



Management Practices of Filipino Nursing Deans as Curriculum and Instruction Leaders

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Abstract

Academic operation of nursing program is challenging. The deans who served as a program administrator were once working as nurses in the clinical setting or faculty members of nursing schools. Deans are expected to manage the nursing program and produce graduate nurses ready to practice the profession. This qualitative study which involved 19 participants was done to identify the common management practices and competencies of the deans as described by themselves, students, faculty members, and immediate supervisor utilizing a multicase study design. Curriculum and Instructional Leadership domain covered the common management practices of the functions and responsibilities of deans as stipulated by the Commission on Higher Education (CHED) Memorandum Order Number 15 series 2017. The results show that the dean as an instructional leader was engaged in curriculum and instructional development and evaluation with the involvement of faculty members and stakeholders. The deans were advancing change and innovation of instruction and assessment and promoting the use of digital resources.

Keywords: nursing, dean, educational management, curriculum, instruction

Introduction

Nursing education facilitated in nursing schools are led and managed by the nursing school deans. Bitterova, Haskova, and Pisonova (2014) stated that the quality of teaching and learning processes at each level of system of education is influenced significantly by the quality of school

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leaders and managers. This will enable them to improve management proficiency in academic circles which can help prepare to take management tasks in the future. The roles of the deans in the management of schools are crucial especially in the domain of curriculum and instruction. The dean should manage this important area in the academics to make the school perform well.

Tolarba (2016) in his presentation during the First International Nursing Education Conference organized by the Association of Deans of Philippine Colleges of Nursing, emphasized that the deans of nursing schools/colleges have an obligation and a responsibility to make sure that the future nurses are well-prepared to be successful regardless of where they choose to practice the profession. He also emphasized the need to reexamine nursing standards in response to globalization and the need to establish focus on redesigning nursing curriculum, pedagogy, and nursing education in general to meet the current demand as well as anticipate what lies ahead in the future. Nurse educators must be prepared to be leaders as the success of the organization is dependent on their leaders (Patterson & Krouse, 2015)

Bouws, Candela, and Bonnema (2016) noted that nursing in the academic field, was a crossroads between higher education and health. Indicated that there were very few studies that addressed the process of knowledge development or the knowledge development needs of academic nursing deans. In nursing schools, the new deans were appointed from the pool of faculty after the term of appointment had expired, while in some schools, a new applicant may be considered when the dean's position is vacated or it is being applied to by the faculty and ensure the application process until approval from top management was sought. Hence, the development of a management framework for deans is crucial to guide the academic leadership of the dean, to support the deans in the performance of their responsibilities and to allow more opportunities to engage in changes in the pursuit of excellence. Ngowi and De Jager (2016) reported that universities must pursue excellence in the functions of teaching and research.

Moreover Henk, Wepner, Lovell, and Melnick (2017) emphasized that to become effective leader of any school, college, or division, nursing deans must respond continuously to multiple internal and external demands. The role of the dean is multifaceted that requires a range of administrative competence from academic and scholarly leadership, resource and personnel management, governance, strategic planning and execution, faculty and staff development, climate setting, advocacy, external and public affairs, relationship building, community engagement, alumni relations, assessment, and possibly fundraising.



The present study sought to identify the common management practices and competencies of the deans as described by themselves, students, faculty members, and immediate supervisor. In 2017, the Commission on Higher Education led the shift to outcomes-based education. Memorandum Order Number 15 in nursing education, particularly article VI known as “Required Resources”, Section 12 states that the administration indicates that the functions and responsibilities of the dean in six (6) areas namely, (1) administration, (2) curriculum and instruction, (3) faculty, (4) resource management, (5) research and extension and (6) linkages.

Methodology

This study utilized a multi-case study design primarily concerned in identifying common themes among deans, faculty, students, and immediate superior. The study was conducted in two schools of nursing in the Philippines which are recognized as Center of Excellence in Nursing Education in the Philippines, consistently on Top Performing Schools in Nurses’ Licensure Examination and with at least Level III accreditation. The participants were selected deans, faculty members, students and immediate superior by the dean.

Measures were ensured for safety and protection from harm in the room where actual data gathering were done for both participants and researcher during the face-to-face interview. In the on-line interview, the participants were given the autonomy to find a comfortable place while the researcher conducted the interview process in a private room that ensured privacy and confidentiality of data. The research instrument was validated by experts from the field of nursing, educational management, and curriculum and instruction. The experts’ comments were integrated by the researchers and was used during the pilot testing.

The names of the participants were kept anonymous. There were no force or coercion, thus the principle of respect was observed. Table 1 showed the number of participants of each school and the total number of participants.

Table 1 *The participants of the Study*

<i>Nursing School</i>	<i>Number of Participants</i>
<i>Nursing School A</i>	<i>11</i>
<i>Nursing School B</i>	<i>8</i>
<i>Total</i>	<i>19</i>



This study used Creswell' steps of data analysis process that is described as specific to the general and using multiple levels of analysis: Step # 1.) Organizing and preparing the data for analysis. This involves transcribing the interviews, taking photos of the documents and downloading materials from websites before sorting and arranging data into different types depending on the sources of information. Step # 2.) Reading and looking at all data and reflecting on the overall meaning, the general ideas that the participants said, the tone of the ideas, the impression of the overall depth, credibility, and use of the information. Step #3.) Coding all the data by bracketing chunks and wrote a word that represented a category and labeled those categories into terms.

The linear, hierarchical approach building were used and followed by the steps as cited by Creswell (2009) in data analysis. The steps include # (1) organizing and preparing all the raw data that includes transcripts, field notes, images and arranging those into different types depending on the sources of information, step # (2) reading all throughout all the data and get the general sense of the information, step # (3) using the coding process by organizing the material into chunks or segments of text before bringing meaning to information through taking text data or picture gathered together, segmenting sentences (or paragraphs) and images into categories and labeling those with a term and used the actual language of the participant.

Results and Discussion

Case 1: Nursing School A

Table 2 summarizes the management practices of deans as described by themselves, students, faculty members and immediate superior.

Table 2 *Summary of Management Practices of Dean and as Described by Students and the Faculty Members of School Nursing A*

CURRICULUM AND INSTRUCTION									
Dean			Students			Faculty Members			
Leading	in	curriculum	Leading	in	curriculum	Leading	in	curriculum	
development			development		and	development			
			implementation						
Engaging		with	Engaging	with	stakeholders	Engaging	with	stakeholders	and
stakeholders			and professional	groups		professional	groups		



CURRICULUM AND INSTRUCTION

Dean	Students	Faculty Members
Introducing strategies for improving quality		Ensuring quality

The following narratives are the discussion of the management practices in Curriculum and Instruction, as described by the deans, students and the faculty members from interview, the review of available documents, observation, and digital analysis of School Nursing A.

DEAN'S MANAGEMENT PRACTICES AS DESCRIBED BY THEMSELVES

Dean 1 of Nursing School A stated that their academic operations were focused on Curriculum and Instruction which was reflected on the Strategic Plan for four (4) years. She expressed that: *"University xxx is depending so much on the strategic plan. The Strategic Plan is 2018 to 2022. From the start, we sat down (referring to department head) so we could do projection. What resources do we need? And how many faculty members which need to complete the PhD degree?"*

The responses of Dean 1 were supported by a Strategic and Annual Operational by the documents available. It was found out that School Nursing A has the strategic framework plan for five years and the Annual Operational Plan and an Annual Performance Review. From the plan, it was indicated in its key result areas that instruction and curricula had to be relevant and responsive to nursing education and industry trends, and it also included activities such as a review and updating of academic programs and instructional materials.

Other management practices by Dean 1 were identified. These includes the conduct of curriculum audit, the conduct of meeting after the meeting, the development and the process of assessment, the creation of curriculum committee, and the assignment of faculty member as curriculum review and development coordinators. The curriculum will be reviewed every end of the semester. Dean 1 described that after the curriculum meeting, respective department head conducted meeting with faculty members to develop and see improvements and the revisions that need to be done. Then the final syllabus will be approved by the dean.

He added that a curriculum committee was organized, which was headed by herself, and the members were department heads, senior faculty members, student representatives, and alumni representatives.



Moreover, Dean 1 emphasized that the gathered insights and inputs from stakeholders such as the Philippine Nurses Association, the training officers of their partner hospitals and their alumni for the curriculum development, review, and enhancement were instrumental in improving management practices. She created a committee for curriculum development and improvement. Dean 1 said:

“We created a new committee. We call it the Industry Advisory board, and that it is composed of our partners in the hospital, training officers of affiliating hospitals and base hospitals. So invited also one from DOH to evaluate our community nursing practice. We invited some alumni working in different fields so that they will give feedback.”

Likewise, Dean 1 relayed that she conducted the faculty evaluation, while the department head facilitated the evaluation of the clinical instructors in the clinical area.

Dean 1 had implemented ways to assess learning using different assessment tools, which include the Skills Manual and Student Competency Handbook. Based on an observation, the handbook was accessible to students because it was available in the University Bookstore.

Dean 1 conveyed that she employed a control mechanism in the final output of materials developed by the faculty members. It was also mentioned that innovative approaches were more on the area of instruction like competency checklist and learners’ portfolio. One distinct approach was the use of Table of Specification, and this practice was benchmarked by other schools of the university. The dean believed that the instruction must be implemented well. Dean 1 mentioned:

“We develop our own tools, rubrics, competency checklist of students and introduced the use of learners’ portfolio. Our innovations are more on area of instructions because we believed that if it is implemented well, everything will go on, everything will follow.”

Moreover, Dean 1 employed a management practice on faculty attributes’ self - assessment and competencies as an innovative strategy. She described that it is a way to identify their strengths and limitations from evidence collected during the semester. Likewise, it serves as basis for assigning classes to faculty members. She added that assignment of faculty load becomes more objective which contributes to strengthening the implementation of curriculum and instruction. Additionally, the portfolio contains the faculty members’ professional goals, philosophy, roles as teachers, competencies, and evidence and reflection journals.



DEAN'S MANAGEMENT PRACTICES AS DESCRIBED BY THE STUDENTS

These were the management practices of Dean of Nursing School A as described by the students. The students who acted as participants from Nursing School A emphasized that their responses were based on their observations to the Dean. They relayed that during clinical duty, the Dean ensured that the needed learning resources were attended to through collaboration and coordination with hospital partners.

Student 3 mentioned with the details that they were provided a working space in a unit by the hospital. The nursing school provided computer units for documentation in the hospital when the hospital had restrictions. These were their statements,

"Last year, the hospital had their computerized system. The dean had a meeting with the attorney and chief nurse of hospital A. She asserted for our welfare. We complained before during our meeting that we do not have a working space and a table in the Surgery Unit. She asserted and we were provided by a working space and table."

From these statements, the participant stated that their learning needs were addressed by the dean. The student also noted the efforts of the dean in providing the resources in certain area of the hospital.

Student 3 observed that the dean used the modern equipment, students' portfolio, and the presence of trained clinical instructor to achieve quality learning environment. She shared:

"The dean intervened on evidence-based practices like in the high-fidelity model mannequin. She assigned Clinical Instructor so as to understand the use of it, on how it will contribute to the learning of the students and the integration of the use of portfolio as an intervention, new facilities, and creating a better learning environment for the students."

Student 4 mentioned that the dean conducted the meeting with the faculty members during the curriculum development process. She said:

"I feel like there are a lot of meetings that happened with the dean and the clinical instructors. She takes every suggestion that the clinical instructor gives, so I feel like that really helps in building our curriculum."

Also, the dean looked into the contents, including the nursing skills demonstrated in the skills laboratory were used in actual clinical setting. The use of evidence-based practice during their clinical practice was also emphasized, as mentioned:



“We do an evidence-based in the hospital as told by the Clinical Instructor and as instructed by the dean so as there are reasons before we do things.”

Student 3 relayed that in terms of Research course, the Dean being the Research teacher set the standard guidelines among students.

DEAN’S MANAGEMENT PRACTICES AS DESCRIBED BY THE FACULTY MEMBERS

Faculty member 2 described the management practices of the dean in Curriculum and Instruction that the dean was engaged in the development of the curriculum and instruction. She said: *“She knows the ins and outs of the curriculum and the instruction. She is very particular about it. She sees to it that before, during and after the implementation of the new curriculum. She made sure that she was part and still part of it. She is part of the revisiting of the curriculum.”*

Faculty member 1 pointed out that the collaboration with local and international partners had helped the school to excel at every curriculum aspect of the nursing curriculum. Also, the assessment tools like examination papers with Table of Specifications were being asked to submit to the dean to ensure alignment of the written, taught, and tested curriculum.. He said: *“Examinations with TOS and rationale were submitted to the Dean.”*

Faculty member 4 indicated that the dean ensured all faculty members participated in developing the curriculum and there was a faculty representative per year level. These representative and faculty-volunteers became members of the curriculum committee with the dean. The committee was the one who decides for the changes to be made in the curriculum. She added that there was a curriculum review before the start of the semester and during the semester. The faculty members must work right away on the new updates especially those from CHED memoranda and guidelines.

Faculty member 3 relayed that before the semester starts, a faculty meeting was conducted by the dean to present the goals of the curriculum and instruction. She would like to know all the updates, concerns, and issues of the faculty per year level in terms of the different courses in the curriculum. She said: *“Every start of the semester, we would have always had the meeting in preparation. She has already a goal and make sure it was cascaded to the level of the faculty.”*

Faculty member 1 said that the dean checked the alignment of activities with CHED standards or with the new policies of the university and mentioned that each faculty member was required by the dean to submit semestral report and annual report as a feedback mechanism where suggestions and recommendations in teaching and instructions were placed. She said:



“Our semestral report is part of our output. On what are our suggestions, recommendations when it comes to teaching and instructions.”

Faculty member 1 provided the details on the semestral reports. These reports were consolidated and presented in the faculty meeting in a forum. He described it as:

“Two-page report and the Dean and the Associate Dean, they consolidate the facilitating tasks and hindering factors. They will present the hindering factors in a faculty meeting then it will be discussed why those hindering tasks were identified and then it becomes an open forum with suggestions.”

Likewise, he added that the dean does micro-management by looking into details in everything in the school of nursing like class observation.

It was also observed that a class checker does the job of checking the faculty in the class every class hour.

The statements gathered during the interview with the faculty-participants on management practices were validated during the observation. It was noted that there was the focus made by the dean to ensure the relevance of the curriculum through review of alignment of the curriculum with the standards of the CHED, continuous improvement, and the engagement of the dean in the process of the curriculum design, the participation of the faculty members in curriculum development, the formation of a curriculum committee who were responsible in the finality of the curriculum. Likewise, the conduct of the meeting among the heads per year level and the open communication with the faculty members of the goal of the school at the start of every semester were noted as management practices for curriculum development and evaluation. The goals were reflected in the Strategic Plan.

The management practices of the Dean in School Nursing A and the management practices described by the students and faculty members were similar. Importantly, specific samples of these management practices were mentioned by the students.

Case 2: Nursing School B

The table below summarized the management practices of the deans as described by themselves, students, faculty members and immediate superior.



Table 3 *Summary of Management Practices of the Deans as Described by Students and the Faculty Members of School Nursing B*

CURRICULUM AND INSTRUCTION		
Dean	Students	Faculty Members
Leading in curriculum development	Leading in curriculum development	Leading in curriculum development
Engaging with stakeholders	Implementing curriculum audit	Engaging with stakeholders and professional groups
Ensuring quality		Ensuring quality
Implementing innovation		Conducting faculty evaluation
Leading curriculum evaluation		Ensuring attainment of standards in curriculum development and implementation

The following narratives discussed the management practices in Curriculum and Instruction, as described by the deans, students and faculty members from interview, review of available documents, observation, and digital analysis of Nursing School B.

DEANS' MANAGEMENT PRACTICES AS DESCRIBED BY THEMSELVES

Dean 1 of Nursing School B added that it took them years to finalize and have the curriculum approved. She described that there was a committee composed of representatives of students, stakeholders, administrative council, and the Board of Regents She said: *"It took us two years for the curriculum revision and development. It was not that easy because we need to consult with the students' representatives and other stakeholders. Then, the next level is to get an approval from the admin council and the BOR. There are a lot of layers of representation at the middle prior to final approval of Board of Regents."*

The Dean mentioned stakeholders' consultation which happened in the nursing school, along with other university-wide practices. The consultation happens twice a year following the cited agenda. She said, *"The stakeholders' consultation I think the most is twice a year. The first is the planning of budget and the second is for the evaluation?"*



She also narrated having a core process that was established already for the curriculum development, and said: *"We have established the core process of curriculum development. One of the best practices that I see in the level of the dean is curriculum audit. Every semester, we have a curriculum audit or known as a curriculum review. It is a session with faculty members and with the students evaluating how it was implemented"*.

She added that there was the extensive review of the existing syllabi especially when there are new courses in the new curriculum which are being implemented for the first time. The collaboration with other administrative services were sought. She determined the resources and trainings needed and provided them to the library. She narrated: *"What trainings are needed? What books are needed? We coordinate with the library and they helped us. Which one you wish to recommend? Indeed, it is coordinated with them."* Dean 1 mentioned that there was huge budget for laboratory resources. He said, *"I want to buy defibrillator. We have already an interactive board for Human Anatomy."*

Dean 3 mentioned that they do curriculum audit at the start of the semester by doing the curriculum mapping. He described that the dean reminded of the specific activities and the schedules must be followed. He said: *"Mapping happens at the start of the semester. We will know which items are not done at the previous semesters just to carry it over at the next semester just to make sure that everything is covered"*

He also mentioned that he did a class observation twice a semester, one-on-one mentoring sessions after the observation, the faculty meetings, and the morning rounds. He discussed that a faculty meeting was conducted at the end of the semester for students' deliberation. He said: *"The dean also sits in the classes to observe and then I call the faculty members after observations just for one-on-one mentoring. There are also meetings with the dean."*

Likewise, Dean 3 did a daily routine on a class supervision. He said: *"I also do rounds in the morning just to make sure that everything is in place before the students could come, and to make sure that the faculty members are in place, lectures are in place."*

DEANS' MANAGEMENT PRACTICES AS DESCRIBED BY THE STUDENTS

Student 1 from Nursing School B told that the faculty members used variety of teaching and learning methodologies in a class. The assessment tools, including ward classes, activity-based and a revalida were utilized. He said: *"We would have our oral revalidas and presentation. Although they*



have the traditional based learning, it is an activity-based learning and it's very interactive when it comes to our lessons. First year, second semester was when we started doing duty. In our ward class, we would teach the patients regarding a health teaching."

Students 1 and 3 from Nursing School B added that there was learning resource made available for the students at the start of the semester and there was a course orientation. They received a copy of the course syllabus which served as their guide of the topics. He said,

"With regards to how the teaching and lectures are given are quite efficient for us students because the start of each subject and the start of each topic, we would be given of course starting the semester."

Student 3 from Nursing School B said: *"On the first day of school, there will be a course orientation. The course syllabus and learning outcomes will be given to us on that day."*

Student 1 from Nursing School B mentioned that research was introduced already in a professional course. He added that students participated in an international research conference which was organized by the School of Nursing. He said: *"As early as first year we have been exposed to aspect about research, such as forming hypothesis, data collection and research methodologies."*

Student 1 from Nursing School B pointed out that there was additional requirements beyond the usual required standards. He mentioned: *"We have additional cases for Nursing School B standard and for those additional cases we need those to graduate. So, if we do not meet the college requirements for that given case or that given procedure and then we will not be able to graduate."*

Students 2 and 3 from Nursing School B described that Dean 2 observed online classes and the former deans observed classes both in school and in clinical duty. He also did the morning rounds with the students. Furthermore, it was mentioned that there were skills evaluation checklist, using standardized rubrics and return demonstration for nursing skill. She said: *"We do our return demonstrations and even during our clinical practices, we always bring a copy of a checklist or like an evaluation checklist for performances and individual."*

Student 2 described how Dean 2 did the faculty and class observation. She said: *"He's trying his best to oversee the discussion as well. He enters sometimes into our classes. He's stays for quite a while, so I feel like he really gauges the teachers and the activities of the students."*

Student 3 from Nursing School B emphasized that the Dean 4 monitored closely the compliance in curriculum and instruction like the missed clinical duty and examinations of the students. He said: *"She made sure that we would not have any missed duties. For example, we would*



have extensions. She makes sure that we would fill-in with those extensions and in class for missed exams and other stuff. She would make sure that we would be able to fill in those missed exams and the return demonstrations.”

DEAN’S MANAGEMENT PRACTICES AS DESCRIBED BY THE FACULTY MEMBERS

Faculty member 3 mentioned that Dean 4 invited stakeholders for consultations in developing the curriculum. She said:

“Our dean is very significant in the crafting of the curriculum. We were able to invite significant people and get insightful inputs from them. So, we were able to make a good stakeholders’ consultations for the improvement of the curriculum. We have yearly consultation including our alumni.”

Moreover, she added that the key people were involved in the implementation of the curriculum audit every semester. The Quality Assurance Officer of the college was the key people involved in the audit. On the document review, there was the Quality Assurance Office which issued guidelines and protocols. She said:

“Surely, we have semestral Course Audit. At the end of the semester, Quality Assurance Officer of the college spearhead the Course Audit in coordination with the Dean. It’s our core process and the primary implementer is the Quality Assurance Officer.”

She described that the results of the Course Audit were reported to the dean. Then the dean conducted a meeting among faculty members on ways to improve the curriculum and instruction and curriculum audit. She said: *“The Quality Control Officer reports the findings to the dean. A meeting is held to discuss the results, so that's where the dean comes in.”*

She added that the dean conducted classroom and RLE observations during face to face and online classes. Faculty member 2 mentioned that the classroom observation was conducted and as a requirement in the role of the dean. He said: *“Classroom observation is a requirement.”*

Faculty member 1 shared that the dean followed CHED memorandum in the implementation of the minimum requirements of the curriculum and integrated the school’s graduate attributes. She said, *“Do not get lost of CHED memo because of the minimum requirements which should be integrated in the curriculum and then add the graduate attribute.”*



Furthermore, she added that in the implementation of flexible learning, an evaluation of the module was also conducted. She said: *“We enhanced the module evaluation at the middle of the semester.”*

The management practices as described by the deans, students and faculty members were similar in terms of leading curriculum development. Stakeholder engagement was also one of the similar management practices, as described by the deans and faculty members.

The deans as a program administrator of Bachelor of Science in Nursing manifest leadership in curriculum and instruction. Based on CHED Memorandum Order # 15 (2017), the deans have the responsibilities to lead in the development implementation of the curriculum and instructional standards. Likewise, SEAMEO Competency Framework for Southeast Asian School Heads also indicated that one of success competencies of Schools Heads is the Instructional Leadership. In the review made by Christopher Day and Pamela Sammons (2014) on Successful School Leaders by Education Development Trust, it was noted that instructional leadership has a big impact on student outcomes at nearly four times than transformational leadership because it focuses on enhancing effective teaching and learning. From a UNESCO paper by Stabback (2016) curriculum was described as what, why, how, and when the students learn. Moreover, it is also used to achieve learning outcomes by the students that facilitates the realization of societal demands and government policies.

The curriculum provides clarifications on key questions related to political, social and cultural concerns. A quality curriculum enables students to acquire and develop the knowledge, skills and values, capabilities, and competencies towards meaningful and productive lives. Furthermore, it was noted that good teaching and learning are enhanced by quality, relevant and effective curriculum. Also, the management practices by the deans on curriculum development and improvement are critical in the development of the community. The criteria for quality curriculum has to be aimed with four categories as (1) development of curriculum, (2) the curriculum in itself, (3) implementation of the curriculum, and (4) evaluation of the curriculum. Development of the curriculum has to be planned and systematic, inclusive and consultative, led by curriculum professionals, cyclical in nature and sustainable.

The engagement with stakeholders in curriculum and instruction projects of the deans were an obvious management practice. This was supported by the study of Belita, Carter, and Lukorious, (2020) which stated that health care environment has been changing fast and stakeholder engagement is recognized significantly in curriculum development and renewal. Such practice is believed to



initiate innovation in teaching and learning. The authentic stakeholder engagement offers help to clients, students, faculty and in general, nursing profession. Another study from Dalrymple, Auerbach, and Schussler (2017); Nosek, Scheckel, Waterbury, MacDonald, and Wozney (2017) pointed out that when students were key stakeholders and positive learning experiences are enhanced, succession management is also being supported.

Aside from students as key players in stakeholders' engagement, the clinical partners were also recognized as a key player. Contribution in curriculum is focused on knowledge and skills development according to D' Antonio et al. (2013), as cited in this study of Belita et al. (2020) In this same study, the four (4) facilitators of positive stakeholder engagement were identified. These were (1) positive leadership, (2) empowerment, (3) sense of ownership, and (4) culture of equality. Firstly, Axtell, Avery, & Westra, (2010); Nosek et al. 2017) described that the positive leadership in stakeholder engagement was the use of effective communication and interpersonal skills in showing support, drawing out inspiration, and making personal connections to promote a culture of safety. Secondly, empowerment is a facilitator for positive stakeholder engagement. Nosek et al. (2017) described that empowerment is achieved when the stakeholders' contributions were acknowledged. The third facilitator is sense of ownership. D'Antonio, Walsh Brennan, and Curley (2013); Nosek et al. (2017) emphasized that this sense of ownership is developed when stakeholders were involved early in the development of shared goals and vision. This was done by Dean 1 as this was reflected from her response, *"We did something new in this new curriculum because we need to start from the top. You need to identify the institutional outcome, the graduate attributes. We organize our curriculum committee which I head, including members ng department heads, faculty, senior faculty teaching each of the subjects, students' representative per year level, alumni."*

The last facilitator for positive stakeholder engagement is culture of equality. Chiang, Chapman, and Elder (2011) described this as when there is democratic processes and principles for decision making like active listening, objectivity and respect for ideas equal and fair distribution of power and the role was action-oriented. This facilitator – culture of equality was sensed from the response of Dean 1 as:

"We need to sit down so for the curriculum meeting. Then we will agree on how it will be done."

Deans as a program-administrator initiated change and innovation. Cerna (2014), described that innovation was about implementation of improved ideas, knowledge, and practices such in process and product while change is the transformation or alteration of an intended or unintended



phenomenon which may be differentiated by pace and scope. From the report of OECD 2016, innovation helped in the improvement of learning outcomes of students thus, the quality of education. Likewise, it was also mentioned that innovation in education enhances equity in the access to and equality in learning outcomes. In terms of innovation, it can stimulate efficient provisions on public-service and education. Lastly, education must be relevant on the changes in the needs of the society and economy like the practices on teaching, learning and organization that are considered the skills for innovation.

The dean gained insights which served as input for curriculum and instructional improvement and for faculty development. On the other hand, School of Nursing 2, it was discovered that one of the innovations was the early introduction of research in students' requirement and additional clinical cases that improved students' learning outcomes. In the study of Llomaki and Lakkala (2018) on the innovative digital school model, one of the elements is digital resources. In this element, it includes utility of technical resources, pupil's digital competence, teachers' digital competence and pedagogical and technical training and support. Moreover, in the same report by OECD, there were domains of educational leadership that are needed to understand the integration of technology into learning. One domain is mature leadership who knows the use of technology in school as to when it is beneficial or not and an effective and supportive leader who understand the effective use of technology in teaching and learning process. Thus, this poses a challenge to the Deans.

From the responses yielded during the interview from the deans, it was obvious that innovation in digital resources was on the availability and utilization of technical resources like the simulators – Apollo and Stanly and interactive equipment, the teachers' digital competence, and pedagogical and technical training and support.

In addition to the utilization of technical resources under the innovation on digital resources, the teachers' digital competence and pedagogical and technical training and support were present.

Conclusions & Recommendations

The nursing education as the foundation of nursing practice in the Philippines is managed and led by the deans. The dean's scope of practice is prescribed at its minimum by the Commission of Higher Education. Deans were facing the responsibilities and roles in the academe in the area of curriculum development and instructional leadership to perform multitude roles amidst the challenges of changing demographics, societal demands, and technology advancements.



The dean as an instructional leader was engaged in curriculum and instructional development and evaluation with the involvement of faculty members, and stakeholders. In initiating change and innovative ideas, the deans were advancing change and innovation of instruction and assessment and promoting the use of digital resources.

After considering the above findings and conclusions, this study recommended that leadership and management trainings could be provided to enhance the knowledge, values and skills of the deans, especially the novice ones on management competencies. Furthermore, it is crucial to provide opportunities and growth and development programs that enhance their roles as an instructional leader, an academic leader for faculty, strategic resource manager, promoter for research and extension, builder of networks and sustainer of professional relationship, manager of quality assurance, and an inspiration of personal excellence.

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