

BIOGRAPHY

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Prof. Agnes Valencia-Raymundo, Ph.D., RN is a faculty member, Professor 4, of the Manila Central University (MCU) College of Nursing. She has been the research coordinator of the college for more than a decade. She is likewise the vice-chairperson of the Ethics Review Board of MCU. She is the facilitator of the courses Nursing Research I and II for 14 years. She chairs the annual research colloquia conducted in the college. She is a member of several national and international research organizations. She presents papers she solely and collaboratively authored in institutional, national, and international research fora. Moreover, she published several research articles in indexed journals. She is a peer reviewer of international and national research journals. She is as well a recipient of several awards and recognitions in the field of research. Furthermore, she mentors baccalaureate and postgraduate students as well as her colleagues. Her research interests include topics with social and educational relevance in the nursing and education practices. She hopes to cultivate the culture of curiosity and inquiry to all her mentees.

BIOGRAPHY

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Prof. Allan B. de Guzman, Ph.D. handles pedagogy and research courses at both graduate and undergraduate levels in the University of Santo Tomas. As a prolific writer in educational policy studies and adult learning, he has extensively published a total of 168 articles in various ISI-listed journals and at the same time serves as editor, board member and reviewer in international journals. He has received various prestigious awards that included the 2007 SEAMEO-JASPER Research Award given by the Government of Canada and the Southeast Asian Ministers of Education Organization (SEAMEO), the 2006 National Research Council of the Philippines (NRCP)-Achievement Award, the 2011 Metrobank Foundation Outstanding Teacher award and the 2019 Award for Continuing Excellence in Service (ACES).

Out with the old and in with the new: A grounded theory study of change facilitation among academic department chairs in higher education

ABSTRACT

There is a shift in focus on leading change in recent times - from change itself to the impact of leadership behaviors in a change context. The intensity of change has challenged higher education and the role of the department chairs as facilitators of change is critical. This study, conducted in the context of Philippine higher education, employed a sensemaking framework to explore how a select group of Filipino department chairs (n=25) engage in strategies that facilitate change in higher education. Analysis of data from in-depth interviews using systematic design for grounded theory generated the Buoyancy Model of Change Facilitation comprising of the four phases, namely: unpacking phase, harmonizing phase, deepening phase, and buoying phase. The initial phase of unpacking necessitates the understanding of the need for change and/or continuity. Balancing relationships and future direction in the harmonizing phase ensues once understanding is established. The dynamics of connections and shared vision advances through the nurturance of training and teaming in the deepening phase. Finally, the buoying phase entails embracing timeliness and timelessness to keep the initiative afloat and enduring. The model indicates that change facilitation is an iterative dynamic process occurring in such a flux operating higher education context that goes through a series of stages. The findings support leadership effectiveness and change management in the realms of practice, theory, policy, and research. Making sense of the change facilitation process could inform education practitioners, policymakers, and researchers to translate into leadership practice and organizational reality the theoretical model herein engendered and on the potential of chairs to accomplish greater influence as agents of change in higher education sector.

Keywords: department chairs, change facilitation, sensemaking, grounded theory