite, not to express the deep gratitude I feel for the staff of the Chair's and President's Offices, who were my office co-workers and with whom I interacted daily. They include: Angelina Jose[†], Atty. Santiago Garcia[†], Atty. Anthony Goquinco, Maria Cristina Talampas, Milwilda Noriega, Maria Carmencita Sayo, Leonora Alcartado, Helen Neo, Kristine Bernadette Rivera, Lorine Cotorno, and Rosalinda Basilio. Very special thanks go as well to Agnes Malcampo and Melany Caperal of FEU Publications, and Jean Sicam of the FEU Marketing and Communication Office: the former two oversaw the publication of the annual reports, Tambuli, and the FEU published books I had the great pleasure to edit; the latter two prepared the early drafts of messages and speeches I've had to make.

To Tamaraw Nation, please know that I did – and still am doing – my level best to carry the flag for FEU. May our beloved university live long and prosper. Far Eastern Onward!

Michael M. Alba
President
June 2023

[†] Deceased

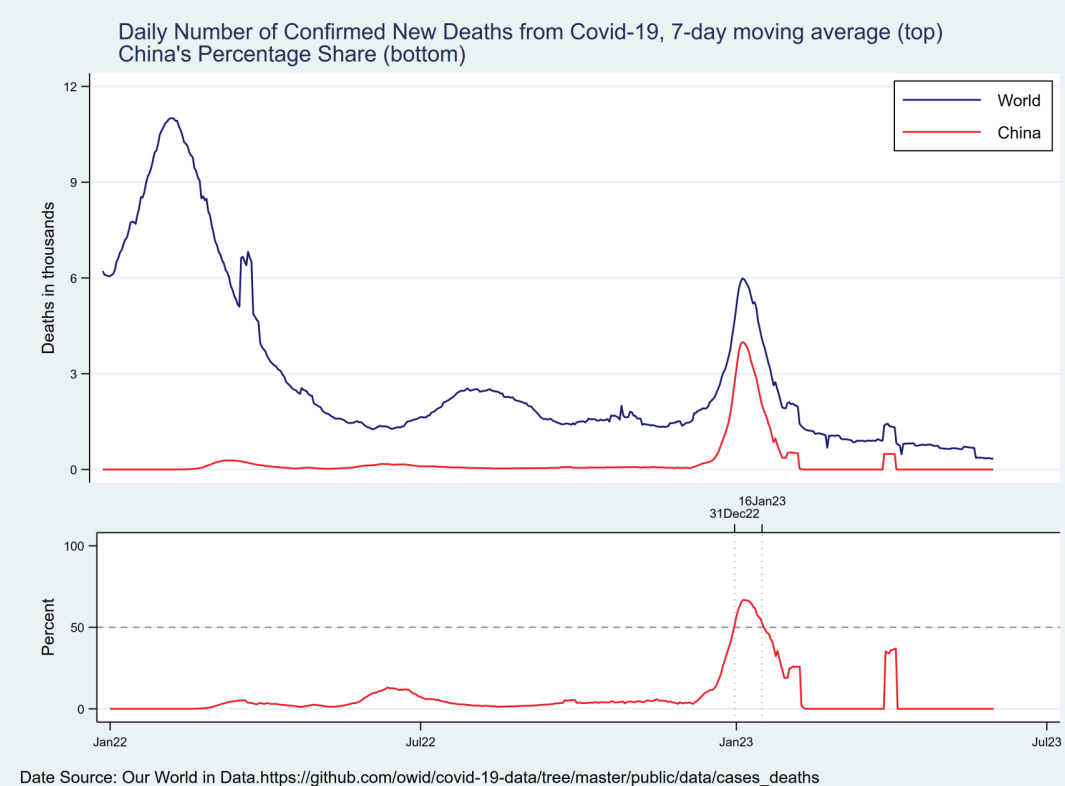
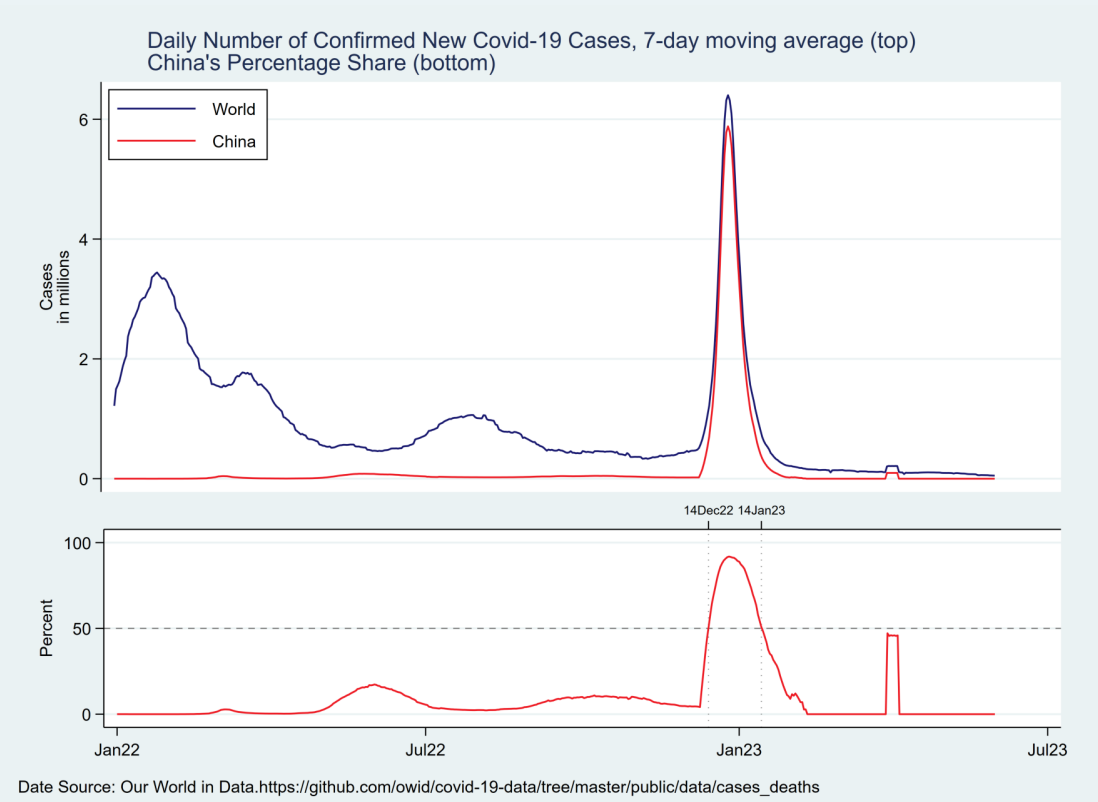
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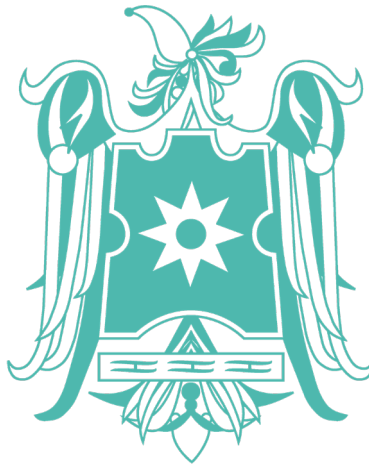
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Appendix

Due to its large population, zero-tolerance-for-covid policy long after other countries deemed the strategy untenable, and refusal to authorize the use of other than homegrown vaccines, in the latest data spike China singlehandedly accounted for the majority of confirmed new cases from 14 December 2022 to 14 January 2023 and new deaths from 31 December 2022 to 16 January 2023 (Charts 1 and 2).







CORE VALUES

Fortitude

Fortitude refers to the ability to persevere, not give in or give up, to be committed to an ideal, and to pursue it with hard work and courage.

Excellence

Excellence refers to the ability to do rigorous, meticulous, innovative, creative, and relevant endeavors that are comparable to the highest standards, effectively communicated to the stakeholders, and steeped in critical thinking.

Uprightness

Uprightness refers to moral and ethical integrity, selflessness, fairness, and a commitment to the greater good.



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