

Bridging the Knowledge Gap: Dissemination of Researches of Selected Universities in Metro Manila

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This qualitative paper uses the multiple-case research design to explore the dissemination of researches at Ateneo de Manila University, the De La Salle University-Manila, the University of the Philippines Diliman, and the University of Santo Tomas. An interview schedule, pertinent documents, and records were used in data gathering. Purposeful sampling was employed in the selection of study units and key informants. Data were analyzed using explanation-building. Results reveal that research dissemination is a complex process largely affected by a university's research culture. In general, the findings show that research is important in the four universities. All four universities articulate the value of research in their vision, mission, or goals, as well as maintain a university research coordinating office. However, research dissemination is not emphasized as an integral component of the universities' research thrusts. The study identifies several economic and institutional concerns that need to be addressed so that research dissemination would occupy a prominent role in the universities' research programs.

Universities are seen as catalysts for change and national development. Apart from providing higher education, universities, especially those in developing countries, are also tasked to aid in the promotion of human equality, human dignity, and human development (Nyerere, 1966 in Swinerton, 1991). Thus, their role is not limited to instruction, but also includes research and extension or community activities. These three

university functions are regarded as complementary to, rather than conflicting with, one another.

For instance, research, the focus of this study, is essential in promoting quality education and in developing and implementing various extension services. Research is one of the most important means for promoting faculty and staff growth and development. It is also a source of information and insights that could be used as inputs for improving the content and structure of university-based and extramural course offerings. Research is important for the university and its personnel because of its role in their way of life, the rewards which they derive from it, and its value in “imaginative teaching” (Axtell, 1997: 3). It is also a valuable criterion for individual employee productivity and for the collective excellence of the university. For example, publications such as *Asiaweek* and the Times Higher Education Supplement-Quacquarelli Symonds (THES-QS) have used research outputs as key measures in their rankings of universities.

In the THES-QS 2006 list of the 500 best universities in the world, only four universities in the Philippines were included. These are the University of the Philippines (299th), the De La Salle University (392nd), the Ateneo de Manila University (484th), and the University of Santo Tomas (500th). All four universities ascribe great value to research as indicated by the number of their research outputs and the number of their research institutes, programs, and laboratories. They also have their respective research monitoring teams which oversee and promote various research activities.

The duties of the universities in promoting research, however, do not end in its conduct. Universities must ensure that information, specifically those that are products of research, must reach those who could benefit from it to help bridge the gap between the information “haves” and “have-nots” (UNESCO, 2005). This is the challenge of research dissemination, or the “process of sharing information and

knowledge” (Woodfield, 2001: 1) to a certain group or audience. Critical in this activity is the accessibility of research results to target beneficiaries, which can be addressed through an effective research dissemination strategy.

Before an effective research dissemination strategy can be formulated, an analysis of the culture of the university, specifically with regard to research, is imperative. This is because organizational culture is linked with organizational performance (Berrio, 2003); thus, “the stronger the culture, the more effective the organization” (Schein, 2004: 7). In the research context, culture may affect the way specific research-related activities are conducted.

A study on the dissemination of researches is vital since publications serve as the main venue for faculty members to satisfy the requirements for tenure, promotion, grants, and fellowships (“To Publish and Perish,” 1998: 20). This is in line with the response of faculty and staff to the mandate of fostering an atmosphere of creativity and knowledge-seeking in the university. But more than that, it is important to determine how these studies reach the hands of people in and outside of the university, for it is through dissemination that researches done in the academe reach their target publics.

Research Questions

Universities are a prolific source or generator of research. However, even if universities have instituted research coordinating offices to promote and manage researches conducted by their faculty, several issues related to the dissemination of researches in universities are still apparent and need to be addressed.

Thus, this paper aims to compare and contrast the research culture (or how research is instituted and disseminated) in four universities. Specifically, it seeks to answer the following:

- RQ1: How do the universities articulate their research goals?
- RQ2: What is the role of the university research coordinating offices in the articulation of these goals?
- RQ3: What are the policies, rules, and guidelines of these universities regarding research?
- RQ4: What are the universities' research resources?
- RQ5: What are their research dissemination concerns?

Review of Related Literature

Several scholars from other countries have conducted studies on research dissemination and publication. The Water, Engineering and Development Centre (WEDC) at Loughborough University in the United Kingdom did a study on enhancing research dissemination strategies (Fisher, Odhiambo, & Cotton, 2003; Woodfield, 2001). Together with other scholars in the ASEAN, Gopinathan (1985) looked into academic publishing in the region. Numerous articles on the communication of researches have also been published in a number of journals (Axtell, 1997; Franklin, 1993; "To Publish and Perish," 1998).

In the Philippines, however, very few researchers have looked into the process of research dissemination. In fact, only four related studies were found on the topic and all came from the University of the Philippines Diliman. Three of these studies merely included the process of research dissemination as one of their study areas. The fourth one delved on the book as a specific mode of communicating researches.

The study "Assessment of Teaching, Research, and Extension Work in Selected Units of the University of the Philippines, Diliman" (n.d.) noted that the need to share knowledge generated by UP is part of its mandate as a state university in the country. Moreover, the results showed that although teaching is the priority of the University, research and extension activities greatly contribute to the teaching process.

It was also found that research was a prominent activity in the University and that the main incentives for conducting research were income augmentation, potential for publication/recognition, professional growth and development, opportunity to gain new experiences and knowledge, intellectual satisfaction, establishment of linkages and networks, credit loading, enrichment of teaching capability, and contribution to teaching effectiveness. On the other hand, disincentives included lack of funding, recognition, and college support.

In another study, Santos and Tolentino (1997) looked into book writing and publishing in UP Diliman. Results showed that book publishing has grown in the University from 1980 to 1995, with non-fiction books outnumbering fiction and textbook materials. Moreover, it was observed that the arts and letters as well as the social sciences fields produced the most number of books. Several problems that had to do with textbook writing were: the lack of time of faculty members; lack of financial support in the writing and publication of textbooks; and the old policies of the University on textbook writing which gives the Board on Textbooks the authority to select and approve textbooks for students' use.

Meanwhile, Liguton (1993) explored communication and related social factors which enhance the use of policy research results. She emphasized the role of communication in the use of policy research for economic and social development and found that policymakers put premium on the format of presentation of research results. She also found that no institutionalized mechanism for a regular dialogue between the policymakers and the research community, especially in the regions, exists and there is no central body that fully serves the purpose of a repository and disseminator of research studies in the country. In her study of six purposively chosen UP Diliman researches conducted from 1991 to 1996, Tolentino (2000) found that their impact mainly depended upon their extensive dissemination to international and national, and technical and academic audiences.

These studies underscored that research dissemination is an integral part of a university's functions, alongside instruction and extension. Moreover, despite the many constraints in the conduct of research, there is a need to ensure its dissemination to forge the impact that all research undertakings seek to achieve.

Study Framework

The analytical framework of the study is anchored on Katz and Kahn's Open Systems Theory. The model, however, was based on Harrison's Open System Model (Harrison, 1994).

The phenomenon under study is the dissemination of researches in four of the leading universities in Metro Manila. Research dissemination is affected by a number of existing internal and external factors in each university. Internal factors include those that are part of the university's system, directly or indirectly affecting the communication of researches. These are the university's resources, with particular emphasis on research activities, research goals, policies, rules, and guidelines on research, organizational structure, and research culture. On the other hand, external factors or those not part of the university's system but indirectly affect its operations (such as the demand for research works coming from institutions/sectors outside of the university) were not considered in this study.

The process of research dissemination is largely powered by the resources that a university has. These resources include funding sources for research activities which may be internally-funded, commissioned, or externally-funded. The universities' human resources when it comes to research activities are primarily composed of faculty members who conduct and disseminate researches.

In general, most universities in the country adopt the three-pronged goals of instruction, research, and extension or community service, and the four cases in this study are no

exception. These three goals are relevant to the formulation of their research goals. Research goals set the general direction of the university and serve as an impetus for the faculty to produce studies that are aligned with their unit's research thrusts, policies, and programs. Accordingly, they articulate the framework upon which studies are subsequently disseminated.

The two factors previously mentioned (research goals; policies, rules, and guidelines on research) together with the organizational structure for research in the university (which illustrates the relative importance placed on research as one of its functions in terms of its placement in the organizational chart) are related to the research culture of the university.

Research culture is one of the important concepts analyzed in this paper. According to Hill (1999), research culture “reflects the values, ideals, and beliefs about research within the organization” and its “basic ingredient includes the system of shared values, or shared basic assumptions concerning research” (2-3). Schein (2003), on the other hand, notes that “what is intriguing about culture is that it points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious” (8).

In this study, research culture refers to the values and beliefs of the universities regarding research and its dissemination. This can be shaped by various economic, ethical, institutional, political, and social factors. Thus, the research culture of a university is created and recreated with the research goals that it sets; its policies, rules, and guidelines on research; the structures created to address research-related activities; and the dissemination concerns that a university (or its faculty) encounters.

Scholarly outputs are the expected products of research undertakings. These outputs depend on the choice of the researcher and the requirements of the university or the funding agency. Also, despite their non-inclusion in the study, the target audience, beneficiaries, or agencies were included in the model

(see Figure 1) to indicate that scholarly outputs need to reach their recipients.

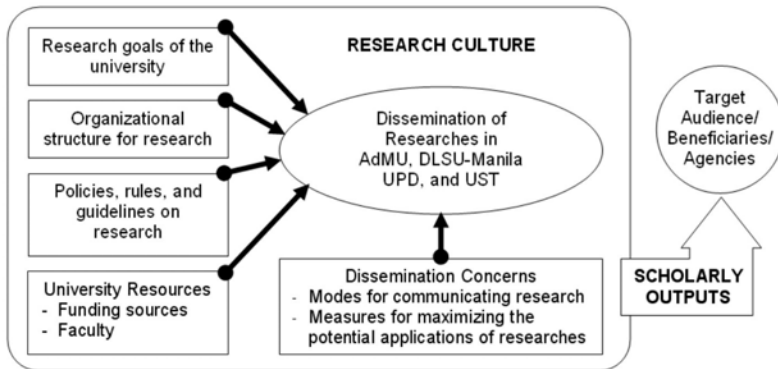


Figure 1. Analytical Framework of the Study Based on the Open Systems Model (Harrison, 1994)

Methodology

The study was exploratory and highly qualitative in nature. It used the multiple-case research design with the four universities as its main cases. The framework of the study (see Figure 1) shows the variables and concepts analyzed in this paper.

Purposeful sampling was used in selecting the universities (based on the *Asiaweek* 2000's ranking of the best universities in Asia and the 2006 THES-QS World University Rankings) and their informants (only the university research coordinators at the time of the study were interviewed). For UP and DLSU, only their flagship campuses (UP Diliman and DLSU-Manila, respectively) were taken as study units.

Focus interviews were conducted and selected documents and records (such as annual reports and manuals on university policies and guidelines on research) were reviewed to gather data pertinent to the study. Preliminary data gathering was conducted from June 2005 to October 2005 to enable the

researcher to have a general background on how research takes place in the universities. Actual data collection occurred from November 2005 to November 2006.

Explanation-building was the main approach used in the analysis of the data gathered. Although the study was exploratory in nature, it attempted to show some existing relationships among the different variables associated with the dissemination of researches.

Results and Discussion

Several universities are currently striving to become “research universities” with the increasing emphasis on research as a necessary function of the faculty. However, to be able to achieve this goal, it is vital to situate the faculty in the contemporary situation in the universities, specifically in the context of their current research cultures.

In this study, research culture is defined as the value (or degree of importance) a university places on research-related activities. Such activities include the conceptualization of the research, its implementation, its dissemination, and eventually, its utilization. Research culture can be gleaned from the university’s vision, mission, and research goals. It is manifested through and affected by a university’s organizational structure for research, policies, rules, and guidelines on research, research resources, and research dissemination concerns. As such, a university’s research culture can either motivate or discourage its faculty to engage in scholarly activities, thereby affecting the process of research dissemination.

Research goals

Research culture is reflected in the research beliefs, values, and assumptions of an organization (Hill, 1999). In the academe, these are made explicit through research goals which could be

part of the institution's vision and mission statements, goals, and objectives.

It was found that all four universities include research as a necessary function of their units (see Table 1). However, there were differences in their emphasis on the nature of researches produced and the manner by which these studies are conducted. The most evident unifying factor, though, behind the research goals of Ateneo, DLSU-Manila, and UST was that they were all private Catholic universities. Having this as a background, their goals as academic institutions were largely reflections of their being such kind of universities.

Specifically, Ateneo links its research activities to its roles as a Filipino, Catholic, and Jesuit university, recognizing the need to enrich Philippine culture while following the teachings of Christ and adopting the goals of Jesuit liberal education (Mission/Vision, n.d.). The case of DLSU-Manila is different from that of Ateneo's since the role of generation and dissemination of new knowledge has included in its vision and mission statements. It also clearly stated that it aims to "become a leading research university in Southeast Asia" which indicates its desire to make a mark not only in the country but in the international scene as well (Vision-Mission, n.d.). On the other hand, UST aims to be an "acknowledged expert in key areas of research in the pure and applied sciences" and a "center for contextualized theology in Asia" by 2011. It also aims to "advance and transmit knowledge in the arts and sciences through the use of reason illumined by faith" (Mission/Vision Statement, n.d.).

Meanwhile, the University of the Philippines Diliman follows the general principles and policies of the Revised Code of the UP System (1984) which emphasizes the social responsibilities of the University (Article 4), its role in education for responsible citizenship (Article 5), and its value for high academic standards (Article 6). Research has been included in Article 6 which states that "the University has the responsibility

Table 1. Research Goals as Reflected in the Vision, Mission, Objectives, or Goals of the Universities

University	Research Goal(s)
Ateneo de Manila University	As a University, it seeks to preserve, extend, and communicate truth and apply it to human development and the preservation of the environment. As a Filipino University, it seeks to identify and enrich Philippine culture and make its own...As a Catholic University, it seeks to form persons who, following the teachings and example of Christ, will devote their lives to the service of others and through the promotion of justice, serve especially those who are most in need of help, the poor and the powerless...As a Jesuit University, it seeks the goals of Jesuit liberal education through the harmonious development of moral and intellectual virtues... The University seeks all these, as an academic community, through the exercise of the functions proper to a university, that is, through teaching, research, and service to the community.
De La Salle University-Manila	... the University harmonizes faith and life with contemporary knowledge to nurture a community of distinguished and morally upright scholars who generate and propagate new knowledge for human development and social information...With its corps of eminent faculty ably supported by visionary leaders and technology-enabled professional services, the institution will offer excellent multidisciplinary programs and build a community of learners and scholars who value the pursuit of new knowledge within the perspective of Christian ideals and values...
University of the Philippines Diliman	The University has the responsibility to ensure high academic standards in its primary functions of instruction and research. Extension and other activities must be supportive of these functions. (Article 6 of the Revised Code of the University of the Philippines, 1984)
University of Santo Tomas	By the year 2011, the University of Santo Tomas envisions itself as a center of excellence in various programs of teaching, an acknowledged expert in key areas of research in the pure and applied sciences, a leader in community/ extension services, and as the Center of Contextualized Theology in Asia...It commits itself to the pursuit of truth and the preservation, advancement, and transmission of knowledge in the arts and sciences, both sacred and civil, through the use of reason illumed by faith.

(Sources: University Websites of Ateneo, DLSU-Manila, and UST and the 1984 Revised Code of the University of the Philippines)

to ensure high academic standards in its primary functions of instruction and research.”

In general, it was observed that although research may be part of the university’s vision, mission, or objectives, no research agenda have been set by the universities in the study.

University research coordinating offices

Instrumental in a university’s efforts of strengthening its research tradition is the establishment of a university research coordinating office. It ensures that research activities within the university are promoted, mainly through incentives to faculty, and that these are administered according to university rules and guidelines. However, it does not only concern itself with research matters within the university; but, it is also involved in creating linkages or networks outside of the university with other schools and universities and government and private institutions.

The inclusion of research in the four universities’ vision and mission statements points to the value of research and thus gives importance to the research coordinating offices’ tasks. All of the four universities have such offices: the Office for Research Coordination (ORC) of the Ateneo de Manila University, the University Research Coordination Office (URCO) of the De La Salle University-Manila, the Office of the Vice Chancellor for Research and Development (OVCRD) of the University of the Philippines Diliman, and the Office for Research and Development (ORD) of the University of Santo Tomas.

The relative value that each university places on research can be seen through how these offices are placed in their respective university organizational structures. For instance, in UP Diliman and in UST, research offices are under direct supervision of these universities’ heads (the Chancellor for UP Diliman and the Rector for UST). On the other hand, the university research coordinators for the Ateneo and DLSU-

Manila report directly to their Academic Vice President and Vice President for Academics and Research, respectively. The placement of these offices in the general structure of the four universities suggests that greater value is placed by UP Diliman and UST in research-related activities than the other two universities studied.

Moreover, although these four offices have similar functions which relate to coordination, monitoring, and promotion of research-related activities, the OVCRD is unique in that it is also involved in sustainable resource generation for the R&D activities of UP Diliman.

Policies, rules, and guidelines on research

The research policies, rules, and guidelines of the universities which are implemented by research coordinating bodies, also manifest and affect research culture. These come in the form of requirements in availing of research, research dissemination and other grants, incentives for conducting and/or disseminating researches, as well as the channels/processes that one has to go through in order to have a research project approved and get the necessary funds to conduct it.

The requirements needed to obtain grants were quite similar among the four universities studied. In general, the research-related grants were limited and were primarily awarded on a competitive basis with preference given to regular full-time and permanent faculty members. Another common requirement was that the main proponent of the research should at least be an Assistant Professor. Similarly, incentives for conducting or disseminating researches, which come in both monetary (cash) and non-monetary terms, were in place in the four universities studied. Non-monetary incentives included *deloading* (awarding of research load credit) and promotion, among others. In addition, publication in an academic, refereed journal was also

a requirement for tenure, at least for faculty members in UP Diliman.

Meanwhile, the differences lie in the specific types of grants available in the four universities. For instance, some of the universities had grants which had no counterpart in other universities such as the *Research Grant for New Ph.D.* at DLSU-Manila and in UP Diliman. The four universities also differed in the specific amounts given for a particular grant and the criteria and number of units for *deloading*. Expectedly, too, the four universities also differed in terms of the channels their personnel have to go through to have a research project approved and get the necessary funds to conduct it. For example, according to the Administrative Assistant of the ORD of UST, funds for research projects in their University go through the Grants Office and not through their Office. On the other hand, at UP Diliman, the Vice Chancellor for Research and Development said that funds could go directly to the college's foundation (if it has one) or to their Office.

Such policies and guidelines are supposed to provide an enabling environment for the faculty to conduct researches in an area of interest or expertise. However, some policies, specifically with regard to how research funds are released, may also discourage faculty members in engaging in institutional researches as these may entail red tape and may cause delays in the implementation of a project. Also, based on the general requirements on the awarding of these incentives, policies tend to favor the more experienced ones since a good research track record is also a prerequisite for qualifying as a research proponent. This is actually good since the quality of the research output is ensured. Yet, without enough exposure of the more junior faculty members to these research projects, the less likely they are to be awarded with grants to do research and to receive other incentives along with it.

Research policies and guidelines also manifest in faculty tenure and promotion and provide clues as to how research is

valued at the university level. For instance, the “publish or perish policy” in UP Diliman is not in place in the three other universities; however, for them publication in an academic, refereed journal is a requirement for promotion. This shows that UP puts a premium on research disseminated to the academic community.

University resources

In this study, only funding sources and the faculty were the university resources considered. Table 2 presents the comparative data for the four universities vis-à-vis these two resources.

Table 2. University resources for research

University	Most used funding source for research	Faculty composition*
Ateneo de Manila University	No data available	889
De La Salle University	Internal (university) funds	893
University of the Philippines Diliman	Differs from one unit to another	1,457
University of Santo Tomas	Internal (university) funds	1,465

* Figures include both full-time and part-time faculty as well as lecturers.

Funding sources. When asked about the funding sources of their researches in DLSU-Manila, the URCO Director pointed out that most of their researches were internally-funded (personal communication, May 18, 2006). In UP Diliman, on the other hand, funding for such activities differed from one unit to another; as such, the former Vice Chancellor for Research and Development was not able to provide information on the specific funding sources for the UP faculty’s researches. However, research funds coming from the University itself are

handled by the Office of the Vice Chancellor for Research and Development. Research funds coming from external funding sources usually go directly to the recipient colleges, if they have instituted their own foundations (personal communication, January 27, 2006).

In UST, like in DLSU-Manila, most researches were internally-funded, according to the Administrative Assistant of the ORD (personal communication, July 27, 2006). No data were available as to the type of funding sources used by the Ateneo faculty in their researches. In general, university support for research dissemination activities mainly came in the form of sponsorships to national and international conferences and grants for various research projects.

Faculty. Faculty composition affects the research productivity of a university. Besides the total number of faculty who may embark in research activities, the faculty's designation or position is also relevant to the capabilities of the university to conduct research. However, it was observed that different sets of criteria were used by each university in designating a specific rank to a faculty member. Moreover, this ranking also differed in "steps" or "classes" across the four universities. For instance, although all four universities had *Instructor*, *Assistant Professor*, *Associate Professor*, and *Professor* designations, only Ateneo and DLSU-Manila (URCO, n.d.) had *Assistant Instructor* positions and only UST had a *Senior Instructor* level. Also, although both UP Diliman and UST have *Instructor* designations, in UP Diliman (and in other UP campuses), there were seven "steps" before one could become an *Assistant Professor* while there were only five "classes" before a faculty member at UST could acquire the same rank (the fifth class at UST was also the *Senior Instructor* level).

Table 2 lists the number of faculty members in the four universities (as of August 2007) based on the websites of their academic units. The total number of faculty members varied

depending on the number of colleges and courses that each university is offering. However, these figures are only indicative of actual figures as some departments or colleges within these universities were not able to provide their list of faculty. Also, these figures include both full-time and part-time faculty as well as lecturers.

Research dissemination concerns

Research dissemination concerns also shape research culture. The university research coordinators of the four universities cited mainly economic and institutional concerns (see Table 3).

Table 3. Research dissemination concerns of the four universities

University	Dissemination Concerns				
	Economic	Institutional	Ethical	Political	Social
AdMU	Lack of time, limited funding	Some foreign authors' articles being "editorially reviewed" rather than peer reviewed	None identified	None identified	None identified
DLSU-Manila	None identified	Shortage of papers for publication	None identified	None identified	None identified
UP Diliman	Limited funding, lack of research staff	Journal proliferation	Intellectual property rights (IPR), plagiarism/dishonesty	None identified	None identified
UST	Resource generation from external linkages	None identified	None identified	None identified	None identified

Economic concerns cited by the former Coordinator for Research at the Ateneo and the former Vice Chancellor for Research and Development at UP Diliman were lack of time, funding, and number of researchers. Institutional concerns came in the form of journal proliferation in UP Diliman, the need to generate external linkages in UST to prevent too much “in-breeding” in the researches that they conduct, and the shortage of papers for publication in in-house journals in DLSU-Manila. In Ateneo, some journal articles of foreign authors ended up being merely “editorially-reviewed” rather than peer-reviewed.

It is interesting to note that despite the institution of a number of incentives for scholarly activities, faculty members still experience economic-related problems. This implies that funding is really an issue that needs to be dealt with, not only in a state university like UP but also in private universities. The lack of qualified research staff is an even more serious concern which also oftentimes stems from the lack of funds for hiring one. An equally relevant source of concern is the lack of papers for publication. Available resources cannot be maximized if there are not enough papers submitted for dissemination.

Modes of communicating researches

From the interviews conducted, it was found that overall, the most commonly used modes for research dissemination by faculty from the four universities were participation in conferences, workshops, and seminars as well as publication of articles in academic, refereed journals (may be in-house, local, or international).

Other than the venues that have been mentioned, the former Coordinator for Research of the ORC (personal communication, April 18, 2006) said that researches of faculty members at the Ateneo were also published in the University’s newsletter, the *Loyola Schools Bulletin*. Announcements about these researches were also posted on their *Blueboard*. For their

part, the URCO Director of DLSU-Manila said that they also use the *DLSU Research Digest* and books as vehicles for sharing the results of their researches.

It was observed that most of the dissemination modes used were geared towards the academic community and selected sectors. Specifically, articles for academic, refereed journals were utilized probably because these are requirements either for tenure or promotion. Thus, the scope of dissemination based on the pathways used is still quite limited. Only the research coordinator at DLSU-Manila noted the use of online journals as a mode of dissemination despite the Internet's popularity as a medium of communication.

Measures for maximizing the potential applications of researches

The measures used for maximizing the potential applications of researches are aimed at improving on the prevailing research condition and at addressing certain research dissemination concerns in the university. According to the universities, their usual measures for maximizing the potential research applications include awarding of research incentives and grants; *deloading*; using the Internet in research dissemination through online journals, web sites, blog sites, and the like; popularizing researches; and promoting collaborative or multidisciplinary researches.

In the Ateneo, faculty members are also encouraged to participate in workshops. In DLSU-Manila, other measures identified were the removal of administrative roadblocks and addressing issues on intellectual property rights (IPRs). In UP Diliman, apart from looking into IPR-related issues, emphasis was placed on cutting-edge researches on emerging fields identified by the UP System. These are researches that have commercial potential to produce more relevant studies, technologies, and other innovations and to generate funding for the University. Journal accreditation was also an essential

means of ensuring the quality, not just the quantity, of its in-house journals. On the other hand, in UST, the Assistant to the Rector for Research and Development had identified aggressive ‘grantsmanship’ and research output utilization to further advance research in the University.

Summary and Conclusion

This paper aimed to analyze how researches are disseminated in the top four universities in Metro Manila namely: the Ateneo de Manila University, the De La Salle University-Manila, the University of the Philippines Diliman, and the University of Santo Tomas in the context of their research culture. Specifically, it aimed to identify and then compare and contrast the universities based on the following: research goals; the roles of the university research coordinating offices in the articulation of these goals; the policies, rules, and guidelines on research; research resources; and, research dissemination concerns.

It found that all of the universities included research as a necessary function based on their vision or mission statements and their organizational structures for research. Comparing the four universities’ organizational structures, it appears that UP Diliman and UST give greater priority to research than the Ateneo and DLSU-Manila. On the other hand, the policies, rules, and guidelines on research were quite similar among the four universities. Various mechanisms were in place to encourage faculty members to engage in scholarly activities. The universities differed in the incentives which they gave to faculty members and the process that a project proposal would undergo prior to approval for funding.

In terms of resources for research, many faculty members from the universities studied used internal funds for their projects. However, oftentimes, it was difficult to specifically determine the funding source that most faculty members use since this usually varied across disciplines. Based on sheer number of

faculty members in each university, it could be said that the four universities had a large pool of faculty members who are capable of conducting and disseminating researches.

Despite a number of economic (e.g., lack of funds, time, and research staff), institutional, and ethical concerns, these universities maximized their opportunities, either internally or externally, to develop relevant studies. Furthermore, the findings showed that all four universities used almost similar modes of disseminating scholarly works. Academic, refereed journals and conferences, workshops, and seminars remained the most used methods of disseminating researches which usually targeted the academic community as well as selected sectors in society.

Several means to maximize the potential applications of researches were identified by the informants to address their universities' research dissemination concerns. These included the provision of incentives to encourage faculty to conduct and disseminate researches, removal of administrative roadblocks related to research activities, looking into the intellectual property rights of faculty, and journal accreditation, among others.

Based on the preceding discussions, it can be said that the existing research culture in the four universities is geared towards encouraging faculty to engage in scholarly works enabled by the institution of mechanisms for research promotion. However, whether faculty members are really motivated to do research as a result of these means is yet to be explored and studied.

Implications and Recommendations

A good research environment is needed in order to promote a rich research culture in a university. Such a research environment not only entails the provision of physical (such as laboratories, equipment, and other materials relevant to a research project) and financial resources necessary for scholarly activities but also the promotion of the welfare of its faculty members.

From the study's findings, it was evident that the dissemination of researches is a complex process which is not only affected by the university's resources and research culture, but also by the nature and culture of the academe as well. Inherently, the academe has the responsibility to seek and to give out new knowledge and information. Instrumental in this effort is the university's research goals and policies, rules, and guidelines on research which are relevant in providing an enabling environment wherein research and its dissemination could be promoted.

The study's findings also point to the necessity for re-evaluating these existing guidelines to ensure that these are relevant and responsive to the needs of the faculty in general. More available incentives in the form of research grants and a more favorable set of policies and guidelines for research dissemination activities for both junior and senior faculty members should be instituted to address the faculty's economic, institutional, and ethical concerns regarding research dissemination.

Research networks among schools in the country is also one good way of promoting and sharing results of scholarly works and other resources. Although these already exist among some universities, much still has to be done with regard to the exchange of knowledge in the form of researches conducted by their faculty. More than the use of library resources and the occasional invitation to research presentations of a university, perhaps it would be possible to encourage a number of researches conducted jointly by member universities in a certain consortium. Benefits can be gained from this in relation to knowledge sharing and faculty development.

In terms of the modes of dissemination, there is a strong need to move beyond the academe and to popularize research results and share them with the public as this is one of the academe's mandates. The Internet is a potentially effective medium for research dissemination, as it is cost-efficient and

wide-reaching. However, among the universities studied, only the coordinator at DLSU-Manila mentioned its use as a mode of dissemination by some of its faculty members during the time of the study. Thus, its potentials are yet to be explored fully by the faculty in relation to research dissemination.

Also, research dissemination cannot be separated from research utilization. Therefore, although academic researches in the university are intended primarily for their “social worth”, their potential utilization for their commercial value must also be considered (Universities and the Application, 1988). This would forge a link between the government, the knowledge generators (academic units), and the industry sector, which would eventually create stronger linkages between and among research and development (R&D) institutions, thereby bringing knowledge closer to whoever needs it most. As Tolentino (2000) noted, the impact of researches lie in their extensive dissemination to both technical and academic audiences at the national and international levels.

Future studies can evaluate research and research dissemination programs and policies from the perspective of the faculty members and research personnel in the universities studied. This could be done in other universities in the country as well. The roles performed by the research institutes, specifically in relation to research dissemination, in the research productivity of the university can also be explored. Lastly, the impact of R&D networks or linkages between and among the academe, the government, and the industry and the role of dissemination in this process can be studied.

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