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**Competition, Collaboration and Change in the  
Academic Profession: Shaping Higher Education's  
Contribution to Knowledge and Research**  
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the mass ended. When the churchgoers were out, the paraders, carrying Judas and his phallus, would run after the young and old unmarried women. This was obviously their means of protesting against the oppressive rules of the Catholic Church. What followed was the chanting of lamentation and the burning of the effigy, the phallus (being made of newly cut wood and not easily burnt) “pointing an accusing finger at the Catholic Church” (90).

Although the fervor in the celebration of the Judas ritual is not the same as it was at the start, San Pedro continues to hold the event to the present. The sexual discourse embedded in the ritual also persists, but the Catholic Church has succeeded in containing the overt expression of sex and sexuality. Among the people of San Pedro, resisting church repression could only be done effectively by flouting what it prohibited and creating around the forbidden a ritual tradition. Over time, the church has created its own apparatuses of repression, and the people have responded by invoking varying expressions of phallic power.

The essays in *Ang Bayan* give individual gratifications. They provide not only samples of scholarly analyses using interesting perspectives but also themes and issues worthy of academic investigation and further exploration. Lucero in her preface states, “The ethos of this book is pedagogical.” This in a sense delineates the task of a scholar—that is, to show new paths to take and reveal what arduous work can offer in terms of pleasure.

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ROSE MARIE SALAZAR-CLEMEÑA AND V. LYNN MEEK, EDS.

## **Competition, Collaboration and Change in the Academic Profession: Shaping Higher Education’s Contribution to Knowledge and Research**

Manila: Libro Amigo Publishers, for the De La Salle University Press, 2008. 211 pages.

Higher education institutions in Asia and the Pacific continue to be challenged by the competing demands of global and local contexts. From this perspective the UNESCO Forum on Higher Education, Research, and

Knowledge organized the Second Regional Research Seminar for Asia and the Pacific, held at Zhejiang University, Hangzhou, China, in September 2008. One significant output of this seminar is the publication of this collection of twelve papers, edited by Rose Marie Salazar-Clemeña and V. Lynn Meek.

The chapters represent various viewpoints of educationists in the Asia-Pacific region, and are organized according to the seminar’s four themes: (1) competition and collaboration; (2) higher education and development; (3) changing contexts for the academic profession; and (4) the teaching/learning and research nexus.

Issues of competition and collaboration among higher education institutions need not be approached as competing concerns, for in fact these may be harnessed to further the research goals of colleges and universities throughout the region. Charas Suwanwela (Chulalongkorn University, Bangkok) opens the first set of essays with a stimulating discussion of competition as the driving force behind innovation and knowledge production among higher education institutions, even if competition may pose some problems to these schools. Charas stresses the complementarity of competition and collaboration; when these are managed efficiently and are appropriately supported by values, higher education institutions may truly contribute to research and knowledge production. Akira Arimoto (Hijiyama University, Hiroshima), in the next essay, describes the reforms that the modern Japanese higher education system is undergoing, which includes the introduction of a corporate-style management of universities that makes research more appealing at the expense of teaching. Arimoto reminds higher education stakeholders that, in the twenty-first century, there is a need to rethink the role of scholarship in terms of the integration of research, teaching, and learning.

The next two chapters, which deal with competition and collaboration issues in higher education, present the benefits and drawbacks of research funding systems. In locating research and development as the responsibility of government, V. Lynn Meek (University of New England, Armidale, New South Wales) cautions stakeholders about the dangers of directing research funding primarily toward research performance, as this could undermine the role of higher education as a public good. Muhammad Kamil Tadjudin (Syarif Hidayatullah State University, Jakarta) presents the main goals of Indonesia’s new higher education program, which includes the introduction of competitive funding that has resulted in a change of mindset from

bureaucratic thinking to academic thinking, from passive to proactive, creative, and competitive.

The second set of essays deals with the impact of higher education institutions on the development of local and national communities. Sunwoong Kim (University of Wisconsin, Milwaukee) makes a case for why colleges and universities must engage their local communities. Higher education institutions have already expanded and democratized; in order for these institutions to obtain the political and economic support necessary for their survival, they must transcend elitism and connect with their immediate communities. Konaiholeva Helu-Thaman (University of the South Pacific, Suva) presents the many stages of development of Fiji's University of the South Pacific. One challenge the university faces is the highly selective and elitist character of higher education in Fiji, which affects the university's impact on national and regional development. Mohammed Tavakol (Tehran University, Tehran) writes about the need for relevance in Iranian higher education. Iran seems to be weakened by the huge number of students enrolled in the humanities, whose graduates cannot meet the country's high demand for technological production. Tavakol stresses the vital role higher education plays in addressing problems of unemployment, underemployment, and other labor sector distortions in developing countries such as his.

The essays on the teaching/learning and research nexus are instructive about concrete ways of addressing the integration of seemingly opposing concerns. Phuong Nga Nguyen (Viet Nam National University, Hanoi) proposes a five-variable continuum for examining the nexus of teaching/learning and doing research, with the two variables of university research culture and the university's local contribution as being the highest levels institutions must strive to achieve. Saran Kaur Gill (Universiti Kebangsaan Malaysia, Bangi, Selangor) identifies the Australian model of institutional support for academics as a valuable structured approach to integrate teaching/learning and research effectively. Rose Marie Salazar-Clemeña and Sherlyn A. Almonte-Acosta (De La Salle University, Manila) present data that point to the inappropriateness of emphasizing a uniform research orientation among all higher education institutions in the Philippines.

Of particular interest in this collection are two chapters that deal with the theme of changing contexts. Heather Eggins (University of Strathclyde, Glasgow) presents the characteristics of globalization and their effects on higher education institutions; such effects are manifested in both the inter-

national and local arenas. Higher education institutions have responded to globalization in various ways, resulting in the emergence of new models of teaching and learning. Eggins notes that in Asia-Pacific the academic profession will continue to play a pivotal role in education and in society.

The essays compiled in this volume revolve broadly around recurring themes, namely, the challenge of change and the need for flexibility and linkages among Asia-Pacific higher education institutions. However, it is Professor Karuna Chanana's (Jawaharlal Nehru University, New Delhi) profound discussion about the Guru tradition in India that truly takes Asia to heart. In presenting the changing contexts of higher education in the country, Chanana argues that the Indian academic profession has not fully developed in the Western sense because it is defined by its local tradition, culture, and history. It is critical for Indian academics to situate themselves within the *Guru-Shishya Parampara*, or master-disciple tradition, in order to fully appreciate their roles in the ever-changing contexts of their profession. Chanana writes about the many contradictions within the Indian academic profession as a result of the clash between images of the Guru and the professor. One such contradiction is evident in the fact that very few females make it to the top ranks of the university faculty roster.

At the end of the Second Regional Research Seminar for Asia and the Pacific, the event that brought together the contributors of this volume, a final declaration was formulated:

The meeting came to the conclusion that development in all aspects—Education-for-all, globalization, democratization, the knowledge-driven economy and the knowledge-based society—requires appropriate strategic development and adjustment by higher education and research systems. The Asia-Pacific Region, with its divergent and indigenous worldviews, is responding to the forces of change and has provided innovative answers. (11)

Educationists and other stakeholders of higher education and research systems would do well to keep abreast of trends and practices in Asia and the Pacific, where diversity is celebrated and traditional values mingle with novel ideas.

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