

Mapping of the Institutional Evidence-based Best Practices on Research among BS Nursing Centers of Excellence in the Philippines

Prof. Mercedita Abad Quiambao

Faculty, College of Nursing, De La Salle Medical and Health Sciences Institute, Philippines

Abstract

This study examined the institutional practices on research within higher education institutions, specifically the Centers of Excellence (COEs) in Nursing Education in the Philippines. It aimed to identify strategies and institutional practices in research to enhance research activities among nursing education institutions. Using a multi-method qualitative design, data were collected through interviews, document analyses, and onsite observations from four COE institutions. A total of 19 participants, composed of college deans, research director or coordinators, and faculty members, participated in the study. The Commission on Higher Education's (CHED) Monitoring and Evaluation Instrument (Category 3 – Research and Publications) served as the data gathering and analysis framework. Findings revealed that all COE institutions have faculty members with advanced degrees, a clear indicator of a strong and sustainable research culture. The presence of diverse funding sources and specialized research facilities contributes to their remarkable research productivity. Their research outputs are presented both locally and internationally and published in reputable journals. Institutional practices identified include the establishment of dedicated research offices, implementation of continuous faculty development programs, linking research performance to promotion, and integrating research in curricular activities. Despite these strengths, challenges were noted in translating research findings into hospital practices due to institutional autonomy. The study emphasizes the importance of academic-hospital partnerships in promoting evidence-based practice and enhancing the impact of nursing research. COE nursing institutions in the Philippines exhibit exemplary research capabilities and leadership in the field. Other nursing schools are encouraged to adopt these institutional practices to strengthen their own research systems, foster collaboration, and contribute to improving healthcare delivery through evidence-based research.

Keywords: Research Infrastructure, Funding Support, Performance Metrics, Incentives, Institutional Pressure, Policy Enhancement

Introduction

Research is widely recognized as a fundamental pillar of nursing education and professional practice. Through generation, dissemination, and utilization of knowledge, research strengthens evidence-based practice, enhances patient outcomes, and contributes to the advancement of nursing science [1]. As healthcare systems continue to evolve and become increasingly complex, nursing education institutions are expected not only to prepare competent practitioners but also to cultivate a culture of inquiry that promotes innovation, critical thinking, and continuous improvement [2]. Consequently, the capacity of

nursing schools to generate and utilize research has become an important indicator of educational quality and institutional excellence. Within higher education institutions (HEIs), research serves functions that extend beyond knowledge creation. It informs teaching and learning, guides curriculum development, supports policy formulation, and contributes to organizational growth and societal development. Devi [3] emphasized that research is an essential component of the educator's role, while Palaganas [4] highlighted its importance in strengthening nursing as a scholarly and practice-based profession. Institutions that sustain productive research environments are better positioned to contribute meaningful solutions to healthcare challenges and promote evidence-informed decision-making.

In the Philippines, research productivity and scholarly dissemination are among the key indicators used to evaluate institutional performance. The Commission on Higher Education (CHED) recognizes outstanding institutions through the designation of Centers of Excellence (COEs), acknowledging exemplary performance in instruction, research, extension, and institutional development. Within nursing education, COEs are expected to demonstrate leadership in knowledge generation, research utilization, and academic innovation. These institutions are characterized by qualified faculty, supportive research infrastructures, active scholarly engagement, and sustained research productivity, making them valuable models for institutional benchmarking [5]. The CHED Monitoring and Evaluation Instrument for Centers of Excellence further emphasizes the significance of research by assessing research personnel, funding, facilities, outputs, presentations, publications, and research utilization. Collectively, these indicators reflect an institution's ability not only to produce research but also to disseminate and apply knowledge in educational and healthcare settings. Effective research utilization is particularly important because it bridges the gap between knowledge generation and practice, enabling research findings to influence teaching strategies, curriculum enhancement, policy development, and evidence-based patient care [4,6]. Despite the acknowledged value of research, many higher education institutions continue to encounter challenges in developing sustainable research cultures. Previous studies have identified barriers such as limited research exposure, insufficient institutional support, competing workload demands, and difficulties in translating research findings into practice [7,8]. These challenges underscore the need to better understand how high-performing institutions cultivate and sustain research excellence. While existing literature has examined research productivity, research culture, and research utilization in higher education, limited evidence is available regarding the specific institutional practices that enable Philippine Centers of Excellence in Nursing Education to achieve and sustain research excellence. This gap is particularly significant because identifying successful practices may provide valuable insights for nursing schools seeking to strengthen their research programs and improve institutional performance.

Anchored on Benchmarking Theory, this study examined the institutional research practices of selected Centers of Excellence in Nursing Education in the Philippines. Specifically, it explored their research capacity, investigated practices that support research productivity and utilization, validated these practices through documentary and observational evidence, and synthesized the findings into a Seven Pillars Framework for Enhancing Institutional Research Excellence in Nursing Education. By identifying evidence-based institutional practices associated with research excellence, the study contributes to nursing education scholarship and provides a practical framework that may guide nursing education institutions in strengthening their research culture, productivity, dissemination, and utilization.

Statement of the Problem

This study was conducted to seek answers to the following questions:

1. What is the profile of the respondents in terms of the following: research personnel, research funding, research facilities, research output, research presentation; and research publications.
2. What are the institutional practices on research among the Centers of Excellence in Nursing Education Institutions in terms of the following research personnel, research funding, research facilities, research output, research presentation; and research publications, utilization of research results in teaching/instruction, and utilization of research results in hospital practice

Materials and Methods**Research Method**

This study employed a multimethod qualitative benchmarking design to examine the institutional research practices of Centers of Excellence (COEs) in Nursing Education in the Philippines. Multimethod qualitative research involves the use of multiple qualitative data sources to obtain a comprehensive understanding of a phenomenon and to enhance the credibility of findings through triangulation [9]. Consistent with the study's benchmarking orientation, the design enabled the systematic identification, validation, and synthesis of institutional practices associated with research excellence.

Research Environment

The study was conducted in four CHED-recognized Centers of Excellence in Nursing Education that consented to participate. Purposive sampling was utilized to select information-rich participants who possessed direct knowledge of institutional research operations [10].

Research Respondents

Participants included college deans, research directors/coordinators, and faculty members with at least three years of teaching experience and involvement in research-related activities. A total of 19 participants were included. Institutions were anonymized using codes (University A–D) to maintain confidentiality.

Research Instrument

Semi-structured interviews were conducted using a researcher-developed interview guide consisting of questions aligned with the study objectives.

Data Gathering Procedure

Data collection consisted of three complementary methods. First, document analysis was conducted using the Commission on Higher Education (CHED) Monitoring and Evaluation Instrument for Centers of Excellence, specifically Category III: Research and Publications. Documents reviewed included faculty research profiles, institutional research funding records, research facility descriptions, publication records, presentation records, and evidence of research utilization. Second, interviews explored institutional practices related to research personnel, funding, facilities, outputs, presentations, publications, and research utilization in teaching and hospital practice using the research-developed interview guide. Third, online and onsite observations were conducted using a structured observation guide to validate documentary evidence and examine existing research infrastructures, facilities, support systems, and dissemination mechanisms.

Data analysis followed the two research questions. For Research Question 1, descriptive document analysis and observational validation were used to develop institutional profiles in terms of research personnel, funding, facilities, outputs, presentations, and publications. For Research Question 2, interview transcripts were analyzed using the six-step thematic analysis process: familiarization, coding, theme generation, theme review, theme definition, and report writing. Emerging themes represented institutional practices that sustain research excellence. Trustworthiness was established through methodological triangulation, audit trails, and maintenance of detailed field notes. Data collection continued until thematic saturation was achieved, defined as the point at which no new themes or significant insights emerged from successive interviews. Ethical approval was secured from the Institutional Ethics Review Board prior to data collection. Participants provided informed consent and were informed of their rights to voluntary participation, confidentiality, anonymity, and withdrawal at any stage of the study. All procedures complied with the ethical principles of respect for persons, beneficence, justice, and the provisions of the Data Privacy Act of 2012.

Results and Discussion

A. Institutional Research Capacity Among Centers of Excellence in Nursing Education

1. Research Personnel

Document analysis revealed that all participating Centers of Excellence (COEs) in Nursing Education maintain a highly qualified pool of research personnel composed primarily of faculty members with master's and doctoral degrees, supported by designated research coordinators, research directors, ethics review committee members, and institutional research staff. Across the four participating institutions, research personnel demonstrated active involvement in scholarly activities including research project implementation, publication, conference presentations, curriculum enhancement, and research mentoring. These findings suggest that research excellence is strongly associated with the presence of a competent and research-oriented workforce.

Interview findings further revealed that COEs invest significantly in faculty development through research capability-building programs, mentoring initiatives, graduate studies support, and research training workshops. Participants emphasized that institutional commitment to faculty development creates an environment where research becomes an integral component of academic life rather than merely a requirement for promotion. Research leaders highlighted the importance of assigning dedicated personnel to oversee research implementation, monitor outputs, and facilitate collaboration among faculty members.

Table 1
Institutional Practices in Research Among COEs in Terms of Research Personnel

Sample	Quote / Response	Significant Statement	Meaning	Theme 2
1	<i>"We request for patent training and other training related to the utilization of our research outputs."</i>	<i>We request for patent training related to the utilization of our research outputs."</i>	training and other technical workshops aimed at increasing the utilization of research outputs	Training for Research Utilization

3	<i>"We consider them as avatars in research because they're the ones connecting the university research office to the different colleges"</i>	<i>"We consider them as avatars in research"</i>	Experienced faculty promote a cohesive research agenda throughout the university	Capacity Building
5	<i>"For the University, yearly, before the start of the semester, Research Ethics conduct seminar for all research promoters or for all PhD"</i>	<i>Research Ethics conducts seminars for all research promoters or for all PhD"</i>	training to educate faculty on ethical standards aimed at promoting integrity of the research process	Capacity Building and Training
13	<i>"We have our mentor-mentee program, where experienced researchers mentor aspiring faculty."</i>	<i>"We have our mentor-mentee program,"</i>	training and exposing faculty on the research process	Training of Faculty
15	<i>"In academe, we have many practices. First, we have our Mentor-Mentee, so those who have been in service for a long time in research, have a lot of experience in research, those who have published, they are the mentors and then they will pair with the aspiring, the next in line faculty"</i>	<i>"In academe, we have many practices. First, we have our Mentor-Mentee,"</i>	training and exposing faculty to the research process	Training of Faculty
11	<i>"Another source of research productivity, being a research adviser, being a research lecturer or mentor to our students, so there's also the student productivity"</i>	<i>Another source of research productivity is being a research adviser, a research lecturer or a mentor</i>	training and exposing faculty on the research process	Capacity Building and Training

2. Research Funding

Documentary evidence showed that participating COEs obtain research funding from diverse sources, including institutional research budgets, Commission on Higher Education (CHED) grants, Department of Science and Technology (DOST) programs, Philippine Council for Health Research and Development (PCHRD) initiatives, Department of Health (DOH) projects, alumni support, and international funding agencies. The availability of multiple funding sources enables institutions to support research implementation, conference participation, publication fees, faculty incentives, and collaborative projects. Interview participants consistently identified funding accessibility as a major contributor to research productivity. Respondents described structured grant application systems, internal seed grants, proposal development workshops, and administrative assistance for external funding applications. Several participants emphasized that institutional funding mechanisms reduce financial barriers and encourage

faculty members to initiate research projects. The findings indicate that COEs have successfully institutionalized funding mechanisms that facilitate continuous scholarly activity. Within the context of Benchmarking Theory, funding accessibility represents a best practice that may be adapted by other nursing schools to improve faculty engagement and research productivity.

Table 2
Institutional Practices in Research Among COEs in Terms of Research Funding

Sample	Quote / Response		Meaning	Theme
6	<i>"At University A, there is a lot of research funding. It's not just from University A, there's also funding available abroad."</i>	there is a lot of research funding. , there's also funding available abroad.	Available internal and external funds for the conduct of research	Institutional Funding Support
10	<i>"If it is really a faculty project , they can apply under the Research Center . we also have local funding, if they have to undertake a study, we have our local fund also, actually we have a fund that we coordinate with our alumni, which the alumni donate, then they are also used in research particularly that is going to benefit the college."</i>	<i>"If it is really a faculty project, a faculty project na research, they can apply under Research Center, for funding"</i>	Allocation of internal fund allows faculty to pursue a wide range of research projects.	Institutional Funding Support
7	<i>"In University A we have this Research Grants , if there is money available in the university, they always send out. Faculty can actually apply."</i>	<i>if there is money available . Faculty can apply for research</i>	Allocation of internal fund allows faculty to pursue a wide range of research projects.	Institutional Funding Support
1	<i>"All in all, we have 4 external sources to fund our research, DOH, DOST, CHED and university level. As for research funding, we are quite strong there, we have research funding. we can request from the University in case we have potential for utilization and commercialization of research projects."</i>	<i>“, we have 4 external sources to fund our research, DOH, DOST, CHED and university level</i>	External funding facilitates conduct of various researches	External Organizations Funding

11	<i>"There are different projects funded by the PCHRD. We also have a strong Alumni support."</i>	<i>Different projects funded by the PCHRD. We also have a strong Alumni support."</i>	External funding facilitates the conduct of re-searches	External Organizations Funding
----	--	---	---	--------------------------------

3. Research Facilities

Observational and documentary evidence revealed that all participating institutions maintain dedicated research facilities that support the conduct of scholarly activities. These include research centers, institutional review boards, innovation hubs, libraries, electronic databases, statistical consultation services, research repositories, and digital learning infrastructures.

Participants described these facilities as critical enablers of research productivity. Faculty members noted that access to scholarly databases, statistical software, ethics review services, and consultation support significantly improves the efficiency and quality of research activities. Research administrators likewise emphasized the importance of maintaining infrastructure that supports both novice and experienced researchers. The results suggest that COEs view research infrastructure as a strategic investment rather than a supplementary resource. Through Benchmarking Theory, these facilities may be regarded as essential organizational practices that support sustainable research excellence and can be replicated by aspiring institutions.

Table 3
Institutional Practices in Research Among COEs in Terms of Research Facilities

Sample	Quote / Response	Significant Statement	Meaning	Theme
1	<i>We have plagiarism check , we also have SPSS License , Grammarly, VIGO... We already have TURNITIN for plagiarism. Then we already have software like SPSS, Minitab, and NVivo."</i>	<i>We have plagia-rism check SPSS License Gram-marly, VIGO. Then we already have software like SPSS, Minitab, and NVivo</i>	Advanced techno-logical resources es-sential for high qual-ity research output	Technological and Software Resources
3	<i>"We have these in our Re-search Institute, those soft-wares, statistical analysis, technology like computers... Turnitin for plagiarism checking the NVivo, SPSS... we have mechanisms for online surveys like Qual-trics."</i>	<i>We have these in our Research In-stitute, soft-wares, statistical analysis, tech-nology</i>	Advanced techno-logical resources es-sential for high qual-ity research output	Technological and Software Resources

9	<i>“Access via local ad international publications paper, EBSCO, Elsevier, PubMed, Medscape, Scopus publications paper.”</i>	<i>“Access via local and international publications paper, EBSCO, Elsevier, PubMed, Medscape</i>	databases, allowing students and faculty to access valuable research materials	Online Databases and Digital Resources
1	<i>“We have Research and Development and Planning Office and at the same time we have different research institute; both offices are taking charge of the research transactions and trainings</i>	<i>“We have Research and Development and Planning Office and we have different research institute,</i>	Research offices serve as critical hubs for facilitating and coordinating research activities	Centralized and Specialized Research Offices
2	<i>“Monitoring of the output and quality of the paper these are provided by the Center for Research and Development”</i>	<i>“Monitoring of the output and quality of the paper</i>	Offices which manage research transactions and training	Specialized Research Offices
7	<i>“We have this Research and Creative Writing Program, so we have such office, also available is the library”</i>	<i>“We have this Research and Creative Writing Program</i>	Specialized research offices serve as vital hubs for facilitating various aspects of the research process	Specialized Research Offices

B. Institutional Practices that Sustain Research Excellence

1. Research Output and Productivity

Thematic analysis identified research productivity as one of the most prominent indicators of institutional excellence. Participants consistently described productivity as a result of interconnected institutional systems rather than individual effort alone. Emerging themes included structured research agendas, mentorship programs, research incentives, workload support, and publication assistance. Respondents reported that institutional expectations regarding scholarly output are accompanied by support mechanisms designed to facilitate achievement. Faculty members receive guidance from research mentors, access to methodological consultations, and opportunities to participate in collaborative research projects. Such practices foster an environment where scholarly productivity becomes an institutional norm.

Document analysis demonstrated substantial research output across participating institutions during the previous five years. University A generated the highest volume of research studies, followed closely by Universities C and B. These outputs included funded projects, institutional studies, collaborative investigations, and externally supported research initiatives. The findings demonstrate that COEs sustain

research productivity through systematic organizational strategies rather than isolated interventions. Such practices represent benchmark models that may guide nursing schools seeking to improve research output.

Table 4
Institutional Practices in Research Among COEs in Terms of Research Outputs

Sample	Quote / Response		Meaning	Subtheme
4	<i>"The research output kasi in the university is defined as publications and re-research presentations. Those are the 2 metrics being used... other quality assurance mechanisms."</i>	<i>The research output the university is defined as publications and research presentations</i>	Publications and presentations serve not only as a measure of individual faculty performance but also as a reflection of the institution's research profile	Performance Metrics
1	<i>"In terms of Research Outputs, compared to ourselves, compared to our university performance decades ago, our increase is somewhat exponential despite the pandemic) based on the deliverables usually given to us by the DBM</i>	<i>Compared to our university performance decades ago, our increase is somewhat exponential despite the pandemic</i>	Comparison of research output over the years serves as a performance metric	Performance Metrics
6	<i>"The more research you have, the more points you get for promotions, and there are even incentives." there's a performance-based bonus, ,re-research is worth a lot of points, so because we have a lot of research, we also have a lot of research output, because that's being monitored.)</i>	<i>"The more research you have, the more points you get for promotions, and there are even incentives."</i>	Incentive structures motivating faculty members to engage in research activities,	Incentives for Research Productivity
1	<i>"So far, we have received PBB (Performance-based Bonus), which means we</i>	<i>"we have received PBB (Performance-based Bonus), which</i>	Institutions ensure that faculty members	Incentives for Research Productivity

	<i>achieved what we were supposed to achieve for the fiscal year. I think that's a very objective basis for me to say that we achieved what we were expected to achieve based on the allocated budget for the department."</i>	<i>means we achieved what we were supposed to achieve for the fiscal year.</i>	understand the expectations and rewards associated with research efforts.	
3	<i>"I don't know if you heard about performance-based bonus in the government, the PBB that's performance-based bonus na if good, if we were able to accomplish the target for the whole university."</i>	<i>that's PBB performance-based bonus na if good, if we were able to accomplish the target for the whole university."</i>	performance-based bonus system adds a level of transparency to the performance evaluation of faculty	Incentives for Research Productivity
4	<i>"The research output in the university is defined as publications and research presentations. Those are the 2 metrics being used for performance based bonus and other quality assurance mechanisms</i>	<i>research output in the university is defined as publications and research presentations</i>	performance-based bonus system adds a level of transparency to the performance evaluation of faculty	Incentives for Research Productivity
12	<i>"The faculty and administration are provided incentives for research outputs and points for reclassification promotion. The University Research Department facilitates completions of research outputs..."</i>	<i>The faculty and administration are provided incentives for research outputs and points for reclassification promotion</i>	Incentives encourages faculty to view research as an integral aspect of their professional development	Incentives for Research Productivity
7	<i>"Best practices are publication. Faculty are encouraged to publish their research... otherwise, if it's not published or disseminated, it won't be utilized.</i>	<i>Faculty are encouraged publication of their research.</i>	Faculty members are encouraged to view publication as an integral part of the research process	Encouragement of Publications and Presentations

2. Research Dissemination Through Presentations and Publications

Participants emphasized that dissemination is regarded as an essential component of the research process. Institutional practices supporting dissemination included conference funding assistance, travel grants, publication incentives, manuscript review services, editorial support, and recognition programs. Faculty members reported that dissemination activities are actively encouraged through reimbursement mechanisms and institutional awards. Respondents noted that conference presentations provide opportunities for scholarly networking, while publication activities facilitate broader dissemination of research findings.

Document analysis revealed active participation in local, national, and international conferences. Faculty members regularly present research findings at professional meetings and scholarly forums. Publication records showed consistent dissemination through peer-reviewed journals, with University C producing the highest number of indexed publications among participating institutions. The findings indicate that COEs recognize dissemination as both an academic responsibility and a mechanism for enhancing institutional visibility. Through Benchmarking Theory, dissemination support systems may be considered transferable practices that contribute significantly to institutional research excellence.

Table 5
Institutional Practices in Research Among COEs in Terms of Research Presentation and Publications

Sample	Quote / Response	Significant State-ment	Meaning	Theme
1	<i>“ I think the best practice the univer-sity can give to a fac-ulty in terms of presentation is to support when there is registration. Support in the registration fee and to allow to give the authority to pre-sent even in office hours in this when there is accepted and reliable presentation We have assistance for presentations lo-cal and international</i>	<i>“ the best practice the university can give to a faculty in terms of presenta-tion is to support when there is regis-tration..</i>	Providing comprehen-sive assistance, institu-tions ensure that fac-ulty members can par-ticipate in these knowledge-sharing platforms and signifi-cantly influences fac-ulty engagement	Financial and Lo-gistical Support for Presentations
2	<i>“they are provided everything from reg-istration-to-allow-ance per diem and</i>	<i>“they are provided everything from registration-to-reg-istration allowance</i>	This full support re-flects a clear institu-tional commitment to faculty professional growth	Financial and Lo-gistical Support for Presentations

	<i>then their transportation.. that is the most important and official time, so they are provided everything.”</i>			
1	<i>“So, what we did instead is providing the faculty the time and the trainings that they need for publication capacitation...”</i>	<i>what we did is providing the faculty the time and the trainings that they need for publication capacitation</i>	Provision of workshops trainings design to strengthen faculty members' research skills,	Capacity Building
2	<i>“Use also as points in our reclassification system for faculty members, which happens every three years. There are certain points allocated for presentation. So, when you present (a) paper, you get certain points for being the presenter and it is rated either local, regional, or international.”</i>	<i>There are certain points allocated for presentation. So, when you present (a) paper, you get certain points for being the presenter</i>	Formal recognition of faculty contributions for the research output enhances motivation and engagement in research activities	Recognition and Awards for Research Presentations
9	<i>“Faculty who will present must get a grant for the research paper presentation from the University's institutional funding.”</i>	<i>“Faculty who will present must get a grant for the research paper presentation</i>	The existence of structured funding motivates faculty to participate in higher-profile conferences	Financial and Logistical Support for Presentations
8	<i>“Help in terms of financial, can ask from Institutional Funding</i>	<i>“Help in terms of financial, can ask from Institutional Funding</i>	Universities have developed structured systems to encourage faculty research publication	Reward and Reimbursement Schemes

10	<i>"Publication is not mandatory; it's an incentive whether they publish or not." Part of the promotion. So, it depends on them whether they can publish it or not. That was just one part of the promotion. But definitely, you don't get promoted unless you have publications.)</i>	<i>Publication is not mandatory, incentives Part of promotion</i>	Publication requirement serves as a powerful motivator for faculty members .	Publication requirements and Promotion
----	--	---	--	--

3. Research Utilization in Teaching and Curriculum Development

Participants consistently described research utilization as a mechanism for enhancing educational quality. Faculty members reported integrating research findings into course content, instructional strategies, learning activities, and curriculum revision processes. Several respondents indicated that completed studies often serve as references during curriculum evaluation and program enhancement initiatives. A recurring theme involved evidence-based curriculum development. Participants explained that research findings are reviewed during curriculum planning sessions to ensure responsiveness to healthcare trends, educational needs, and professional standards. Research outputs were also used to inform policy development and educational innovation. The results demonstrate that COEs have successfully integrated research into educational decision-making processes. Such practices exemplify how research utilization contributes to educational excellence and aligns with the broader objectives of nursing education.

Table 6

Institutional Practices in Research Among COEs in Terms of Research Utilization in Teaching and Instruction: Integration of Research into Course Content

Sample	Quote / Response		Meaning	Theme
1	<i>"We have output in nursing that is integrated into the academe afterwards." For example, laboratory-related nursing techniques so there are real applications in actual instruction.</i>	<i>"We have output in nursing that is integrated into the academe afterwards."</i>	Embedding research findings in syllabi, enhances instructional quality	Integration of Research into Course Content
2	<i>"We are required to utilize our output. So, they become part, as the basis of the contents of the teaching of</i>	<i>We are required to utilize our output. they become part, as</i>	Integration of research findings in syllabi enhances instructional quality	Integration of Research into Course Content

	<i>the faculty member. Research outputs are given to the different research units which are located in the colleges, and these are distributed to the faculty members so that they can use this as basis for their teaching or their instruction or they can use this as their references for enhancing what they're teaching.</i>	<i>the basis of the contents of the teaching of the faculty member</i>		
3	<i>"...if you're the one teaching that subject and then you integrate your published papers, we'll include that as part of the content of our instruction... we'll share the research findings with the students, you'll also see it in the references of your syllabus, indicating that he's there.</i>	<i>if you're the one teaching that subject and then you integrate your published papers, we will include that as part of the content of our instruction</i>	incorporating findings from research into teaching materials, ensure students receive education based on current practices	Integration of Research into Course Content
4	<i>"We have many curricular initiatives in committee-based health programs, so there are research studies on these, such as the Process Evaluation of a Hypertension Program. We include this as part of our learning materials so that students can also learn from it."</i>	<i>we put that as part of our learning materials, so the students also learn from that"</i>	Incorporating research output on teaching methods optimize instructional strategies	Integration of Research into Course Content
5	<i>"There are also researches that are about teaching methods, we have faculty who are really into clinical simulation, they conducted research in clinical simulation, which one is a better</i>	<i>. We actually use the results, actually it improved the instruction in doing clinical simulation</i>	incorporate findings from research into teaching materials, ensuring students receive education based on current	Integration of Research into Course Content

	<i>way of doing clinical simulation. We actually use the results; it improved the instruction in doing clinical simulation. We have faculty who are doing research on the status of public health nurses in the Philippines, and they actually use the result of the study to improve on the content of the Public Health Nursing that we teach in the College of Nursing."</i>		practices and data-driven insights	
--	--	--	---	--

4. Research Translation into Hospital Practice

Research translation into clinical practice emerged as an important yet complex aspect of institutional research utilization. Participants reported that research findings are shared with affiliated hospitals through conferences, collaborative meetings, policy discussions, and joint research initiatives. Respondents noted that successful translation often depends on strong academic-clinical partnerships. Memoranda of Agreement (MOAs), collaborative committees, and continuing communication between academic institutions and healthcare facilities facilitate the implementation of evidence-based interventions. Several participants acknowledged challenges associated with hospital autonomy and organizational differences. Nevertheless, institutions reported ongoing efforts to strengthen research-practice linkages through dissemination activities, collaborative projects, and stakeholder engagement. These findings suggest that COEs actively pursue the translation of research into healthcare practice despite contextual barriers. Such efforts reflect the broader mission of nursing education institutions to contribute to healthcare improvement through evidence generation and utilization.

Table 7
Institutional Practices in Research Among COEs in Terms of Utilization of Research Results in Hospital Practice

Sample	Quote / Response		Meaning	Theme 1
1	<i>"In our relationship with hospitals, we have that, but the academic industry, round table discussions, which are sometimes annual, sometimes by semesters, are not very frequent, and discussions with stakeholders are not very frequent either. There's still a gap between us telling the hospital to practice this. It's like</i>	<i>. There's still a gap between us telling the hospital to practice this. It's like this,, the foundation isn't polished yet. You cannot force them to follow this.</i>	Presence of gap lack of foundational trust and collaboration, which impedes the application of research findings in clinical practice.	Challenges with Hospital Policies and Autonomy

	<i>this, ma'am, the foundation isn't polished yet, and the trust and collaboration, is that you'll research to help the practice, and then when it comes to the practice, it's like, okay, just put it there. It seems that's the status. You cannot force them to follow this. Basically, because we are at the mercy of hospital policy... we are expected to comply with the existing policy of the hospital.)</i>	<i>You're just academics, you don't know the practice,</i>		
2	<i>"Because the hospital that we are affiliated is independent from us it is not owned by the university and that is the concern... We cannot claim that our papers are utilized by them. Because they have their own policy. What we did is that we taught them how to utilize research to improve practice, but we don't know if they are utilizing our papers for their practice. We surveyed, and it's so hard for them to utilize the results of our researches."</i>	<i>"Because the hospital that we affiliated is independent from us it is not owned by the university and 'yan lang yung concern. they have their own policy</i>	Autonomy of hospitals poses a significant barrier to the implementation of research findings.	Theme 1: Challenges with Hospital Policies and Autonomy
11	<i>" Well, we don't control the hospital, we are just affiliate, so technically it is not our mandate, it's not our responsibility, we are only recommendatory, it's always a different structure, they have different administrators they have different research director so in terms of our outputs being utilize in the hospital, we're still not there... again it will always be based on the mandate on the priority of the institution like for example we have affiliation, we do take the</i>	<i>we don't control the hospital, we are just affiliate, so technically it is not our mandate they have different administrators they have different research director so in terms of our outputs being utilize in the hospital, we're still not there</i>	Hospitals have their own policies and governance structures that are independent of the academic institutions	Theme 1: Challenges with Hospital Policies and Autonomy

	<i>data gathering in a big hospital in tertiary hospital, but at the end of the day it is up to them (hospital) to”</i>			
17	<i>“The Hospital is independent from my office.”</i>	“The Hospital is independent from my office.”	Hospitals operate independently from universities	Challenges with Hospital Policies and Autonomy

Conclusions

This study sought to benchmark the institutional research practices of selected Centers of Excellence (COEs) in Nursing Education in the Philippines and to develop a framework that may guide other nursing education institutions in strengthening their research programs. Anchored on Benchmarking Theory, the study demonstrated that research excellence is not achieved through isolated initiatives but through integrated institutional systems that collectively support research capacity, productivity, dissemination, and utilization.

The findings revealed that COE nursing institutions possess strong research capacity characterized by highly qualified research personnel, sustained access to internal and external funding sources, and well-established research infrastructures. These foundational elements create an environment that enables faculty members to actively engage in scholarly activities, generate research outputs, disseminate findings, and contribute to knowledge development within nursing education and healthcare practice.

The study further found that institutional research excellence is sustained through deliberate organizational practices, including faculty development and mentoring programs, research incentives and recognition systems, structured dissemination support, publication assistance, curriculum integration of research findings, and collaborative partnerships with healthcare institutions. These practices promote a culture of inquiry and continuous improvement while facilitating the translation of research into educational enhancement and evidence-based clinical practice. Documentary analysis, interviews, and onsite observations consistently verified the presence of formal organizational structures, research governance mechanisms, funding systems, dissemination platforms, and utilization initiatives that support research excellence. The convergence of evidence across multiple data sources confirms that COEs maintain systematic and sustainable research practices that are aligned with CHED standards for excellence and institutional quality.

In direct response to the main problem of the study, the institutional research practices of Centers of Excellence in Nursing Education are characterized by integrated systems of human resource development, funding support, research infrastructure, productivity enhancement, knowledge dissemination, research utilization, and academic-clinical collaboration. These practices collectively contribute to the development and sustainability of a strong research culture and serve as benchmark models that may be adapted by other nursing education institutions. Overall, the study advances nursing education scholarship by providing empirical evidence on how Philippine Centers of Excellence cultivate and sustain research excellence and by offering a transferable framework that may assist nursing schools in strengthening research productivity, dissemination, utilization, and institutional research culture.

Recommendations

Policy and Practice

Based on the findings and conclusions of this study, academic administrators should strengthen faculty research development through mentoring, capability-building programs, graduate education support, workload adjustments, and succession planning. Higher education institutions should enhance research funding by expanding internal and external funding opportunities and fostering partnerships with government, industry, alumni, and international organizations. Continued investment in research infrastructure, including research centers, ethics review boards, digital libraries, statistical support, and technological resources, is also recommended to promote scholarly productivity. Institutions should further strengthen research dissemination through publication support, conference funding, incentives, and recognition programs. Research findings should be systematically integrated into curriculum development, instructional innovation, policy formulation, and program improvement, while stronger academic-clinical partnerships should be established to facilitate the translation of research evidence into healthcare practice.

Future Research

Future studies should compare Centers of Excellence, Centers of Development, and non-COE nursing institutions to identify factors that contribute to research excellence. Researchers are encouraged to examine the relationship between institutional research practices and outcomes such as publication productivity, citation impact, research utilization, faculty engagement, and accreditation performance. Longitudinal studies are also recommended to evaluate the long-term effectiveness and sustainability of the proposed Seven Pillars Framework. Further research should investigate the translation of nursing research into clinical practice and organizational policy, as well as explore how organizational culture, leadership, and institutional climate influence research productivity, dissemination, and utilization. Finally, benchmarking studies involving other health professions education programs, including medicine, allied health, pharmacy, and public health, may determine the broader applicability of the proposed framework.

References

1. Olshansky, E. (2011). Nursing as the most trusted profession: Why this is important. *Journal of Professional Nursing*, 27(4), 193-194.
2. Deng, F. F. (2015). Comparison of nursing education among different countries. *Chinese Nursing Research*, 2(4), 96-98.
3. Devi, S. Sumitha, P. (2016). Impact of academic research on the job performance of teaching faculty in arts and science colleges in Coimbatore. *International Journal of Applied Research*. 2(1): 34-37 Retrieved May 27, 2016 from www.allresearchjournal.com
4. Palaganas, E.C. (2017). Fortifying Nursing Practice through Research and Utilization Philippine *Journal of Nursing* January – June 2017. PJN. Vol. 87. NO.1
5. Commission on Higher Education. (n.d.). *Programs and projects*. CHED. <https://ched.gov.ph/programs-and-projects/>
6. Estabrooks, P. A., Brownson, R. C., & Pronk, N. P. (2018). Dissemination and implementation science for public health professionals: an overview and call to action. *Preventing chronic disease*, 15, E162.
7. Casiple R. (2014). Higher Education in the Philippines: Issues and Concerns. *The Daily Guardian*. Issued last May 20, 2014. Retrieved July 17 2016, from <http://www.thedailyguardian.net/iloilo-opinion/41329-higher-education-in-the-philippines-issues-and-concerns>

8. Pentang, J. T., & Domingo, J. G. (2024). Research self-efficacy and productivity of select faculty members: Inferences for faculty development plan. *European journal of educational research*, 13(4), 1693-1709.
9. Mik-Meyer, N. (2020). Multimethod qualitative research. *Qualitative research*, 5(1), 357-374.
10. Polit, D. F., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for nursing practice*. Lippincott Williams & Wilkins.