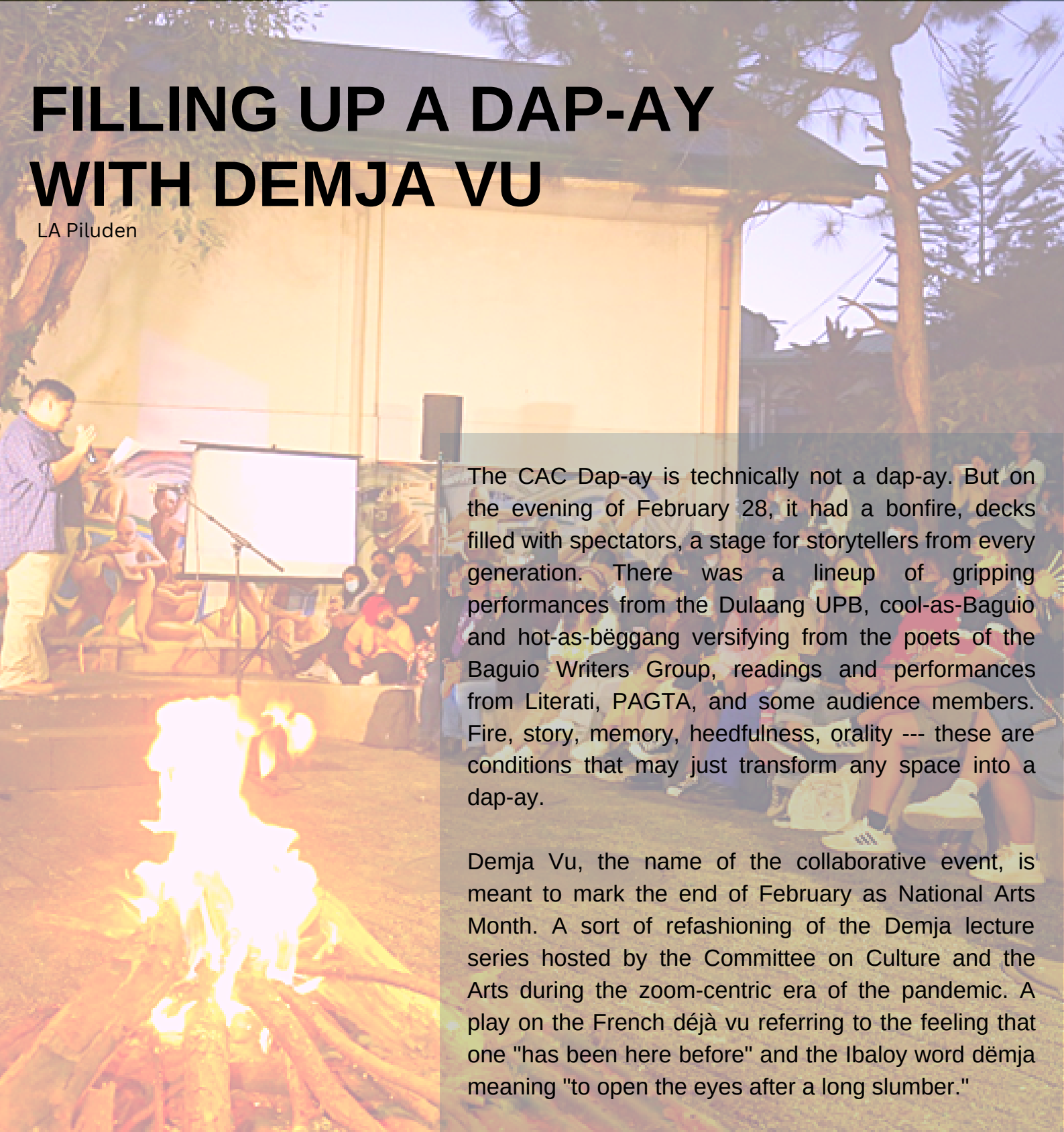




FILLING UP A DAP-AY WITH DEMJA VU

LA Piluden



The CAC Dap-ay is technically not a dap-ay. But on the evening of February 28, it had a bonfire, decks filled with spectators, a stage for storytellers from every generation. There was a lineup of gripping performances from the Dulaang UPB, cool-as-Baguio and hot-as-bëggang versifying from the poets of the Baguio Writers Group, readings and performances from Literati, PAGTA, and some audience members. Fire, story, memory, heedfulness, orality --- these are conditions that may just transform any space into a dap-ay.

Demja Vu, the name of the collaborative event, is meant to mark the end of February as National Arts Month. A sort of refashioning of the Demja lecture series hosted by the Committee on Culture and the Arts during the zoom-centric era of the pandemic. A play on the French déjà vu referring to the feeling that one "has been here before" and the Ibaloy word dëmja meaning "to open the eyes after a long slumber."

continue on page 2

Ode to Second Semesters

Indeed there was a real sense of Demja Vu in hearing the Dulaang UPB once again reprise classics like Maynard Manansala's four monologues from "Tao Po"; an adaptation of magic realist Gabriel García Marquez in "Ang Pinakamakisig sa mga Nalunod sa Buong Daigdig"; an interpretation of poems from two celebrated feminist writers, Lilia Quindoza-Santiago's "Sa Ngalan ng Ina, ng Anak, ng Diwata't Paraluman" followed by "Madaling Araw" by the late Lualhati Bautista.

Meanwhile, "Pauwi Sa Amin" transported some of us slightly older ones back to 2014 when Dulaang UPB performed it in what was then known as Bulwagang Juan Luna (its former site now the stage of new construction work in the campus). The play was originally written in the '90s by Martin Masadao with music and lyrics by Toto Colongon who drew inspiration from Bong Ramilo. Many in the audience, the post-JL batches, were hearing the play for the first time. This featured excerpt from the musical, a declaration of love for second semesters, was one of the most applauded moments in the whole event.

Director Dennis Gutierrez must feel a sense of demja vu too as the old risers they used to work with almost a decade ago in the Bulwagan are now launching the performances of current Dulaan members.



Language of Love and Baguio

The bonfire roared into life as Allan Cariño, president of the Baguio Writers Group, took to the stage to conjure a Baguio "smudged by dreaming lamps / until the pastel times of morning." In a surprise appearance, retired UPB Professor Ben Tapang, aka Lolo Ben, read with what Frank Cimatu described as a "gnarlish broken British accent" from the recently published poetry collection of Babeth Lolarga. Aldrin Pentero and Brenda Subido-Dacpano tapped into the evocative power of the ekphrasis. Frank Cimatu had his poems read by young poets, and the dap-ay bore witness to his most self-divulging work yet in the trilingual "Love Language." Speaking of love language: Kabunyan Palaganas communicated with silence and mantra, and Luchie Maranan (whose Filipino translation of another García Marquez masterpiece can also be thought of as an extreme act of love) spoke of a love that culminates in revolutions.

Leave it to the Baguio Writers Group to articulate the best things that could be said about love in Baguio City and its people. It was probably that Lualhati Bautista poem recited earlier by the Dulaang UPB that set the mood for this evening of poetry: "At habang binabalangkas natin / Ang pagbangon ng bukangliwayway / Gumuguhit tayo ng mga pangarap / Naglalakbay patungong umaga / Sumusulat ng mga tula ng pag-ibig / Nagpipinta ng pag-asa."

Back to demja vu

We ran out of coffee and bread early in the evening. It was a giddy atmosphere, with a crowd reaching the farthest slab of laminated wood within the vicinity of the College of Arts and Communication. It's been years since the CAC Dap-ay became a dap-ay. If not hunger for free bread and coffee, there is real excitement for in-campus events. School life until then had been enacted through zoom meets and emails. Art increasingly consumed through screens. But theater is still breathtaking, and live poetry is still miraculous. It feels like demja vu. Yes we've been here before, but we're seeing things anew after what feels like a long, long lethargy.





THE ASEAN UNIVERSITY NETWORK QUALITY ASSURANCE (AUNQA) TIER1 BANGKOK TRAINING EXPERIENCE

Dr. Crismar P. Patacsil

The AUNQA Tier1 batch 12 training in Bangkok was the first in-person training conducted since the pandemic. There were online AUNQA trainings since the pandemic but the AUNQA felt none of the online trainings they conducted were effective, particularly on effective communication. So, they decided to no longer hold online trainings. The lively interactions with the trainers and hands-on activities of the in-person training we had in Bangkok validated their assessment that the AUNQA trainings are best conducted in-person.

While the February AUNQA Tier1 training in Bangkok had the smallest attendees (17 participants from 3 countries – Thailand, Indonesia and Philippines), it was an enriching experience for me as we had more time to interact with the trainers. The trainers included Assoc. Prof. Tan Kay Chuan, whom we call KC, as the lead coach/trainer. Another trainer was from Chulalongkorn University of Thailand, Assoc. Prof. Ornsiri Cheunsang. And the third trainer was a Filipino, Dr. Arnel Onesimo Uy, a full professor at the Accountancy Department of La Salle University.

There were seven participants from the different universities in Thailand, four from Indonesia and six from the Philippines. The Philippine delegates composed of four faculty from UP Manila (Prof. Pedro Magadan, Prof. Sharon Yvette Angelina Villanueva, Prof. Myra Mistica and Dr. Adelaida Gaytos Rosaldo). Aside from myself, CSS Dean Prof. Leah Abayao, was the other trainee from UP Baguio.

I was allowed and funded by UP Baguio to go to the training in preparation for the BS Physics program assessment by AUNQA which is scheduled sometime in 2025. I personally decided to go through the AUNQA Tier1 training to get a first-hand information on the procedures and technical aspects of the AUNQA assessment.

At the start of the training, the trainers have set the tone by making it clear that the AUNQA is an assessment of how effectively the program policies and procedures are being implemented. It is not a ranking assessment. While it gives ratings for each category, it does not rank universities but gives assessment of how we are in implementing the course program – whether we are inadequate or adequate in the program implementation.

AUNQA Ratings: 1 = Absolutely Inadequate, 2 = Inadequate and Improvement is necessary, 3 = Inadequate but minor improvement will make it adequate, 4 = Adequate as expected, 5 = Better than adequate, 6 = Example of Best Practices, 7 = Excellent/Example of world-class practices.

The rating of 4 is the passing rating. There have been no university assessed yet who scored 7 and it is not necessary to score 7. (Scoring a rating of 7 will mean you better consider for the world-level QS assessment)

continue on page 4



Another point they want to make clear is AUNQA is not prescriptive. Meaning, while they may point out areas that need improvement of the assessed program, it is up to the program to decide to improve and how to improve. The AUNQA is there only to assess, for example, if the facilities of the program are adequately serving its purpose and effectively serving the needs of the faculty, students and staff.

The first lecture, put us back to the reason for the program implementation. The program must be fit for the purpose it was designed and created for. Everything in the program must be aligned to its purpose and the mission/vision and/or university philosophy it was based on. Everything, every policy, every activity (not just classes), must trace its reason to the purpose of the program. This includes mundane things like, "Do we have enough seats or benches for our students to sit on outside of their classes?" Yes, the assessment is not only on the classroom but they look at the holistic implementation, that's why they have 8 criteria they are assessing: expected learning outcomes, programme and structure, teaching and learning approach, student assessment, academic staff, student support services, facilities and infrastructure, and output and outcomes.

The key word is ALIGNMENT. All these criteria must align to the purpose of the program. The program is to show that the program is doing whatever they said they would do. As a department chair, I have personally been involved in gathering documents for the 8 AUNQA criteria and writing the SAR (self-assessment report) draft for BS Physics. However, for this AUNQA training, especially in the activities of the training, I tried to set aside temporarily everything I learned on my own, and try to absorb all information from the training lectures and activities.

I was fortunate to have been grouped with 2 Thai (Dr. Pornchai Chanyagorn of Mahidol University and Dr. Peeradone Srichan of Mae Fah Luang University) and one Indonesian (Dr. Supadmanaba) in our group activities. We had the best group dynamics as we found our group activities accomplished with ease. We even agreed that the benefit of having each of our universities or programs accredited by AUNQA is that we can collaborate with each other, for example by having exchange students and even professors, between each AUNQA accredited universities. Being accredited by one assessment institution like AUNQA would make us feel confident that if we send our student to an AUNQA assessed program, we are confident of the standards upheld by the program, ensuring the student receives the same quality education from its home university.

I did not get to see much of Bangkok as a tourist as the training was whole day 8:30am to 4:30pm. After resting and taking dinner, I felt I needed to reflect on the day's training and do the activities to be presented the next training day. The training was not "heavy", rather, I enjoyed it for the knowledge and information I absorbed. No regrets, but I may have needed to have requested my travel authority been extended 2 days after the training, to be a Bangkok tourist. Maybe next time!

29 YEARS OF VOLUNTEERISM

Pahinungód Baguio holds Anniv Book Drive, EDUKaravan tutorials, conducts leadership training

John Rey Dave Aquino



Photo by Divine Loraine Peñaflo

In celebration of the Ugnayan ng Pahinungód's 29th Founding Anniversary this 28 February 2023, the Ugnayan ng Pahinungód Baguio held three different activities under its education and volunteer development programs.

In response to the question 'Has UP lost its soul?,' the Ugnayan ng Pahinungód, the volunteer service program of the University of the Philippines (UP), was founded on 28 February 1994 under the term of UP President Emil Q. Javier. Revitalized in 2019 by former UP President Danilo L. Concepcion, Pahinungód Baguio as the Pahinungód unit in UP Baguio implements programs and projects to reach underserved communities in Northern Luzon, especially the Cordillera.

continue on page 6

Promoting reading through books and storytelling



Last 27 February, Pahinungód Baguio celebrated the Founding Anniversary through Mga Kuwento Para Sa 'Ting Lahat: Book Drive and Storyaan at Libtong Integrated School (LIS), Burgos, La Union in partnership with the Pahinungód System office.

The Book Drive call for donations ran from 1 to 24 February, and Pahinungód Baguio collected a total of 686 children's books, textbooks, and other activity books. The Pahinungód System office also collected a total of 104+ books, all of which were turned over during a short program and will be part of the Dur-as Ti Panagbasa Reading Hubs of LIS, under their Project Our School Cares About Reading (OSCAR).

Ten volunteers conducted storytelling sessions and activities under Storyaan, a reading program which employs children's stories and storytelling in the development of reading competencies of students. Student volunteers Justine Bryll Andrada, Roycen Rois Aragon, Sophia Noelle Bonite, Jefferson David, Azi Ison, Khianne Ed Miguel Orteza, and Donna May Placido, faculty volunteer Kimberly Paglingayen, and Pahinungód Baguio friend and former UPB staff Saturnino Gines told stories for 133 kindergarten and elementary school students in SES.

The volunteers first participated in a storytelling training-workshop facilitated by faculty volunteer Markneel Balgos of the Department of Communication (DC) last 25 February, who has been a constant volunteer of Storyaan. He also conducted a storytelling workshop for 37 high school students of SES during the event.

In addition to Storyaan, Pahinungód System's Executive Assistant Joy Grace Cruz conducted a workshop on Pangalay, a traditional Tausug dance, with 51 high school students. Daisy Dianne Ramos and Megan Kaye Marie Rayala, also staff members of Pahinungód System, assisted during the workshop.

Tutoring in literacy and numeracy

Last 13 February, Pahinungód Baguio launched the EDUKaravan sa Springhills, a four-month-long tutorial services program for students of SES that will run until 5 June.

Conceptualized through a meeting with SES's School Head Jimmy Garcia and Grade 3 Adviser Aileen Mabalot, the project aims to assist selected Grade 3 and Grade 4 students in reading and mathematics.

The volunteer tutors for this activity first participated in a two-day Volunteer Development Training last 30-31 January. Ana Isabel Caguicla of the Department of Language, Literature, and the Arts facilitated the training on the dimensions of literacy and teaching reading, while Joy Ascaño of the Department of Mathematics and Computer Science facilitated the training on numeracy focused on developing students' number sense.

A total of 37 volunteer tutors have participated in the first three tutorial sessions this February, wherein the SES students are paired with one tutor each for reading, and one tutor each for mathematics.

Training future leaders

As a partner school of Pahinungód Baguio, Pinsao National High School (PNHS) requested a leadership training-workshop for the officers of their Supreme Student Government last 17-18 February. Student volunteers Justine Bryll Andrada and Michael Lester John Ruiz facilitated several workshops on leadership, such as the qualities of a good leader and different leadership styles, while faculty volunteer Benjamin George Meamo III of the DC discussed the topic of citizenship in terms of volunteerism and being an agent of social change.

Finally, Pahinungód Baguio's Junior Project Associate Divine Loraine Peñaflor held a workshop on project planning with a focus on conducting needs assessment with a group. The leadership training kicks off a series of activities with PNHS students. The modules used were borrowed and modified from Pahinungód Los Baños's modules written by volunteers and staff.



Indebtedness

Pahinungód Baguio extends our gratitude to the donors of the Book Drive: M. Balgos, J. Antonio, W.A. Dacay, J.L. Lazaga, W.C. Laureta, M.G.Z. Santos, J.B.L. David, K.D. Rodriguez, All U.P. Academic Employees Union- Baguio Chapter, J.A. Collera, L.A. Piluden, D. Eloppe, D.B. Wilson, M.P.G. Aromin, C. Libatique, M. Peñalba, R.P. Pitlongay, M.A. Peñalba, Tangguyob volunteers (D.J. Escobar, M.S. Gerona, G. Escobar), the Cordillera Studies Center, Forefront Book Co., Inc. through the UP Baguio Library, and an anonymous donor.

We also thank the Pahinungód System Director Marie Therese Angeline Bustos and staff Joy Grace Cruz, Julius Magtibay, Megan Kaye Marie Rayala, Daisy Dianne Ramos, and Grace Reytas for being our partners for the 29th Founding Anniversary.

We acknowledge the efforts of the following volunteer tutors in reading and mathematics during the first three sessions of the EDUKaravan sa Springhills: Scarlet Abaoag, Mikka Izahvel Abarra, Ma. Vienna Coleen Angoloan, Adrienne Paul Aniban, Marie Sundae Louise Aquino, Danica Junielle Asil, April Balinsayo, Den Mark Jet Cadiz, Beatrice Nicole Choy, Patricia Nicole Choy, Angelica Cunanan, Qyle Gabrielle Dacanay, Angel Dagoy, Jeuls Brenn David, Ariza Anjeli Diola, Christopher Luis Dueñas, Alex Endaya, Geraldine Escobar, Jasmine Margaret Estrella, Patricia Barbara Fernandez, Claire Florendo, Marcus Javier Flores, Angelica Rain Guevarra, Stephannie Louise Jusay, Mary Ann Manaois, Sergio Matugas, Jr., Julie Grace Mercado, Justine Morillo, Zanya Reubenne Omadlo, Ma. Karla Plazuela, Michael John Lester Ruiz, Michaela Saballegue, James Patrick Soldao, Chrislyne Claire Tambalo, Nique Jade Tarubal, Giona Tibule, and Ma. Roni Paula Villanueva.

Finally, we thank Pahinungód Los Baños Director Jose Limbay Lahi Espaldon and staff Kathe Lyn Tamisin, Gilbert Lanwang, and Melanie Ilang-ilang for accepting our invitation and request regarding an orientation on their module on leadership training and the use of the module that was written Pahinungód Los Baños volunteers and staff.

Makibahagi. Maglingkod. MagPahinungód.

- Bugnay, Dee, & Jojo