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EDUCATING FUTURE-READY FILIPINO GRADUATES

A Roadmap for Creating and Transforming
University Career Centers in the Philippines

Featuring Case Studies From:

PHINMA University of Iloilo | The Technological Institute of the Philippines | The University of Santo Tomas



WILLIAM DAVIDSON INSTITUTE
AT THE UNIVERSITY OF MICHIGAN

Author and Editor:



Farouk Dey

Co-Authors:



Frank D. Alejandrino



Eduardo Arevalo



Lucila O. Bance



To all the wonderful people of the Philippines for their generosity and hospitality; to the students, staff, and faculty of PHINMA UI, T.I.P., and UST for agreeing to create magical moments together; and to USAID, STRIDE, RTI, and WDI for supporting the establishment of university career centers in the Philippines, which will undoubtedly impact communities and change the future of Filipino graduates for years to come.

Farouk Dey

**“He who does not know how to look back at where he came from,
will never get to his destination.”**

José Rizal



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ACRONYMS

WDI	William Davidson Institute at the University of Michigan
USAID	United States Agency for International Development
STRIDE	Science, Technology, Research and Innovation for Development
RTI	Research Triangle Institute, International
PHINMA	Philippine Investment Management
UI	University of Iloilo
T.I.P.	Technological Institute of the Philippines
UST	University of Santo Tomas
NACE	National Association of Colleges and Employers
OJT	On the Job Training
OBE	Outcomes-Based Education
CHED	Council on Higher Education
HEI	Higher Education Institution
CCC	Counseling and Career Center
CDT	Career Development and Training
SCP-IP	Student Career Placement and Industry Partnership
MOA	Memorandum of Agreement
CA	Career Ambassador
ThomGUTS	Thomasian Gear Up Tools for Success

EXECUTIVE SUMMARY

What began as an idea to enhance economic development in the Philippines by linking industry and universities through established college career centers has fueled a national trend inspired by the three STRIDE-sponsored career centers described in the case studies: the Philippine Investment Management (PHINMA) University of Iloilo (UI), the Technological Institute of the Philippines (T.I.P.), and the University of Santo Tomas (UST). The career centers at these three institutions have become national models that are energizing many other universities in the Philippines to follow suit and launch into a process of building or transforming their own career education programs. This publication presents their experiences as case studies and provides a step-by-step roadmap that other Philippine universities can follow while building or reinventing their own career centers.

Educating future-ready graduates in the Philippines requires purposeful integration of career education resources, programs, and services in the academic curriculum and student experience. A futuristic model of college career education activates community on and off campus, leverages technology to expand engagement, and creates dynamic physical and digital spaces that tell a story and invite continuous participation. College career education also establishes meaningful connections among students, alumni, employers, faculty and staff, families, and community partners.

Meeting such standards may be a daunting task for many universities, especially those with limited resources. As described in this publication, the lack of resources should not be an obstacle to innovation and transformation. In fact, it may be more beneficial at the beginning to imagine and experiment with low-cost and high-impact ideas that directly address the needs and concerns of students and other stakeholders.

This guidebook offers three distinct examples that illustrate this point: PHINMA UI began a career center despite having limited resources, T.I.P.'s executive leadership was supportive of this initiative and prioritized the rapid growth of its career center, and UST transformed its existing career center to meet the needs of a large student body by investing in collaborations and relationships with campus partners and employers.

Launching into a process of innovation and reinvention can also be challenging, especially for institutions that have not historically nurtured a culture of risk-taking and experimentation. Using design thinking methodology as a backdrop, this guidebook offers insight into the steps these three model career centers took to achieve their goals and recommends steps for universities to effectively and efficiently manage their own career center invention or transformation. To start or transform a career center, it is important to listen to constituents and identify their needs, experiment with new ideas to address the most salient concerns, design strategies to scale the ideas that worked, develop a powerful brand to extend the career center's efforts, upgrade technology and offerings through new partnerships on and off campus, and, finally, to continuously reinvent this process in order to maintain the organization's competitive edge and nurture a culture of excellence and innovation.

While this guidebook was developed for institutions of higher education in the Philippines, much of its content is applicable to institutions in other regions of the world. This said, the applicability and success of innovation strategies that are implemented from one institution to the next depend greatly on context, including local culture, economics, resources, and social norms. Ultimately, career centers must dare to imagine, innovate, and design their own future within the contexts of the communities they serve.

ACKNOWLEDGEMENTS

This publication was prepared by the William Davidson Institute at the University of Michigan (WDI) under Cooperative Agreement #AID-492-A-13-00011/Science, Technology, Research and Innovation for Development (STRIDE), and funded by the United States Agency for International Development (USAID), through the Prime Contractor Research Triangle Institute, International (RTI). This publication provides a roadmap for universities in the Philippines to develop career centers that connect their students with lifelong opportunities. This roadmap was written following a three-year engagement by WDI that focused on improving the employability of college students in the Philippines by developing model career centers in three pilot institutions: PHINMA University of Iloilo (UI), the Technological Institute of the Philippines (T.I.P.), and the University of Santo Tomas (UST).

This project would not have been successful without the commitment and contributions of the staff, faculty, and students of the three pilot institutions. Special gratitude is owed the following individuals who worked countless hours to ensure this initiative's success:

- ▶ Dr. David Hall, Chief of Party, STRIDE
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- ▶ Dr. Lucila Bance, University of Santo Tomas (UST)
- ▶ Dr. Farouk Dey, Stanford University
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- ▶ Christian Garcia, University of Miami
- ▶ Dr. Brian Guerrero, University of California Berkeley
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STRIDE, WDI, US consultants, and representatives from the three pilot institutions – PHINMA, UI, T.I.P., and UST – at the Career Services in the Philippines Forum, March 2017

I. STRIDE PROJECT

The William Davidson Institute at the University of Michigan (WDI) is an independent, nonprofit research and educational organization focused on providing private-sector solutions in emerging markets. Through a unique structure that integrates research, field-based collaborations, education/training, publishing, and University of Michigan student opportunities, WDI creates long-term value for academic institutions, partner organizations, and donor agencies active in emerging markets. WDI also provides a forum for academics, policymakers, business leaders, and development experts to enhance their understanding of these economies.

Over the past four years, WDI has partnered with Research Triangle Institute, International (RTI) on the Science, Technology, Research and Innovation for Development (STRIDE) project, funded by the United States Agency for International Development (USAID).

The objective of the STRIDE project is to strengthen the science, technology, research, and innovation capacity in higher education in the Philippines, with a focus on disciplines that contribute to high-growth economic sectors as a means of stimulating and accelerating broad-based economic development.

In particular, STRIDE's early goals included achieving an increased level of engagement between universities and industry for the purpose of improving students' employability prospects and outcomes.

Initial evaluations of numerous institutions in Manila and Iloilo were conducted to assess their suitability as model career centers to bridge the gap between industry and academia and advance college graduates into the workforce. After consultation between WDI and STRIDE, three institutions were identified as sites for career center development and technical assistance: PHINMA University of Iloilo (UI), the Technological Institute of the Philippines (T.I.P.), and the University of Santo Tomas (UST).

WDI engaged career services experts from various universities in the United States (US) as consultants and trainers to partner with these three pilot institutions as they developed infrastructure, curriculum, resources, and capacity to improve their students' career exploration and employment outcomes. The US consultants visited these institutions over a period of four years and provided assessment, guidance, and hands-on training to staff and faculty members, as well as sample career exploration programming for

students. The consultants were also tasked with providing keynote presentations to representatives from local universities and companies at symposiums and forums convened by STRIDE.

In addition, leaders and representatives from the three pilot institutions attended the annual conventions of the National Association of Colleges and Employers (NACE) in 2015 and 2016. These representatives also visited US career centers at Stanford University, University of California Berkeley, University of Florida, the University of Rochester, George Mason University, and Loyola Marymount University.

This project's impact is evident in the evolution of services and programming at the three pilot universities over time. Currently, for example, PHINMA UI is enhancing competencies of its staff

and faculty capacity to enhance students' career exploration and connections to opportunities; T.I.P.'s state-of-the-arts infrastructure and capabilities are already producing improved student engagement and remarkable post-graduation outcomes; and UST's career center is transforming from a model of counseling services into a hub of networking and programmatic activities that engage students, alumni, and employers.

The benefits to students have also been remarkable. The most meaningful outcome across institutions has been the improvement in students' self-efficacy. This was a direct result of the institutions' increased attention to students' career exploration and dramatic shifts in the way their staff and faculty engage in the process of teaching by connecting learning with desired post-graduation outcomes.

Students at T.I.P. conducting professional development exercises as part of a Career Center event.





Career Services in the Philippines Forum; Manila, Philippines, March 2017

II. UNIVERSITY CAREER CENTERS IN THE PHILIPPINES

With over 2,100 colleges and universities spread across its 7,641 islands, the Philippines boasts one of the largest higher education systems in the world, which is governed by the Commission on Higher Education (CHED), established in 1994 through the Republic Act 7722. How students explore career paths and connect with post-graduation opportunities in each of these 2,100 institutions depends on local resources, culture, economics, networks, and the institution's commitment to providing comprehensive career and professional education programs and services. The models of career exploration and employment assistance vary greatly from one institution to another. While some institutions have well-established and well-resourced career centers, many have no career centers at all.

Whether to enhance existing services and programs, or to build new career centers from the ground up, many higher education institutions in the Philippines have recently shown increased interest in establishing comprehensive career centers that support their

students' personal and professional development. The STRIDE project and the tremendous growth observed in the three pilot institutions have provided renewed energy to prioritize career education as a critical element of the student experience in the Philippines.

The current model in existing university career centers in the Philippines emphasizes counseling and advising services with some engagement with industry partners via on campus recruiting processes, on-the-job training (OJT) programs, and career fairs. The staffing in these career centers is often thin given the size of the populations they serve. The use of technology is typically limited to a website that promotes programs and services, and in some cases an online platform developed internally by the university's technical support staff. Given the increased focus on student employability and bridging the gap between industry and higher education, it is important for existing career centers to review their practices and transform their approaches from transactional services to more

UST Career Center staff with US consultants Joe Testani and Christine Cruzvergara, March 2017



scalable programmatic efforts that engage students, alumni, and employers for the purpose of building stronger professional networks and meaningful connections.

As illustrated in this publication, the University of Santo Tomas serves as a case study for how an existing career center transformed its vision from an emphasis on counseling and advising services to a dual focus on both counseling/advising and career services tailored to the needs of a large student body.

While many institutions do not have dedicated career resources for their students, they have integrated some of the basic elements of career development into other programs and services, such as student affairs initiatives, faculty teaching, and academic advising. However, there is widespread recognition across these institutions that developing such resources for students is worth the investment. The tremendous growth at PHINMA UI and T.I.P., two institutions that did not

have dedicated career centers prior to the STRIDE project, is already inspiring many other universities in the Philippines and Southeast Asia to follow suit. Despite limited resources, PHINMA UI has proven that a career center program can be established by leveraging its existing resources; it has engaged students, faculty members, and industry partners in the process of creating effective programming and expanding university-industry linkages. As a result of the support provided by the STRIDE project, T.I.P. has become a model career center that enjoys a high level of investment from its leadership in developing state-of-the-art facilities, adequate staffing, and a fully integrated, outcomes-based career and academic curriculum.

The three case studies at PHINMA UI, T.I.P., and UST may serve as a blueprint for integrated campus career centers that engage students, alumni, employers, and other stakeholders in impactful programs and services that connects students with meaningful work.



“To the USAID, STRIDE and WDI consultants and team members, thank you for this wonderful journey. May we see each other again and talk about how we have succeeded in making our students lives better. MABUHAY!” Eduardo Arevalo, PHINMA UI PHINMA UNIVERSITY OF ILOILO



III. PHINMA UNIVERSITY OF ILOILO (UI)

By Eduardo Arevalo



“Making lives better through education” is the mission that PHINMA Education has pursued since beginning in 2004. What began as a network of four higher education institutions located in key cities in the Philippines —Araullo University in Cabanatuan City, Cagayan de Oro College in Cagayan de Oro City, University of Pangasinan in Dagupan City, and the University of Iloilo (UI) in Iloilo City, is today a growing system, with the addition of Southwestern University in Cebu City and Career Academy Asia in Metro Manila.

About PHINMA UI

Led by the president, Chito B. Salazar, PHINMA has elevated the academic quality of its institutions, each of which is recognized as an educational leader in its region. In 2014, the four schools produced more than 1,200 licensed professionals, attaining board passing rates of 80% in 15 instances across nine different fields, with six board placers. This accomplishment becomes even more meaningful given where students come from — children of farmers, jeepney and tricycle drivers, and fishermen and manual laborers, many of whom enter the school with only 5th grade reading comprehension skills. Most students are not college-ready when they start their university studies. These stories and the various factors that influence achievement and learning outcomes fuel PHINMA UI’s efforts to create educational programs that give these students a chance to live better lives.



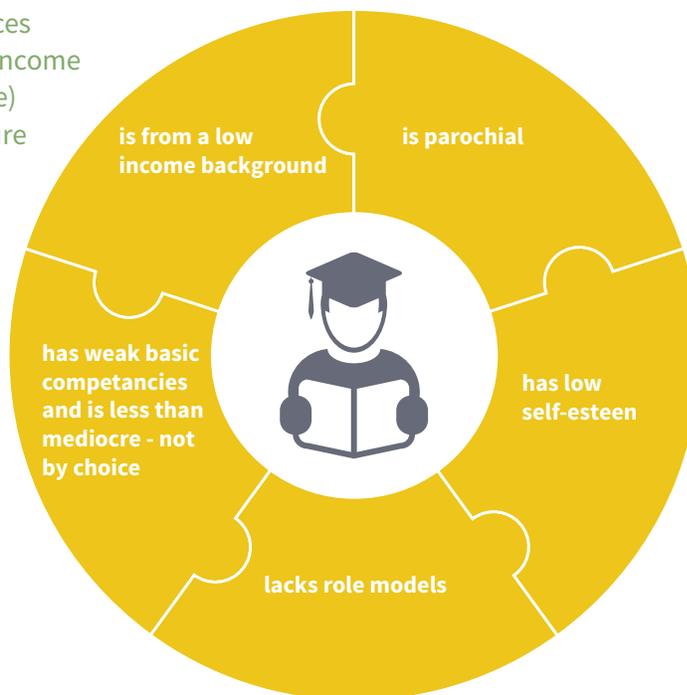
In 2009, PHINMA Education acquired the University of Iloilo, a school known for its “bare bones, brass knuckles, no frills” approach. UI’s scrappy culture and limited resources allowed for an intense focus on strategies that directly contributed to students earning high grades, graduating, and passing board exams in order to ultimately be employable. These outcomes are especially meaningful for a student population that largely comes from low-income families, public schools, diverse socioeconomic backgrounds, and limited support for their growth and development. As seen in the freshman profile infographic below, such contextual factors may have a direct impact on students’ academic, personal, and professional achievement.

The PHINMA Education Freshman

limited financial resources
needs other sources of income
(i.e. must work part time)
uncertain about his future

lacks life skills
academically weak,
has study habits,
no personal goals,
lacks initiative,
slow learner
(learning deficient)

parents not participative in his education,
has no one to motivate him, low self-esteem,
overall lack of ambition



unfamiliar with city life, small
dreams, limited aspirations,
unaware of opportunities and
alternatives,
just wants to pass or graduate
(i.e. receive a diploma)

lacks confidence, cannot
express himself, doesn’t know
how to achieve, doesn’t know
what he wants, not assertive,
not self-reliant



Helping PHINMA UI students overcome their contextual challenges and become successful in or make their and their families lives better.



“Through professional management, strong industry ties, and a strategy that is highly focused on those courses and skills that best prepare our students for sustained employment, PHINMA achieves a fine balance between academic quality and affordability.

This allows us to provide the high-quality education needed to improve the lives of our fellow Filipinos who need it the most.”

Ramon R. Del Rosario,

President and Chief Executive Officer of PHINMA



Evolution of UI's Career Center

The university experience with the USAID STRIDE Project to establish a career center began in July 2014. Faithful to the university's expressed mission of “developing the Filipino youth into employable global professionals,” Ms. Maita Magalong, UI's Director for the Center for Student Development and Leadership (CSDL), applied to the USAID STRIDE's grant to help the university lay the foundation for a career education program for its students.

Based on this expression of interest, UI was awarded the grant to receive hands-on guidance and training from US career education consultants selected by USAID STRIDE and WDI to build a comprehensive and future-oriented career center. This was the beginning of an educative and transformative journey that continues to change students' lives today.

Over the following three years, US consultants visited the UI campuses and worked with students, faculty, and staff to assess the university's challenges and opportunities and imagine the future of a comprehensive career education program.

While the early phase of the project was challenging for UI, largely due to various personnel departures and changes, Ms. Magalong's sponsored visit in June 2015 to the NACE conference in Anaheim and site visits to US university career centers gave the institution renewed energy to fully engage with the USAID STRIDE program. What seemed to make a difference was the incredible support of colleagues at US universities who offered reassurance to Ms. Magalong that she and her team were up to the challenge. As a result, UI staff and faculty began to leverage the consulting resources and build benchmarking partnerships with the other two pilot schools, T.I.P. and UST.

Follow-up visits and recommendations by the US consultants, in addition to UI staff attending another NACE conference in Chicago, led to improvements on the UI campus, including a strategic reorganization of UI's career center, expansion of its influence throughout the institution, and increased engagement with university partners, alumni, and employers. As part of the reorganization, Mr. Eduardo Arevalo was



PHINMA University of Iloilo Career Services team with US Consultants Andrew Ceperley and Christian Garcia, September 2014

named the Chief Operating Officer overseeing the career center. The increased leadership attention and active involvement of Mr. Arevalo in the Government-Industry-Academe (GIA) Council and the Iloilo Chamber of Commerce provided the university a better and more hopeful outlook for the career center. It opened doors for stronger engagement between the universities and the various industries that operate in the community.

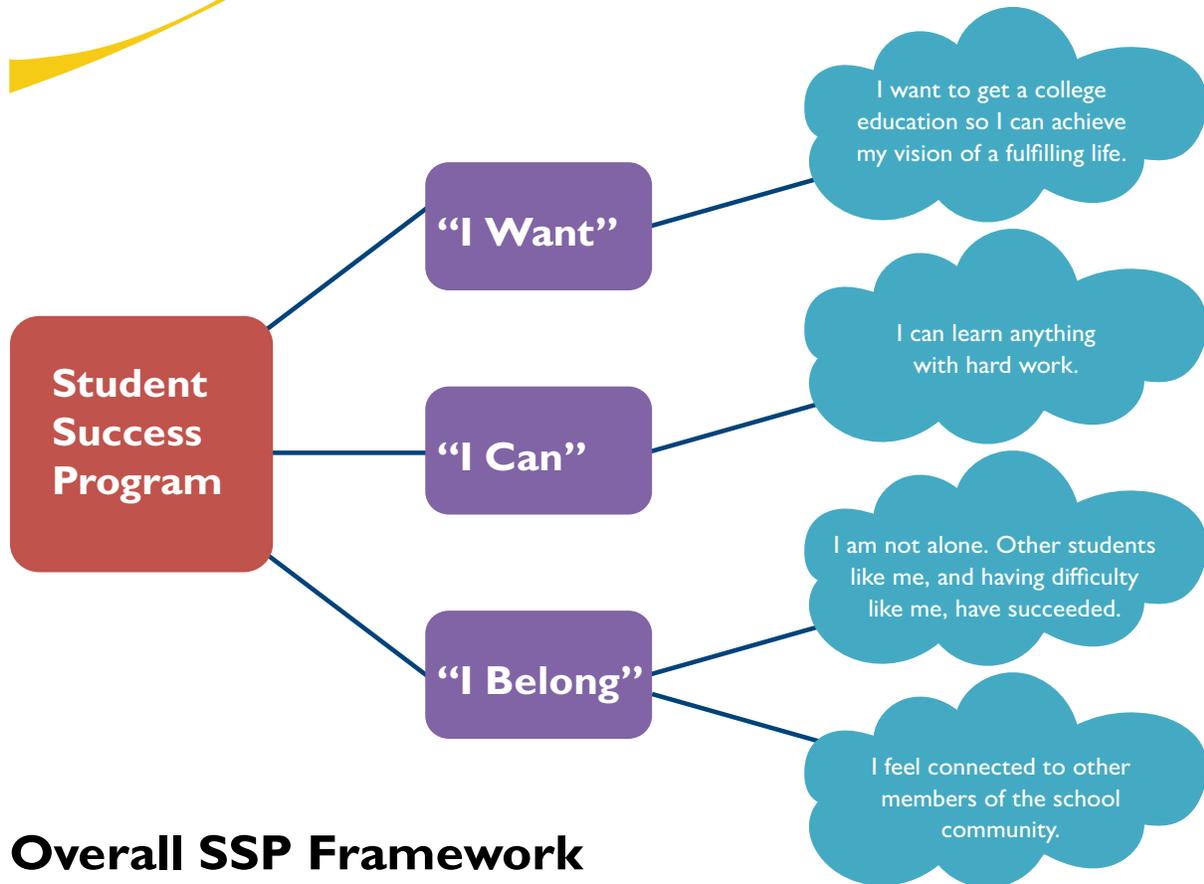
The increased institutional buy-in for the career center at UI not only impacted the growth of the program, it also raised the importance of post-college employment and destinations outcomes along with graduation outcomes. Making lives better at UI now means that students are able to provide for their own needs, to thrive in their personal and professional lives, and to contribute concretely to the growth of the Philippines.

CAREER EDUCATION INNOVATIONS AT PHINMA UI



Career Education Innovations at PHINMA UI (Dey, 2017)

PHINMA UI Career Center Services STUDENT SUCCESS PROGRAM (SSP)



Overall SSP Framework

Programs

Based on its engagement with STRIDE, PHINMA UI has deployed a number of innovations to help students overcome the challenges around them and thrive academically, personally, and professionally. As demonstrated in the offerings described below,

career center programming was founded on four main pillars: self-exploration, career exploration, world of work information and knowledge, and placement through connections with employers and opportunities.

STUDENT SUCCESS PROGRAM (SSP): A modular and activity-based program for all class years, the Student Success Program helps students gain self-awareness, communicate effectively, work in teams, serve as a role model, and increase their confidence. Students also participate in mentoring experiences, and ultimately persevere through school and perform in all aspects of their personal and professional lives. The SSP modules achieve these goals by focusing on four key life-skills: a) becoming a supportive peer and active community member, b) showing gratitude and being of service to the community, c) achieving resilience and self-reliance, and d) mentoring others through their own experiences and challenges.

CAREER JUMPSTARTS: When students have acquired competencies and are able to make initial career choices, the career center introduces Career Jumpstart activities such as the Second-Year-Opportunities (2YO), which engages industry experts in educational activities that further inspire students to work hard and pursue their life and career aspirations.

SUCCESS LADDERS: A skills-based certificate program that engages students in lessons and experiential learning activities, Success Ladders develops work and life competencies. The most meaningful outcome of this program is the increase in students' self-esteem and confidence, which tend to be low when they first enter the program.

ACTIVE LEARNING: Active Learning is a curriculum based on applied learning that transforms students into independent learners and resilient problem solvers by engaging them in a discovery process through task-oriented reflection activities. In the classroom, the students are the stars of the show as they engage in the process of learning about themselves, exploring possibilities, and writing the scripts of their lives.

INDUSTRY DRIVEN PARTNERSHIPS: Driven by industry requirements, the learning outcomes and curricula are supported by industry partners who teach courses in the Bachelor of Science in Information Technology (BSIT) and Bachelor of Science in Business Administration (BSBA) programs, frequently visit campus to mentor students and serve on educational panels, and recruit graduates for opportunities at their organizations. Such collaborations not only strengthen the university's academic mission and enhance the talent pipeline for industry but also transform students' lives by increasing their confidence and giving them access to knowledge and connections that will produce dividends for a lifetime.

ON THE JOB-TRAINING (OJT): When students enter their third year, they are exposed to industry practitioners through small group and big group connections. This prepares them for their On-the-Job Training (OJT), which they complete in their final year. The industry connections equip the students with the right attitude and professional values which help them not only during their OJT but also in their full-time jobs.

CAREER CONNECTIONS: During students' final year, the career center supports their applications for work and preparation for interviews. With their new competencies and skills, increased confidence, and the connections with industry that they have forged, students are now prepared to launch their careers and begin a new and exciting chapter in their lives.

PHINMA UI CAREER CENTER SERVICES

**Student
Success
Program
(SSP)**

“I Want”

“I Can”

“I Belong”

CAREER EXPLORATION AND GUIDANCE

**Employer Information Sessions
Faculty/Peer Career Advising
Alumni Career Advising and Networking
Internship and Externship Program
Seminars and Workshops**

CAREER PLACEMENT

**On-Campus Interviews and Recruitment
Job Matching and Referrals
Career and Job Fairs
Industry Linkage**

The Career Center at UI aims to equip students with knowledge and skills, expose them to the world of work, and connect them with industry and opportunities to ensure a successful transition into their future.

Thanks to the career center’s new efforts to enhance students’ connections and knowledge about themselves and the world, these programs are already impacting the confidence level and learning outcomes of students who would otherwise be at the mercy of their own personal circumstances: poverty, low college readiness, lack of access to role models, and low self-esteem. The SSP program in particular has increased the engagement of students and employers by integrating external experts in the educational offerings of the career center.



“As a freshman, I did not understand the different interventions that UI implemented. I thought I will fail the year. Since then, I have learned that ‘the mind is malleable,’ and benefited from interacting with ‘bosses’ of Iloilo companies, even though I was not comfortable doing it.

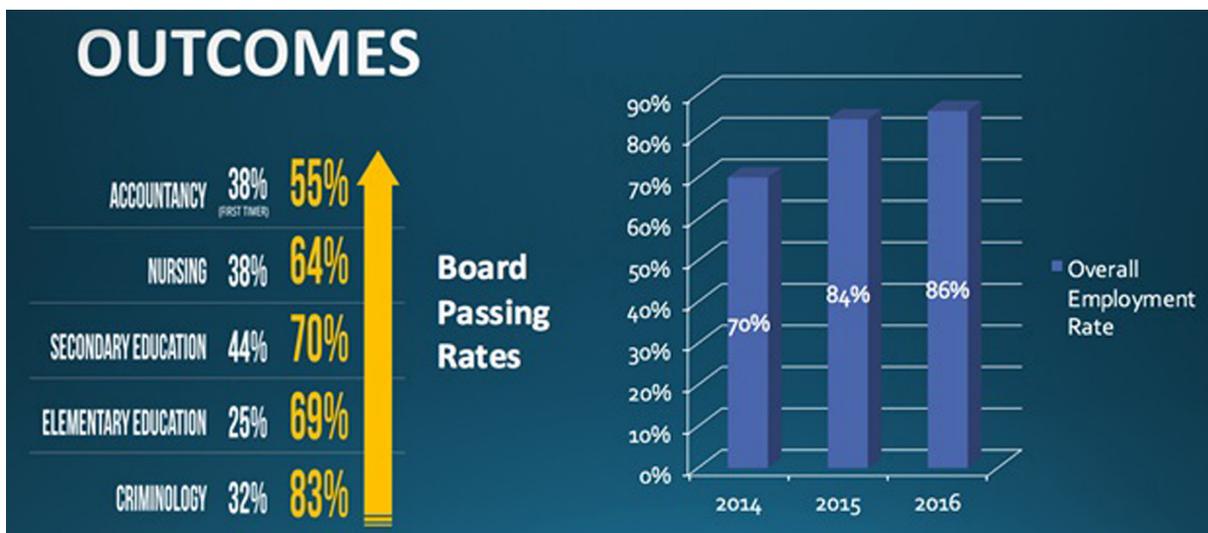
I learned that if I really want something, I can achieve it!”

Former student at UI

Outcomes

PHINMA's mission to make lives better through accessible and high-quality education is already delivering results. Student and graduate performance have shown significant improvements, as measured by board passing rates and employment rates in the past five years. Students achieved especially great results in their board exam results in Nursing, Criminology and Education.

Since the launch of its career center in 2015, UI has improved in tracking its students after graduation. The university is now able to see employability rates, which within one year after graduation have improved from 70% to 84%. Initial results from 2016 also show further improvement.



Since PHINMA started managing UI in 2009, both the average board exam passing rates and graduate employment rates one year after graduation have improved dramatically. Thus, making lives better for the graduates and their families.

Challenges and Opportunities

Establishing a new career education program at UI has been both challenging and rewarding. In many ways, the experience of venturing into the unknown for UI's staff and faculty is no different from that of students as they embark on their own journeys of learning and exploration. Similar to students' experiences when they face the unknown and gain comfort with uncertainty, it took being exposed to the broader community of career educators in the US and the Philippines for UI's team to gain the confidence necessary to take risks and innovate.

The most important takeaway from this experience for UI has been the importance of having a full-time career center leader responsible for developing a vision for the future of the organization, a strategy to accomplish its goals, and the campus influence that would facilitate the execution of innovative ideas to grow the program. As of summer 2017, UI is in the process of appointing a new leader to work with the COO and university leadership to move the career center into its next phase of innovation.



T.I.P. career center staff and administration with US Consultants Dr. Heather White and Dr. Farouk Dey

IV. THE TECHNOLOGICAL INSTITUTE OF THE PHILIPPINES (T.I.P.)

By Frank D. Alejandrino

About T.I.P.

T.I.P. is a 55-year-old institution founded by Eng. Demetrio A. Quirino, Jr. and Dr. Teresita U. Quirino with the aim to empower Filipinos through technological education. The school currently has two campuses and a total enrollment of xx,xxx students, many of whom are from low income households.

T.I.P. was among the first higher education institutions in the Philippines to implement outcomes-based education (OBE) at the institutional level in 2009 and outcomes-based teaching and learning (OBTL) at the program level in all its academic programs in 2010.

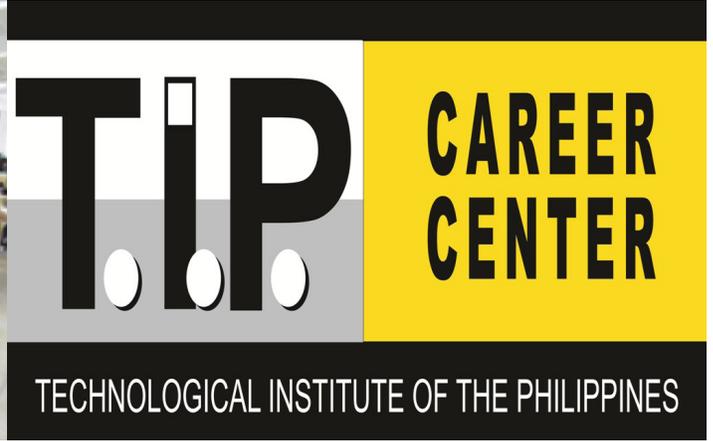


“The training and mentoring on career services provided to us by the consultants through the USAID STRIDE program and our benchmarking visits to the career centers at Stanford University, UC Berkeley, and the University of Florida not only changed our perspectives about our work but consequently the lives of many young people who continue to benefit from the program. Being a pioneer of career education in the Philippines is not only a badge of pride for T.I.P. but also an opportunity to help build a more humane society. Salamat!”

Dr. Frank Alejandrino, T.I.P.

In April 2016, T.I.P. Manila and T.I.P. Quezon City were granted by Autonomous Status by the Council on Higher Education (CHED). This is the highest possible award for a higher education institution, in recognition of T.I.P.'s exemplary performance

shown in the provision of quality higher education, research, and extension work. In December 2015, T.I.P. Programs were named Centers of Excellence (COE) and Centers of Developments (COD) by the CHED.



Evolution of T.I.P.'s Career Center

T.I.P. envisions that its graduates are well-prepared for employment and will contribute to the welfare of society.

The T.I.P. career center was established in line with the school's deep commitment to help students jumpstart

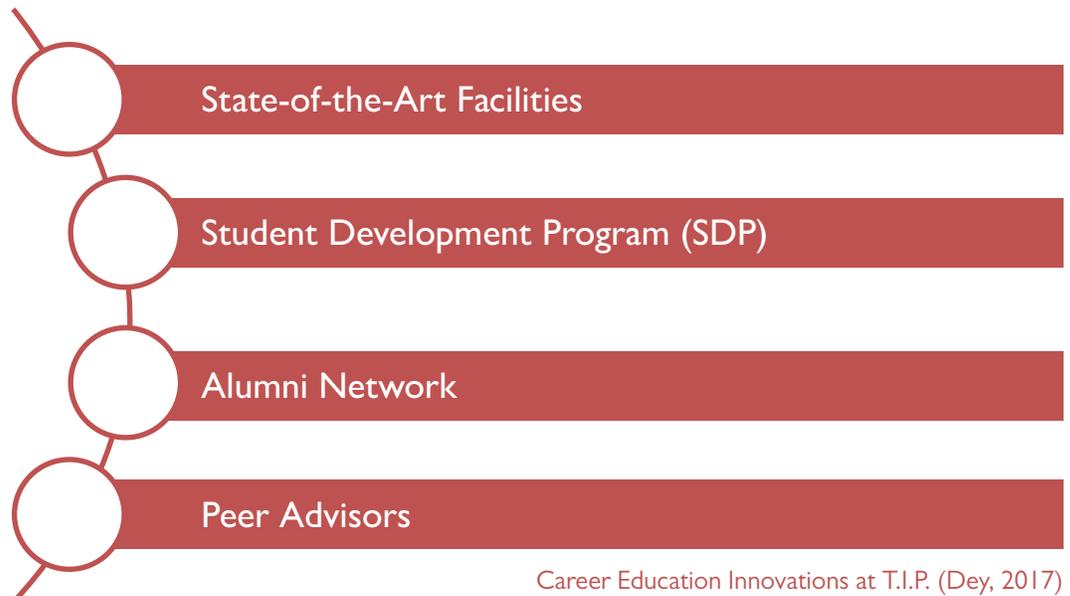
their careers by linking them to the job market. Finishing a degree is not a guarantee for employment. While T.I.P. is confident that its graduates are capable of finding a job after graduation, the school is committed to assisting them to position themselves for the best opportunities.

CAREER EDUCATION INNOVATIONS AT T.I.P.

#1 School of choice by Materials & Construction Employers

#6 in quality hires among preferred schools by employers

#7 among most preferred schools by employers



Career Education Innovations at T.I.P. (Dey, 2017)

The career center is also an in-school resource center. It provides students with resources for internships and eventual employment, as well as information about the job market, career advice, proficiency and skills trainings, among others. Furthermore, the center offers a wide range of services and programs such as career testing and counseling, student development programs, alumni connections, industry linkage, and others.

Based on the call for applications released by

USAID/STRIDE, T.I.P. was selected alongside PHINMA UI and UST to be among the first three higher education institutions in the Philippines to be developed as a model career center. T.I.P. launched its new career center on both campuses in Manila and Quezon City in June 2015. Over the subsequent three years, US consultants visited the UI campuses and worked with students, staff, and faculty to assess the challenges and opportunities and to map out a comprehensive career education program at the university.

Infrastructure and Facilities

The career centers at T.I.P. Manila and T.I.P. Quezon City have been fully operational since June 2014. They are equipped with training rooms, meeting rooms, an employer lounge, a job search area, career advising rooms, collaborative learning rooms, and

conference rooms. These facilities are also used for activities, such as partnership exploration meetings, networking events, student professional clubs, faculty meetings and trainings, and advisory board meetings.



Programs and Services

T.I.P. recognizes Filipino youths' potential in engineering and computing and provides them with tools to achieve academic excellence. Students consider the type of education or program that can launch them toward a valuable career. However, there are still students who remain sheltered while in college, making actual work after graduation a frightening and stressful experience. This is mostly because the students are not given enough career guidance.

THE STUDENT DEVELOPMENT PROGRAM (SPD) helps students enhance their employability and desirability and develop a winning mindset, confidence, and the readiness to face challenges.

THE CAREER ADVISING PROGRAM helps students learn more about themselves, understand their strengths, interests, potentials, skills and abilities, and to clarify and develop challenging yet attainable career goals that will help them explore their career options.

THE CAREER EXPLORATION PROGRAM helps students explore future careers through internships and externships, employer information sessions,

That is where the career center steps in. Its strong presence ensures a higher probability of job placement for graduates. The center is equipped to support students along the path toward a successful career, offering programs to enhance students' skill and offering them linkages with industry and useful resources.

The center has four primary areas: Student Development, Career Advising, Career Exploration, and Job Placement and Ancillary Services.

networking with alumni, and other career development trainings and seminars.

THE JOB PLACEMENT PROGRAM provides graduating students and graduates with employment opportunities through on campus recruitment programs, career fairs, job-matching and referrals, and a job search facility. Both programs are carried out through a strong partnership with industry.

In addition to these four primary areas, the career center provides ancillary services, such as the management of internally and externally-funded scholarships, management of alumni affairs, and career destination studies, among others.

T.I.P. Job Fair





T.I.P. Student Job Placement Training

An important way in which the T.I.P. career center has been able to offer these services is through the implementation of year-round activities and continuous improvement of ongoing processes. Over the past three years, numerous career development related activities have been implemented, programs have been introduced and processes have been improved. To provide a few examples, career advisers can now provide continuous individual career advising to students, and SDP trainings are conducted prior to OJT deployment of students. Employer Information Sessions are coordinated. Internship/job shadowing fairs are conducted. Career fairs and on campus recruitments are attended by alumni and students. Career development seminars and workshops are organized year-round. The career center has also coordinated several scholarship searches by industry partners where industry representatives are able to search for qualified students to receive a scholarship. Networking activities with alumni are also regularly organized.

Another important element of T.I.P.'s career center success, both for students and employers, has been active online engagement. To make information on the career center's services and programs more accessible

to students and employers, T.I.P. launched a career center website (tip.edu.ph/careercenter). The website features information on career center services, student online resume, job placement opportunities, internship and externship opportunities, career center events, and an employer portal. It also provides both students and employers an opportunity to connect for internships and employment.

The use of the social media platforms is also used to link students with alumni and disseminate information. For example, the T.I.P. career center has Facebook pages for OJT and alumni affairs and LinkedIn is also used to connect with alumni. Students use the JobStreet.com portal to look for internship and job placement opportunities and to apply for openings.

Another significant milestone has been the adoption of new institutional policies, including a policy on career advising. The policy contains specific provisions for peer advising based on feedback from students consulted during the beginnings of the career center. This was then followed by the launch of the peer advising program. The peer advisers are students trained to conduct individual and group advising



T.I.P. Career Center Staff

sessions. They also provide assistance to fellow students in creating their online resume through the career center website.

A policy for industry linkages was also formulated. It provides a set of procedures and guidelines on how the career center should engage with industry partners and specifies various types of engagement activities, such as the deployment of interns (OJT), job placement, scholarships, and research and design collaborations. This policy has helped make T.I.P.'s engagement with

industry more efficient and as of March 2017, the T.I.P. career center had a robust 926 industry linkages.

Finally, the career center has made alumni engagement a priority. The career center organizes and coordinates activities where alumni are engaged. Alumni are invited for networking, membership in advisory boards, and alumni advising. They are also invited as commencement speakers, career speakers, resource persons for technical seminars and workshops, and sponsors of various activities and programs.

Outcomes

The T.I.P. career centers have learned how to nurture real working linkages with the best industry partners, thereby expanding career opportunities for students.

Students leverage the power of T.I.P.'s connections for

their on-the-job training, internship, cadetship, and employment. The career center has thus served as a great leveler for students who otherwise do not have the usual family connections or “old-boy networks” as students from better-off families do.

T.I.P. is No. 1 as School of Choice for Materials and Construction Employers

EMPLOYER SURVEY



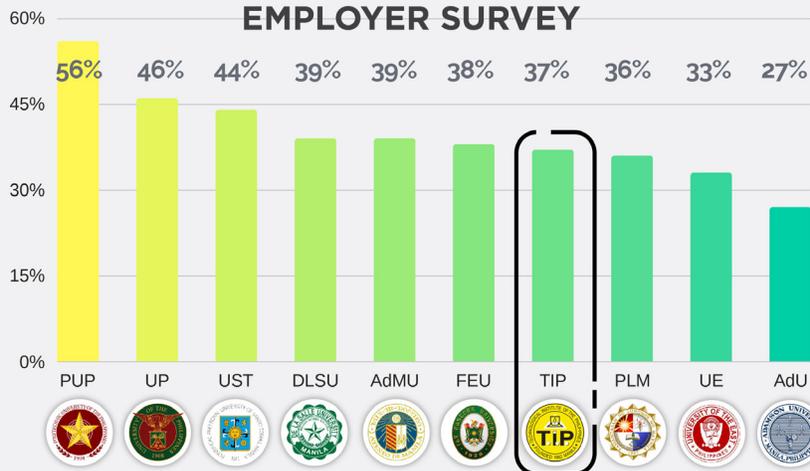
T.I.P. is ranked No. 1 as the School of Choice for Materials and Construction Employers. Source: JobStreet.com, the Philippines' most popular job search site.

The career centers have also eliminated the gap between industry expectations and the kinds of students schools actually produce because the career centers work closely with the academics department under the school's OBE framework to ensure that students are equipped not only with relevant technical knowledge and functional skills, but also with industry-desired knowledge, attitudes, behaviors, and internship experiences.

The early success of the T.I.P. career centers and T.I.P.'s OBE in enhancing the employability of its graduates is reflected in the 2016 JobStreet Employer Preference Survey, which lists T.I.P. as one of the top 10 schools most preferred by employers in the country.

T.I.P. is No. 7 in Main Sources of Fresh Graduate Hires

EMPLOYER SURVEY



T.I.P. is ranked No.7 in the Main Sources of Fresh Graduate Hires. Source: JobStreet.com



“...I learned that every problem has a solution, and that the key to success is confidence. This training has transformed me to be competent and to face my fears. Thank you for the inspiration.”

T.I.P. student



T.I.P. Career Center staff member conducting a mock interview

Challenges and Opportunities

Many T.I.P. students come from the lower and middle economic class. A significant portion benefit from the institution’s scholarship programs or industry-sponsored scholarships.

As a result, institutions like T.I.P. have to work much harder to ensure higher employability for its graduates, compared to institutions whose students tend, on average, to enter the institution with significant economic advantages. To successfully compete, T.I.P. leverages the connections and partnerships it has

established, and it must continue to build stronger partnerships with industry to provide greater opportunities for its graduates.

Moreover, there is much work to be done for T.I.P. in preparing employment-ready graduates. It is imperative for the career center to continue to help students enhance their self-confidence, improve communication skills, develop a winning mindset, and transform them into graduates who possess Filipino values, industry-desired values and global-citizen values.

Lessons Learned

Career centers illustrate how the classic aim of education, which is to transform students, can be optimally attained. To be truly transformative, schools have to holistically mold students not only inside, but also outside the classroom. This can be done by providing students with opportunities, experiences, and connections beyond the usual realm of possibilities in higher education.

The career center is an effective platform to jumpstart student careers, level the playing field for students, and eliminate the gap between industry expectations and the kinds of students that schools produce. Philippine schools have different on campus offices

devoted to activities, such as placement, OJT, industry linkages, alumni, scholarships, guidance, etc. For T.I.P., the introduction of the concept of a career center by USAID STRIDE provided unity and structure to these seemingly disparate, but actually related, activities. Schools can begin a career center by first providing the physical infrastructure to house these activities and present them as a one-stop shop.

In sum, by exploring this development of career centers in the changing landscape of higher education, Philippine Higher Education Institutions (HEIs) can become truly transformative.



Opening ceremony of the 2017 Career Fair at UST

V. THE UNIVERSITY OF SANTO TOMAS

By Lucila O. Bance

About UST

The University of Santo Tomas (UST) is Asia's oldest existing university. It is one of the top four universities in the Philippines and is consistently ranked among the top 1,000 universities in the world. It is a private Catholic research university located in the heart of Manila, with over 40,000 students.

UST offers programs in Science, Architecture, Pharmacy, Information and Computing Sciences, Medicine and

Surgery, Physical Education, Graduate School, Arts and Letters, Engineering, Fine Arts and Design, Accountancy, Education, Tourism, and Hospitality Management, Music, Civil Law, Rehabilitation Sciences, and Nursing. UST has approximately 700 foreign students and graduates around 8,000 students per year. UST is a highly selective institution, with an admission rate between 10% and 20% and a student population from mostly middle- and upper-class socioeconomic backgrounds.



UST 2017 Career Fair

“An overwhelming gratitude to USAID STRIDE and WDI consultants for making UST a recipient of an international training grant as a model counseling and career center. It is indeed challenging, but truly fulfilling and rewarding to raise the bar of distinction in the counseling and career development of our students. Thank God for this unending grace!”

Dr. Lucila Bance, UST



Evolution of the Career Center

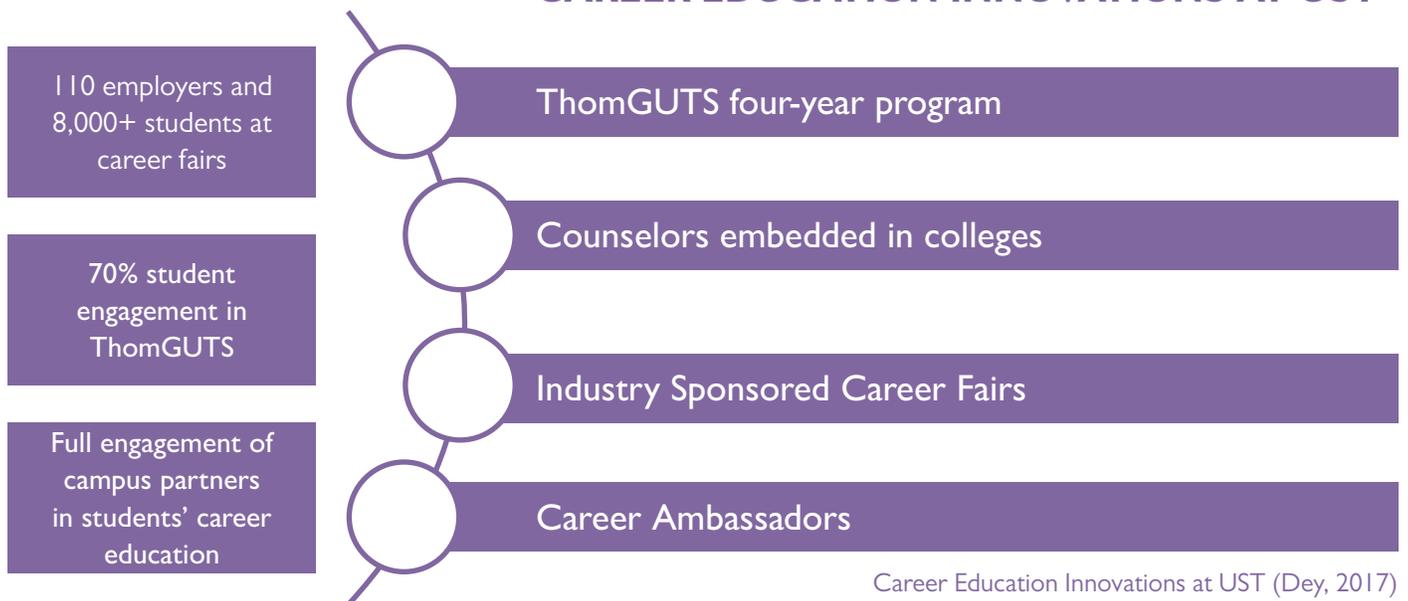
UST has historically enjoyed a strong guidance and counseling model that focused on preventative and mental health care for students. The guidance counselors are competent professionals who are embedded in the various academic communities on campus and have been successful at developing strong rapport with students. In recent years, the guidance counselors have observed an increase in career development and employment questions

in their caseload. Initially, the university provided assistance to students through various departments, including the Alumni Center, Office of Student Affairs, Guidance of Counseling Department, and faculty and academic departments, which have grown their own career programs and activities overtime. The added pressure raised the question of having a dedicated career education program to address students’ emerging needs.

In 2014, UST participated in a USAID STRIDE sponsored workshop and applied for a grant to receive consulting and guidance support to a career center program that would serve the needs of their students and also as a model for other institutions in the Philippines. UST was awarded the USAID STRIDE grant and began working with US consultants who visited its campus over a period of three years to help the guidance counselors and the department leadership reframe the career programming model and build a vision for a comprehensive one-stop shop career center that connects industry with academe and prepares students to meet the new challenges in a changing global landscape of employment.

After a series of meetings with administrative officials, faculty members, counselors, and representatives from industry and government agencies, the guidance and counseling department reorganized to create a new career education office and transformed into the Counseling and Career Center (CCC). With the support of the university administration, an additional annex space was dedicated to provide the CCC's new services and programs. The annex has served as a venue for training seminars and workshops for Career Ambassadors (CAs) and consultative meetings with other stakeholders of the university, such as OJT coordinators and industry partners.

CAREER EDUCATION INNOVATIONS AT UST



Programs and Services

Prior to the USAID STRIDE grant, UST counselors were deployed to different faculties and colleges of the university to provide counseling services, conduct group guidance modules, administer and interpret psychological tests and conduct interviews. Career topics or concerns were incorporated into the services for the students depending on their year in college. CCC staff often played

a dual role as counselors and career development/ placement specialists. Due to the decentralized nature of the university, there was a counseling and career office for each college. In order to transition from a counseling and guidance model to a more comprehensive career center, the CCC had to transform into a centralized career education office for the university.



UST 2017 Career Fair

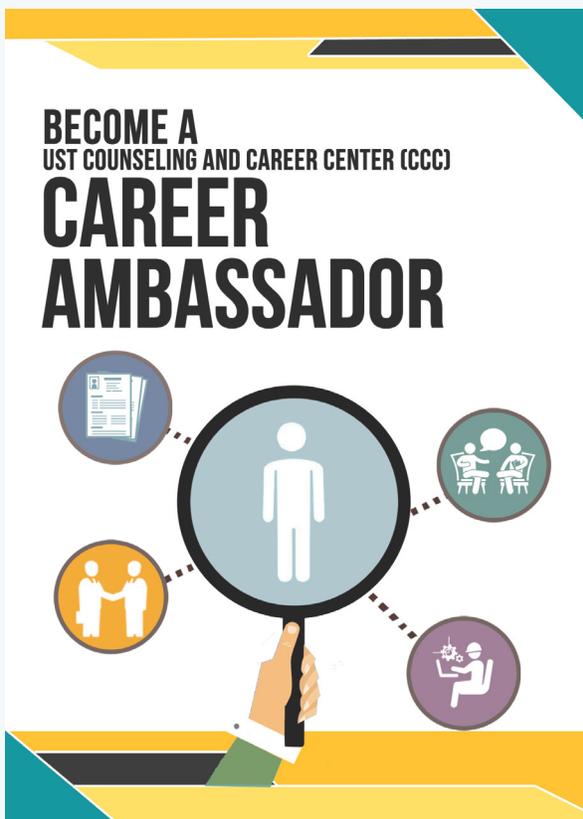
To accomplish this, the following teams were formed:

- 1 Counseling and Case Management (CCM), which handles the guidance and counseling of all students.
- 2 Career Development and Training (CDT), which handles the career development programs and curriculum for all students.
- 3 Student Career Placement and Industry Partnership (SCP-IP), which handles industry partnerships, career fairs, and employer information sessions.
- 4 Psychological Testing and Assessment (PTA), which handles the administration of testing and assessment for all students.
- 5 Trends, Assessment, Marketing Communication (TAMC), which handles marketing and promotion of the CCC.

Officers and co-officers of each of these four teams collaborate with the CCC director to lead their respective teams and orchestrate a variety of programs and interventions in order to prepare students for their future career transitions.

These programs and interventions include:

- 1** Thomasian Resources for Intensifying Student Empowerment (ThomRISE): a program that addresses and supports students' personal, social, and academic needs.
- 2** Thomasian Assessment Towards Competence and Empowerment (ThomACE): a program that provides psychological assessment to help students gain self-awareness and raise explore future pathways.
- 3** Thomasian Career Readiness and Employment (ThomCARE): a program that prepares students for the job search and application process.
- 4** Thomasian Gear Up Tools for Success (ThomGUTS): a four-year program career development and training series that prepares students for the workforce by engaging them in exploration, experiential learning, and leadership development during their time at UST.



ThomGUTS has become the distinctive hallmark career development module at UST. Over the course of four years, ThomGUTS engages students in a sequenced curriculum that facilitates their self and career exploration, personal and professional soft skills, hands-on practical experiences, and leadership development. The program was developed in a way that maximizes the talents and capacity of the CCC's staff while scaling its reach by focusing on specific themes for each year of the student's journey at UST:

- ▶ Freshmen: Career Clarity
- ▶ Sophomores: Personal Effectiveness
- ▶ Juniors: Career Competency
- ▶ Seniors: Career Leadership and Global Citizenship

The success of ThomGUTS and other programs is largely due to the CCC's customized approach, which embeds its counselors in the university's various colleges and academic departments. Consequently, the counselors are able to develop close relationships with students

and faculty members, which helps promote the CCC and its various offerings and increase engagement with all stakeholders. The work of the counselors is further accentuated by the Career Ambassadors (CAs), a group of some 70 student volunteers recruited and trained to serve as peer mentors, develop and implement career development programs, and represent the CCC among their peers. Every year, a new cohort of CAs participate in training modules that are delivered by the counselors and industry representatives to enhance their communication skills, learn the Thomasian resume format and other job search strategies, develop events and project management skills, and grow personally and professionally. The CAs have become an integral part of the CCC and the career education program at UST. One of their recent accomplishments is the development, planning, and implementation of a university wide career fair in partnership with a sponsoring employer and the CCC. In addition to adding value to the institution, the CAs also learn valuable skills that prepare them for their own future transitions.

UST Career Center and Counseling Staff





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Challenges and Opportunities

Change is not easy, but UST's CCC has successfully managed the challenges that are associated with organizational transformation, thanks in part to the dedication and commitment of its team. CCC staff members have been patient through periods of great uncertainty, willing to take risks and try new approaches, and remained true to their commitment to put students first. Furthermore, the continued support of the administration has opened doors for more innovations in career education at UST.

As the career development programs continue to grow, the need to clarify the counselors' duties and how to prioritize their time on campus becomes more important in order to sustain their effectiveness. This also raises the question of how counselors are evaluated given the new expectations. Their evaluation has historically focused on the volume of their caseload and their effectiveness in addressing the individual needs of their students. The shift to more career programming raises the need to update the evaluation process accordingly.

Outcomes

Reporting to the Vice-Rector for Academic Affairs, the CCC has seen tremendous growth since it began its engagement with the USAID STRIDE project. Transitioning 43 counselors into a blended model of guidance and career development has come with its share of challenges, but the newly founded CCC has emerged with creative and engaging programs, including the ThomsGUTS, the Thomasian Career Readiness

and Employment, and career fairs and seminars that are planned and implemented under the leadership of student career ambassadors in collaboration with industry partners.

During the 2015-2016 school year, a university-wide career fair was held, featuring 106 companies, with 30 information sessions, and 7,199 students. In 2016-2017,



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110 companies participated in the career fair which was attended by more than 8,000 students. The ThomGUTS program engaged over 70% of the UST student body in 38 sessions that were implemented for each of the four class years throughout all colleges at UST. Students

benefited from hands-on training on a variety of topics including: clarifying career goals and competencies, professionalism in the work place, job search Skills, leadership, and personal and professional development.

The Future

In light of these challenges, UST is considering additional organizational changes to enhance the effectiveness of the new career development offerings that have emerged in recent years. The CCC may be reorganized into two collaborative offices: the counseling center and the career center. This would ensure quality, clarity, and focused efforts in providing programs, services, and more engagement with industry partnerships. The career center would have its own director, dedicated career education specialists, and associates for career placement. Resource speakers for career seminars will come from UST's roster of industry partners and mock interviews and resume clinics will be coordinated by

the career center, along with other related activities to increase industry engagement. The university career fair and company info sessions will also be facilitated by the career center. Working collaborations between the center, the industry partners and colleges will be prioritized as career services are implemented to the whole Thomasian community.

In addition, UST is committed to developing career centers in the Philippines by being available for benchmarking visits and helping other schools and universities create their own career education models and framework.



VI. ROADMAP FOR UNIVERSITY CAREER CENTERS IN THE PHILIPPINES

Educating future-ready college graduates requires a strong emphasis on student academic achievement, social integration on campus, persistence, and meaningful connections between students' learning outcomes and the needs of the world of work.

Researchers in education and student development have identified three principal factors that influence students' persistence and achievement:

1. cognitive factors, which include abilities and aptitudes that allow students to persevere;
2. social factors, which include personal traits and contextual influences that may be barriers or facilitate students' success; and
3. institutional factors, which are represented in a set of resources, services, and programs designed to help students be successful¹

Thus, institutions of higher education have the responsibility of providing the wrap-around support and resources to ensure that their students achieve their academic, personal, and professional goals.

The STRIDE project has been successful in supporting and using the three pilot institutions, PHINMA UI, T.I.P., and UST, as models for how a career center can be established or reinvented to enhance connections between the university and industry, and to facilitate a successful transition for students from college to the world of work. The lessons learned from these three case studies have led to the creation of a blueprint for other institutions of higher education in the Philippines to establish new career centers or reinvent their existing ones in order to meet the new needs of today's students and employers, and ultimately enhance local and national economic activity.

¹(Svail, ERIC Clearinghouse on Higher Education, Perna, Redd, & Svail, 2003).



Founding Principles Of A Career Center

At its most basic level, and as PHINMA UI, UST, and T.I.P. have demonstrated, a university career education program must have minimum infrastructure components, as described below, in order to begin meeting some of the initial needs of its students and stakeholders.

1. STAFF: Career educators are necessary to provide support to and share resources and information with students, coordinate and deliver programs and services, and represent the institution to employers and the external community. While staff may be the most expensive resource for an institution, they are essential in creating a successful career center. Depending on resource availability and the institution's capacity to recruit and train additional employees, staff roles can range from being a percentage of another staff or faculty position (i.e. academic advisor, student affairs officer, faculty) to a full team of professionals who are dedicated to developing a comprehensive career education model that serves students, alumni, and employers. In some cases, the university may leverage similar roles that already exist in various departments on campus in order to launch the first iteration of the career center while enhancing collaboration and efficiency.

All three STRIDE pilot institutions – PHINMA UI, T.I.P., and UST – began their programs by implementing a central strategy for utilizing OJT coordinators. PHINMA UI and T.I.P. appointed faculty advisors who substituted a portion of their duties to offer career coaching to students. UST implemented a similar strategy and utilized their guidance counselor to offer some early career advising, programs, and resources to students. T.I.P. eventually repurposed full-time positions from the department of student affairs to formalize the staffing and organizational structure of the new career center. Such strategies allow the institution to experiment with various programs and services, assess students' needs, and establish a proof of concept that will attract more resources and build a strong brand over time.



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2. PROGRAMS AND SERVICES: The value proposition of a career center is in its programs and services, which are designed to engage students and other stakeholders in career education and connections to opportunities. Offerings of programs and services should be developed based on students' needs and personal backgrounds. In most cases, some of the most basic offerings may include workshops on job search strategies, resume writing and interviewing advising, and networking events with local employers and alumni. Over time, the menu of programs and services may expand to include a full slate of career development courses, customized career fairs, and more elaborate career counseling and coaching services.

As described throughout this guidebook, the three STRIDE pilot institutions provide excellent examples of how programming not only builds community but also generates more engagement over time. PHINMA UI's SSP program is a great model of integrating external experts in the education of students and increasing students' confidence and self-efficacy. In only three years, both T.I.P and UST have developed model career fairs and a variety of student development modules that have quickly become tradition on their respective campuses. The reputation and brand of the career center depend greatly on the quality of its programs and services.

3. BRAND: Whether the subject of innovation is a new career center or a reinvented one, an intentional investment in a center's identity is important in order to ensure healthy engagement in its activities among students and its various stakeholders. A career center brand can be communicated via its name, logos, representation in the digital and physical space, marketing and information literature, and, ultimately, its people and the work they do. As was experienced by the three STRIDE pilot institutions, early decisions about these elements can have a tremendous impact on the career center's brand, and consequently on students' engagement. All three schools developed new names, logos, websites, and promotional materials for their career centers. T.I.P's new state-of-the-art facilities played a major role in strengthening their career center's brand. UST gave clever names, such as ThomGUTS, to some of their new programs, which has made them more relatable and approachable to students. PHINMA UI's peer advisor program was an inclusive method that promoted the new career center through students themselves. Adopting simple and less expensive branding methods can sometimes be the most effective strategy.

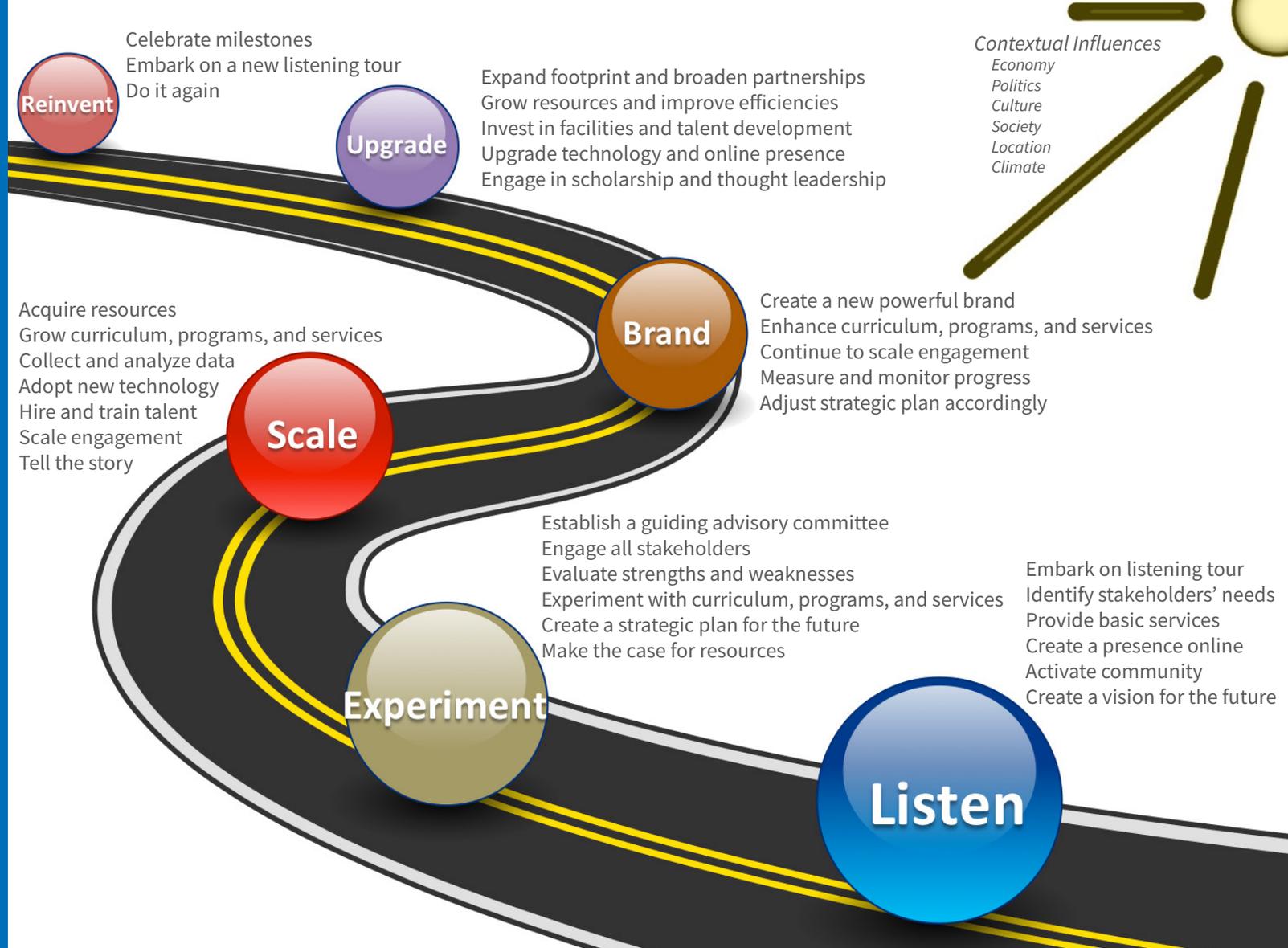


4. TECHNOLOGY: Establishing web-based platforms that connect students with employers and alumni is critical for the proliferation of employment and industry partnership opportunities for the campus community. Likewise, creating a digital presence via dynamic websites and mobile apps advances the brand of the career center as well as the institution, and places valuable resources and information at students' fingertips. While the Philippines has experienced rapid penetration of smartphone technology, which is expected to double in size to reach over 90 million people by 2021 (Jiao, 2016), universities should also invest in computer labs in order to facilitate access for low-income students.

While all three STRIDE pilot institutions have made great progress in developing their online presence with user-friendly websites and active engagement on social media and external websites such as Jobstreet, implementation of web and mobile platforms remains their greatest area for potential growth. Experimenting with technology offered by regional or international companies may offer higher education institutions with an opportunity to develop a new segment in the technology segment of the economy.

5. SPACE: Allocating an appropriate space that serves the career center's various stakeholders can be one of the most daunting challenges when launching a new career center or transforming an existing one. Limited resources may make this goal seem unachievable for some institutions, especially when they benchmark against universities such as T.I.P., which has built state-of-the-art facilities. If resources are available, the physical space can help accelerate the growth of a career center. However, it is important to note that the principal purpose of a career center's physical space should not be to house transactional activities, such as advising and workshops, as those can occur anywhere on campus.

The days of careers centers as only brick-and-mortar by nature are over. The true purpose of space in a career center is to build community, establish connections among students, employers, and alumni, communicate the institutional career education brand, and serve as the organization's headquarters for all its various stakeholders. None of these important goals requires a fancy building with modern furniture and technology. While impressive, elaborate, multi-office facilities are not required to accomplish these goals. The career center of the future can be reimagined as a simple, multi-purpose, and inexpensive open floor plan that is designed based upon the principles of community engagement, innovation, exploration, and meaningful connections. In the absence of resources, an HEI may consider instead developing its digital presence and using existing campus spaces for program and service delivery to officially launch its career center. Community is the most important element of career education, not space. All that is needed to get started is vision, people, and the courage to try new things.



Roadmap for Establishing and Reinventing University Career Centers in the Philippines
 Developed by Dr. Farouk Dey (2017)

Transformation Roadmap

Transforming a career center or establishing a new one from the ground up requires the full engagement of the university community, a campus culture of experimentation and risk-taking, and most importantly, the full investment of the institution's leadership. While financial resources are important in creating the career center of the future, they are not a prerequisite for creativity and originality, and must not be an early

obstacle for the process to begin. In fact, institutions with limited resources may have the advantage of being able to think outside-the-box rather than merely copying existing models. Using design thinking principles as a backdrop, the roadmap below provides clear and easy-to-implement steps for institutions to follow in order to create a new career center or reinvent an existing one.

1. LISTEN: The journey toward innovation and transformation begins with a process of listening and empathizing with students and other stakeholders to understand their experiences and identify their needs and goals. Before launching into building and transforming processes, start with a listening tour for about 90 days and identify the needs of all your campus constituents: students, faculty, staff, parents and families, alumni, employers, and external community members. Use this phase to engage and activate a community of supporters who will help you formulate a powerful vision for the future. As ideas begin to come in, create a presence online and engage constituents in basic services and programs to build momentum. Keep track of your most interested and active audiences and community members; you may need to engage them later in a future committee or as ambassadors for your vision and programs.

2. EXPERIMENT: Rome wasn't built in a day, and neither is a career center. This process can take a long time and requires vision, patience, and resilience. Building momentum quickly requires a process of rapid experimentation with curriculum, programs, and services. To achieve this, start by offering a few programs and services based on data gathered during the listening tour and monitor the response from students and other stakeholders. Establish a guiding advisory committee with membership that represents all critical constituent groups, especially students, alumni, and employers.

This process of early engagement will fuel more interest and increase the reach of the brand before it is even established. Use the contributions from your advisory group and learnings from your early experiments to build upon the vision and create a strategic plan that will help you make the case for resources. In order to manage the anticipated resistance during this phase, engage everyone in an inclusive way and present your experiments as non-threatening pilots. Most importantly, raise the sense of urgency among your campus community to motivate action. Accelerating the process of experimentation and prototyping is essential to establish a culture of innovation.

3. SCALE: Once the proof of concept for a new model of career education has been established and momentum for innovation is captured, it is important to move into the next phase of transformation by rapidly scaling the program components that have generated the most positive responses by stakeholder groups. Using data and anecdotal evidence, acquire additional resources and begin to grow your curriculum, programs, and services in order to reach more constituents and expand the career center's brand. Use your newly acquired resources to invest in hiring and training staff, implementing new technology, and leverage the excitement of this phase to tell the story of this unique moment. The collective effect of all these efforts will ultimately be to attract more supporters and resources and raise your organization's profile on and off campus.

4. BRAND: Developing a powerful brand for a career center is not about promoting its programs and services only. The career center's brand stems from its mission, vision for the future, guiding values and principles, reputation, and how its staff choose to define and represent themselves on and off campus. The career center's brand is its identity, so invest the time and resources necessary to ensure that it aligns with its vision, strategic goals, campus culture, and the university's academic mission. Give it a memorable name and an inspiring tagline, create a visually appealing logo, develop a dynamic website, and bring the story of your impact to life via engaging artwork in your printed and online publications and throughout your facility and campus. Measure outcomes and closely monitor the growth and progress of your curriculum, programs, and services to ensure that the brand is never compromised. Continue to scale engagement among stakeholders, and enhance the quality of your program offerings. A career center culture that is deeply seated in its brand will eventually flourish and emerge as a model of career education on your campus and among your peers in higher education.



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5. UPGRADE: With a powerful brand and an inspiring story of innovation and transformation, your career center is now ready to expand its footprint and broaden the scope of its mission through strategic partnerships on and off campus. Find faculty or staff, internal departments, or external organizations that are doing innovative work and start new experiments with them. It may be tempting to avoid these types of collaborations due to limited bandwidth, but missing these opportunities can be costly in the long run. Continuous improvement of your career education model through on and off campus partnerships will attract new opportunities to engage in scholarly work, which will further inform your and others' practice and position you as a thought leader in your profession. If successful, such partnerships will also attract more resources, improve efficiencies by consolidating university resources, and breathe new life into your already exciting organization.

6. REINVENT: Where does a university career center go after achieving all its strategic goals and reaching the ultimate level of success and innovation? What comes next after it has become a model of innovation for other organizations on and off campus? It is important to first take the time to celebrate the milestones achieved with all who have contributed to your career center's success. Then, embark on a new listening tour, and gather stories and data in order to identify the new concerns and needs of the constituents you serve. Use this new data to establish a new vision for the future and do it all over again.

The beauty of a culture of innovation and transformation is that it never ends. Continue to experiment with new ideas, scale initiatives and optimize stakeholder engagement, renew and reenergize the brand, upgrade your capabilities through new partnerships, and keep reinventing your program over and over again.

Reinventing a Career Center

Reinventing a university career center into a futuristic and cutting-edge model requires thinking beyond basic infrastructure. It requires designing a career education model that permeates the university culture. The following steps can help you get started:

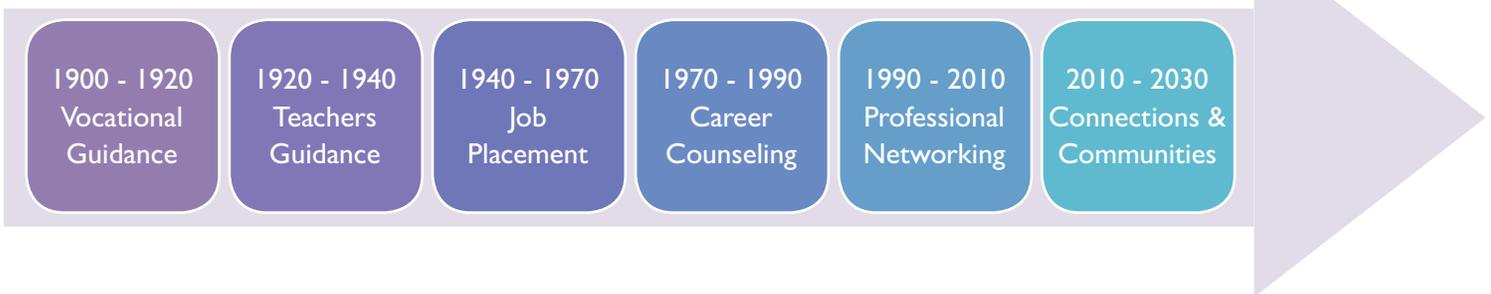
1. Integrate career education into the academic curriculum and engage faculty members in preparing students for the world of work and connecting them with employers, alumni, and opportunities. The career center should be at the core of the university's academic mission, not a peripheral transactional services organization focused on graduating students only.



2. Elevate career education in the organizational structure of the university. While upgraded titles and reporting lines are not prerequisites for effective leadership, they do communicate institutional prioritizations and allow for efficient resource utilization and rapid culture change.
3. Rather than transactional advising and workshop services, refocus career services staff skills on community development, teaching, advocacy, and establishing connections between students, alumni, and employers.
4. Leverage technology and scale up the engagement of all stakeholders by investing in high-impact and low-cost programs to deliver resources and develop community and connections to large numbers of students, employers, and alumni.

The process of reinventing career centers is not unique to institutions of higher education in the Philippines. As illustrated in the article “10 Future Trends in College Career Services” (Dey & Cruzvergara, 2014), university career centers in the US tend to go through paradigm shifts every two to three decades, following changing trends in the economy, technology, and society. The most recent shift followed the global financial crisis and economic recession of 2008.

Evolution of Career Services in Higher Education (Dey & Cruzvergara, 2017)



Universities in the Philippines may benefit from studying the six different paradigms that US institutions have experienced: vocational guidance, teacher guidance, job placement, career counseling, professional network, and connections and communities (Dey & Cruzvergara, 2014). Some elements of these models may be appropriate early experiments, while others may not align with the local and regional context of the institution. Each career education paradigm depends on contextual factors that are beyond the institution’s control: economy, culture, location, climate, politics, and society. Career center models must not be learned and copied in a vacuum. Careful consideration of the local context is necessary to truly meet the needs of students and other stakeholders.

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ABOUT THE AUTHOR & EDITOR



Dr. Farouk Dey is the Dean of Career Education and Associate Vice Provost at Stanford University, where he is leading the expansion of career and experiential education and implementing a reinvented model of connections, communities, purposeful learning, and meaningful work for college students and alumni. An international leader in the field of career and experiential education, he has held executive leadership roles at Stanford, Carnegie Mellon, the University of Florida, the NACE, and the American College Personnel Association (ACPA). His credentials include a PhD in Higher Education Administration, EdS in Education, MEd in Counseling Psychology, MBA, and BBA in Finance. Author of several articles and book chapters, Dr. Dey has served as an international consultant for various organizations and universities, faculty at several institutes, and keynote speaker at many conferences in the US and around the world.



<https://twitter.com/faroukdey>



<https://www.linkedin.com/in/faroukdey>

ABOUT THE CO-AUTHORS



Dr. Frank D. Alejandrino is the Founding Director of the Career Center at the Technological Institute of the Philippines, for the Manila and Quezon City campuses. His diverse experience in the academe and industry, locally and internationally, includes teaching in the tertiary level and graduate programs courses in Business Management, Public Administration, Political Science, Economics, Philosophy and Social Sciences, and held a number of administrative and academic positions in the university. He also conducted research in Human Resource Management and Public Administration. Dr. Alejandrino holds a Doctorate Degree in Public Administration, a Master Degree in Public Administration, a Master of Arts in Philosophy, a Bachelor of Arts in Political Science, and a Bachelor of Science in Secondary Education. His international experience includes the Management Development Institute of Singapore (MDIS) where he managed academic programs in partnership with Australian universities, South East Asia of Kenda Singapore, Accreditation Department of Delmon University in Manama, Bahrain, and various aerospace and research institutes in Singapore, Malaysia, Thailand, Vietnam and Indonesia.



Mr. Eduardo Arevalo is Chief Operating Officer at PHINMA University of Iloilo. Mr. Arevalo, currently the Executive Vice President and Chief Operations Officer of PHINMA University of Iloilo (PHINMA UI) in the Philippines, has been engaged in the academe for more than 28 years. An outstanding school teacher, formator and university administrator, Mr. Arevalo has been exposed to progressive and innovative institutions such as PAREF-Southridge School for Boys, STI Educational Services Group, University of Perpetual Help System and St. Dominic College of Asia, where he developed not only his students but the employees and teachers as well. He believes that a healthier industry and academe relationship will ultimately solve many of the gaps existing between the two. A product of the University of Santo Tomas, he still lives by the Thomasian values of commitment, competence, and compassion to ensure that the lives of students, their families, and their communities are made better through education.



Dr. Lucila O. Bance is a licensed guidance counselor and psychologist and the Director of the Counseling and Career Development Center at the University of Santo Tomas. Throughout her career, she has served at President of the Psychological Association of the Philippines and spearheaded the approval of Law RA10029, which professionalized the practice of psychology in the Philippines. She has also served three times as Vice President of the Philippine Guidance and Counseling Association (PGCA), and received many grants and awards, including the Outstanding Professor award, the Silver Award in Research for her outreach work to depressed communities, a fellowship grant on career guidance from the International Labor Organization and European Training Foundation in Turin, Italy, a full grant from Conflict Resolution Group Foundation (CoRe Group) on global Educational Leadership, and the Lifetime Achievement Award which was presented at the Asia- Pacific Career Development Association (APCDA).

