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SCIENCE, TECHNOLOGY, RESEARCH AND INNOVATION FOR DEVELOPMENT (STRIDE) FINAL REPORT

The William Davidson Institute
at the University of Michigan (WDI)

Period of Performance: September 1, 2013 – September 30, 2017



WILLIAM DAVIDSON INSTITUTE
AT THE UNIVERSITY OF MICHIGAN

I. EXECUTIVE SUMMARY

From 2013 to 2017, the William Davidson Institute at the University of Michigan (WDI) worked with the Research Triangle Institute International (RTI) to implement the Science, Technology, Research and Innovation for Development (STRIDE) project in the Philippines. WDI's work focused on improving the ability of Philippine universities to engage with industry through writing and teaching of case studies in the classrooms and via the development of career centers at three Philippine universities.

As part of the case study component, WDI helped 133 Philippine faculty learn about case studies and develop the necessary skills to actually write and teach with cases. This work began with a series of four workshops, led by U.S. case writing experts from the University of Michigan (U-M). After each workshop, participating faculty from various Philippines universities worked with WDI's publishing team to write and publish their own case study to the STRIDE collection. Once published, the case studies were available for use at no cost by faculty in the Philippines. In addition to the case writing workshops, WDI hosted a faculty visit to the University of Michigan for two Philippine professors who had the opportunity to learn about case study teaching at the U-M first hand. WDI's support to Philippine faculty interested in case studies resulted in 94 published cases, which have been successfully taught in classrooms around the Philippines. The cases will continue to be available on a dedicated website hosted by WDI and accessible at no cost following the completion of the STRIDE project.

Finally, WDI also organized a case teaching workshop, which aimed to improve the ability of Philippine faculty to teach using case studies, and to train their colleagues to teach using the STRIDE case studies. Based on this workshop, 492 Philippine faculty who were not previously familiar with the case method were trained on teaching with case studies, many of whom are now using cases in their classrooms.

WDI support to career centers in the Philippines included substantive technical assistance to career centers at the University of Santo Tomas (UST), the University of Iloilo (UI) and the Technological Institute of the Philippines (T.I.P.). Each university was paired with two U.S.-based career services experts for the duration of the project, who provided dedicated support and guidance customized to the needs and priorities of each school. Although none of the three schools had an established career center at the beginning of the engagement, by project closeout all three had a highly-functional career center offering a wide range of new programs and services for students and alumni, and had become integral to each university's overall strategic planning. Together, the three universities serve more than 60,000 Philippine undergraduate students, and are now better equipped to prepare these young people for future careers in the expanding Philippine economy.

Ultimately, WDI's work on these two areas helped Philippines higher education institutions and faculty enhance their linkages to industry, find new ways to engage with employers and involve them in a wide array of university activities, and rethink their approach to preparing students for employment through more sophisticated career services offerings. The case study method and career services models are continuing to expand based on WDI's programming and Philippine faculty and university leadership have demonstrated ownership of the results of their work, which will continue to bear fruit well into the future.



WDI worked with career centers to improve industry-academe engagement, including facilitating direct connections between prospective employers and students

II. SUMMARY OF PROJECT IMPLEMENTATION

The work covered by the William Davidson Institute (WDI) at the University of Michigan (U-M) focused on:

1) technical support for established University Career Centers to effectively engage with industry; 2) academic support for Philippine university faculty to effectively and sustainably engage industry by writing and teaching case studies; and 3) a faculty exchange to allow Philippine faculty to experience the case study teaching and writing process at the U-M Ross School of Business.

A. Career Center Support

The work WDI conducted with career centers consisted of long-term partnerships with three centers at the University of Iloilo (UI), the University of Santo Tomas (UST), and the Technological Institute of the Philippines (T.I.P.). These centers were identified during the initial stages of the project by conducting an initial informational session on career services and accepting applications from universities interested in receiving support as they developed a career center. After identifying the three centers, WDI partnered each one with two U.S.-based career center experts. These experts were identified through WDI's existing network of partners and represented some of the top leaders in the field of career services, from universities including Stanford, the University of California, Berkeley (UC-Berkeley), and the University of Miami. After forming the partnerships, the six U.S. experts visited their assigned Philippine career centers to evaluate the

status of each and set goals for the duration of the project. The assessments also included action items and recommendations each career center could undertake during the following year. Upon returning to the U.S., with the support of WDI, the U.S. experts continued to work remotely with the Philippine career centers. This process of site visit, progress report and recommendations, and follow-up work by the career centers with virtual assistance from the experts was repeated through the final year of the project, resulting in a total of three site visits to each career center.

In addition, with WDI's support, the directors and several staff were able to attend the week-long National Association of Colleges and Employers (NACE) conference in 2015 and 2016. At the conference they networked with other career center directors from prominent U.S. universities, as well as representatives



WDI experts conducted four case writing workshops, resulting in Philippine faculty publishing 94 case studies

from major U.S. companies. Following the conference they conducted site visits to the career centers operated by their assigned U.S. experts.

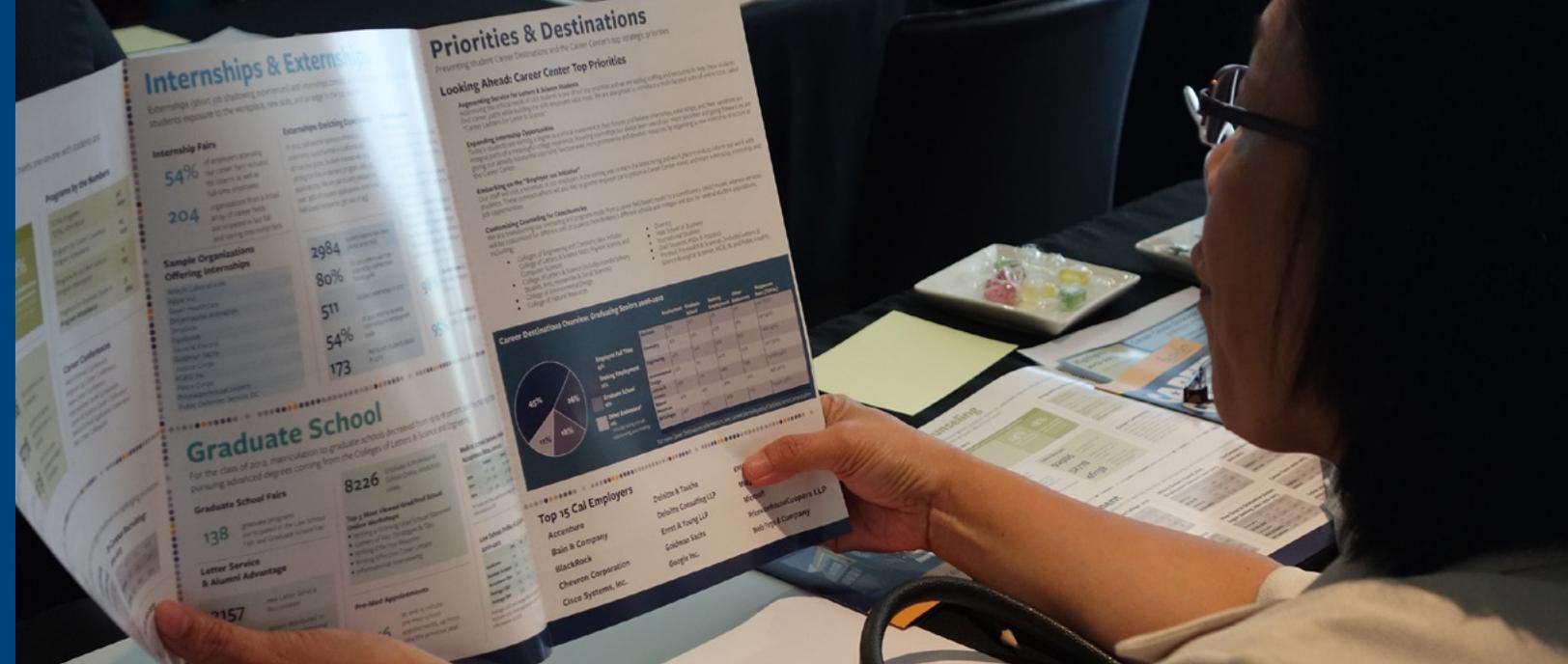
During the final year of the project, to build on the success of the career center support, WDI worked with its U.S.-based experts and the directors of the three Philippine career centers to write and publish a Roadmap for Career Services. The roadmap was intended to be a resource to be used by other career centers in the Philippines interested in learning successful strategies used by the three model centers. In addition, WDI, STRIDE, and career center leadership from UST and T.I.P. conducted a series of five workshops for university leadership throughout the Philippines designed to promote the roadmap and expand on the successes of the Philippine career centers.

B. Case Writing

Under the case writing component, WDI conducted four case writing workshops to train faculty at Philippine universities on how to write and teach case studies. Each workshop featured two U.S.-based case study experts who provided participants with a background on the purpose and benefits of using case studies in the classroom, the background on how to approach a case study and the necessary steps needed to write a good case. Each of the three-day workshops was

attended by approximately 35 Philippine faculty. After each workshop, WDI's publishing team worked with participants on an individual basis to guide them through the research and writing process. Ultimately the majority of workshop participants published their case studies and began using them in classroom instruction very quickly.

In addition to the case writing workshops, WDI conducted several activities during the final year of the project to ensure that the case writing initiative remains sustainable following the STRIDE project. First, WDI invited two case writers to visit the University of Michigan for an in-depth review of the case writing and teaching process and to learn more about how U-M engages with local businesses and entrepreneurs. Following the U.S. visit, WDI held a case teaching workshop for an additional 33 faculty who had previously written cases. These faculty had successfully taught students using cases and, seeing the value of this teaching tool, wanted to train colleagues at their universities to use case studies as well. Following this train-the-trainer workshop, each of the participants returned to their university to conduct an "echo" workshop, following the same format and using the same materials, for their colleagues.



WDI’s career center assessment included an overview of the benefits a career center can provide a university community

III. SUMMARY OF WDI ACTIVITIES

A. Career Centers

1. Career Center Assessment and Project Start-Up

As a way to launch work under the career center component, WDI first conducted an informational training for career center representatives and university leadership in Manila in February 2014. The session was led by WDI expert Mr. Tom Devlin, director of the career center at UC-Berkeley. The session was attended by an assortment of universities, some with existing career or counseling services and some without. Many of the attendees were new to the concept of career services, while others were familiar with the concept and interested in establishing a center but did not have the technical expertise or resources to do so. The training provided participants with an idea of how career services could benefit their universities, what the STRIDE project would offer in this area, and what types of technical resources would be provided to assist universities in this work.

Following the training, each university was invited to submit an application for technical support by WDI as one of STRIDE’s ‘model career centers’. Three career centers were selected based on a review of submitted applications: the University of Santo Tomas (UST), the Technological Institute of the Philippines (T.I.P.) and the University of Iloilo (UI). While UST had an established

counseling center with a large staff that worked with the student body, the team was focused on counseling services, not career readiness or industry engagement. T.I.P. and UI had no active career centers or staff and, while excited about the concept, were new to the field of career services.

A significant element of WDI’s approach to providing technical assistance to the three schools was to leverage our network of university faculty and educators in the U.S. to provide T.I.P., UST, and UI with the best possible support. Under the guidance and direction of WDI and STRIDE, the U.S. career center experts would play a major role in the project and would provide long-term support and technical assistance to each of the three career centers. Using this network and approach, T.I.P. was partnered with Mr. Devlin and Dr. Farouk Dey (Stanford University); UST was partnered with Mr. Joe Testani (Virginia Commonwealth University) and Ms. Christine Cruzvergara (George Mason University); and UI was partnered with Mr. Andrew Ceperley (Loyola Marymount University) and Mr. Christian Garcia (University of Miami). These experts are some of the top career center directors in the U.S. and proved invaluable in providing technical support to the three Philippine career centers.

2. Initial Site Visits

UI, UST, and T.I.P. are representative of the wide contextual variation among Philippine universities. While all three are private universities, the size of their student bodies, location, history, leadership priorities, available resources, and subjects of emphasis all played a role in how their career centers developed during the project. To understand the unique context at each school, in September 2014 the assigned U.S. experts conducted initial site visits to meet career center and university leadership, review existing programs and strategic plans, and compile observations and recommendations into a report. The report and recommendations were intended to serve as a roadmap for each school during the first year of engagement and would also serve as a baseline to mark progress for the duration of the STRIDE project.

3. University of Iloilo

The University of Iloilo, located in the city of Iloilo, is a private university opened in 1947. It operated for decades as a well-respected university in the city of Iloilo and a few years prior to the inception of the STRIDE project was bought by the Philippine Investment Management (PHINMA) company. A large corporation, the PHINMA Education Network (PEN) operates several other schools in the Philippines, making UI unique among WDI's partners in that it was owned by a major for-profit company.

The initial visit conducted by Mr. Ceperley and Mr. Garcia involved interviews with members of the UI community, training sessions for UI staff and local industry partners, development of an engagement strategy to provide remote technical assistance after the site visit, and an assessment report, including a four-year plan for development of an effective career center. Ceperley and Garcia observed that the school did house a Center for Student Development and Leadership (CSDL), headed by Ms. Maita Magalong, which provided students with some services that could be housed under a career center. The experts also made two other key observations; first, UI students often came from low-income families and in many cases were the first in their family to attend university; and second, the curriculum taught at UI often did not correspond to the needs of employers in Iloilo. These underlying observations would play a key role in the development of UI's career center programs during subsequent years.

Following the site visit and based on their observations, the U.S. experts drafted recommendations for UI in four key areas:



Place: UI should develop a physical location for the career center and industry partners, and should equip the space with reliable technology.



Programs: Programs that impact both students and industry should be developed.

Student programs should allow them to explore their interests and field of study, prepare for life after UI and employment in their area of study, and connect with relevant industry partners.

Industry programs should help organizations discover why UI and its students are unique, plan how UI can make and maintain connections with industry partners, conduct outreach efforts through social media and events, and evaluate the strategy regularly to improve the effectiveness of these programs.



People: UI should devote resources into developing the existing part-time staff and to bringing in a full-time career center director.



Resources: An appropriate level of resources should be committed to ensure the career center's success. While dedication of financial resources is important, senior leadership commitment to developing the center is also imperative.

These recommendations were shared with UI in late 2014 and Mr. Ceperley and Garcia conducted regular Skype calls and communicated with UI leadership via email over the following months.

To further develop the capacity of the career center staff at UI, Ms. Magalong was invited to attend the NACE conference in Anaheim, CA in June 2015. There, she was able to meet with career center directors from



Mr. Arevalo (R) and Ms. Dionaldo visited Dr. Guerrero at UC-Berkeley to view U.S. career center programs and operations that could be applicable at UI

U.S. universities and attended four days of workshops and meetings related to career center development. In addition, following the conference, Ms. Magalong was hosted by Mr. Ceperley at Loyola Marymount University, where she was able to see a U.S. career center in action. Finally, Ms. Magalong was able to meet Dr. Brian Guerrero (UC-Berkeley), who replaced Mr. Garcia as one of UI's U.S. experts on the project.

Despite some progress following the initial site visit and the NACE conference, the WDI team noted delays and a lack of progress on the part of UI. While the staff at the career center were committed to the development of new programs, none of them were full-time staff. Although a director had been selected after the initial visit, the individual did not end up working at UI and the career center's development was affected as a result and university leadership was not able to fill the gap immediately. Combined with the fact that very few resources were available for development of the career center, this meant that very limited progress occurred. As a result, Mr. Ceperley and Dr. Guerrero were scheduled to visit UI a second time in October 2015 but elected to delay their trip to allow UI more time to implement some of the recommendations.

In November 2015, UI was assigned a new Chief Operating Officer (COO), Eduardo Arevalo, whose position included oversight of the career center. While he had a variety of other responsibilities, Mr. Arevalo directed a significant amount of attention to the success

of the career center and immediately began supporting development of new programs, dedicating a space for the career center, and supporting Ms. Magalong and the staff who were working part-time at the center. At this stage, UI began several programs for alumni tracking to understand better where UI alumni were working after graduation, student leadership programs to empower students and give them confidence, and additional industry engagement efforts.

As a way to continue enhancing career center knowledge and capacity at UI, Mr. Arevalo and Ms. Nathalie Dionaldo, the UI Alumni and Placement Manager, attended the National Association of Colleges and Employers (NACE) conference in Chicago, IL in June 2016. The NACE conference is the largest gathering of career center directors, staff, and industry representatives in the U.S. and occurs annually. They participated in workshops and trainings designed for career center leadership at the conference and were also able to visit Dr. Guerrero at UC-Berkeley and Dr. Dey at Stanford University. While these two universities have some of the top career centers in the U.S. as compared to UI's nascent career center, Mr. Arevalo and Ms. Dionaldo were able to gain insight into successful programs, including career counseling, internship/externship building, and employer relations that they would later apply at UI. Furthermore, the participation of Mr. Arevalo and Ms. Dionaldo in the visit illustrated the commitment of UI's administration to developing the career center.

STUDENT SUCCESS PROGRAM (SSP)

**I Want
I Can
I Belong**

CAREER EXPLORATION & GUIDANCE

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

CAREER PLACEMENT

On-Campus Interview & Recruitment
Job Matching & Referrals
Career and Job Fairs
Industry Linkage

The career center at UI developed a large number of programs to improve student confidence, engage local industry, and conduct alumni outreach

Following the successful NACE conference and site visits, WDI worked with Mr. Ceperley, Dr. Guerrero and the UI team to review progress against the goals set during the first visit and plan a second site visit to Iloilo. During the visit, the U.S. experts noted that under the leadership of Ms. Magalong and Mr. Arevalo, the career center had made progress against all four strategic areas highlighted during the first trip. Ms. Dionaldo and Mr. Arevalo had quickly begun to implement many of the lessons learned from the NACE conference and site visits, including a Student Ambassador program to provide student support and representation of the career center, a career center mission statement and strategic plan, additional commitment of staff and resources, and physical career center location on campus.

While UI had made significant progress, Mr. Ceperley and Dr. Guerrero noted that efforts would have to be made to ensure continued progress and sustainability of the gains made until then. In particular, they noted that while a physical place for the career center now existed, its small size did not allow for some career center activities and at some point in the future it would need to be expanded. They noted the significant improvements made by UI and the development of a variety of new programs, but highlighted the opportunities available for additional improvement, including refinement of the programs that had begun, continued coordination of the many distinct on-the-job training (OJT) programs among UI’s departments, and recommended that UI continue to focus on improving

alumni and industry engagement. The U.S. experts praised the career center for attracting the attention of people and resources, including Mr. Arevalo, Ms. Dionaldo, and other UI leadership, while at the same time expressing concern that the career center still lacked a full-time director. As UI’s budget allowed, they recommended dedicating additional resources to sustain the new programs being developed.

Over the following six months, Mr. Arevalo, Ms. Magalong, and the career center team at UI continued to develop new programs and additional resources were dedicated to the career center. Mr. Ceperley conducted a final visit to UI in early 2017 and observed that the career center was progressing well and continued to meet the majority of its targets. The existing programs had been further developed and expanded, while UI had continued to develop new programs, including an online jobs database for students and support for the career center by assigned faculty. The career center had also been given its own budget and was beginning the process of hiring a career center director. In light of these ongoing improvements, Mr. Ceperley recommended an emphasis be placed on industry engagement during the final months of the STRIDE engagement, and that the new career center director have the required skillset to make this happen.



“Stakeholders we spoke to offered mixed reviews as to the application of classroom teaching to the needs of industry. We also received consistent feedback from a variety of people expressing concern about a slow process at UI for curriculum change. It was suggested that improving the classroom experience would improve students’ employability.”

Mr. Andrew Ceperley, following the initial site visit to UI



UI's new career center director, Ms. Katt Bayate (L), was interviewed at the Regional Education Caravan to promote Industry-Academe linkages in Iloilo

In conjunction with Mr. Ceperley's visit, WDI and STRIDE organized a career center forum convening the WDI-STRIDE model career centers, including UI, and a variety of other university leadership and industry partners. Held in Manila, the forum served as the first opportunity for UI to talk about its successes to a wide audience of career center staff and industry representatives. Mr. Arevalo, Ms. Magalong, and Mr. Ceperley all highlighted the successes and new programs developed by UI over the preceding three years. Beginning with few resources and no career center programs, place or people, Mr. Arevalo was able to show that developing a successful career center is possible, which is a valuable message for other Philippine universities located outside Manila.

In July 2017, Dr. Guerrero conducted a final site visit to UI to follow up on Mr. Ceperley's recommendations and close out WDI's engagement with the school. He met and provided support and training for the new career center director, Ms. Kathleen Bayate, learned about ongoing UI programs, and delivered a workshop for local industry partners. Dr. Guerrero recommended continued development of programs and leadership training for staff, but also noted the tremendous

progress made by UI over the preceding three years and the fact that a sustainable career center had now been established on UI's campus. Most notably, UI was now developing programs and taking steps beyond what was recommended by the U.S. experts, proving that WDI's support and efforts had been successful in fostering institutional commitment and buy-in for career services.

In the final months of the engagement, Ms. Bayate began to take over leadership of the center's programs and devoted a significant portion of her time to developing industry connections. For example, Ms. Bayate participated in the Regional Job Placement Federation, the Iloilo Chapter of the Philippine Chamber of Commerce, and in the development of a Customized Employment Package Project in coordination with the Iloilo Provincial Government-Public Employment Service Office. In a few short months, she and the career center have received recognition and an award for academe-industry partnerships from the Regional Job Placement Federation, which is a organization that works with local employers.



"It is clear that UI continues to be agile as it makes progress toward recommendations as originally set in 2014. With formalized reporting lines to the COO, the now permanent career center director will establish momentum so that campus and external support of this relatively new department is sustainable. There is no question that this career center has the resilience and aptitude to actualize its objectives."

Dr. Brian Guerrero, following the final site visit to UI



Dr. Lucila Bance led the development of UST's career center for the duration of the STRIDE project

4. University of Santo Tomas

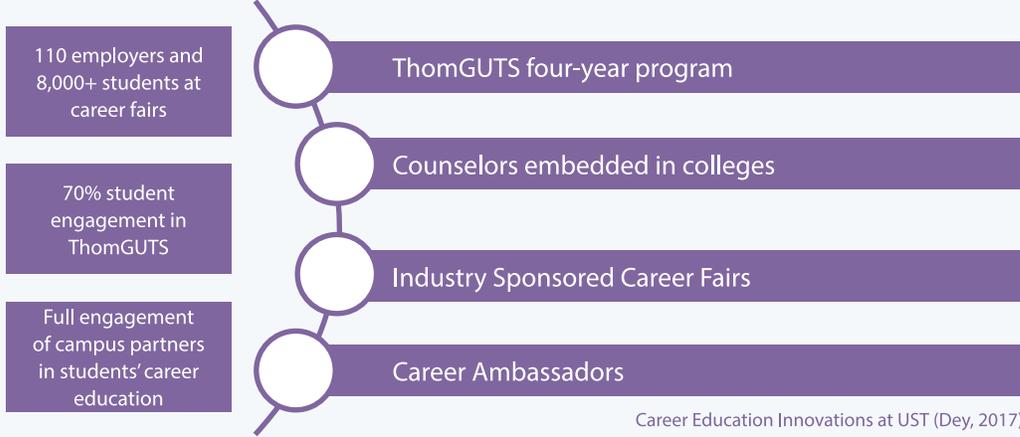
The University of Santo Tomas is located in the heart of Manila and is the oldest existing university in Asia, having opened in 1611. It is also one of the largest Catholic schools in the world with more than 40,000 undergraduate students and is known for its quality academic programs and respected curriculum, especially in the fields of science and education. A few years prior to the STRIDE project, it was recognized as the university with the largest number of accredited programs in the Philippines. Unlike the other two model career centers, at the beginning of WDI's engagement UST already had a sizable counseling center with 40 staff and a director, however the focus was on provision of counseling services for students, not career services.

During the initial site visit, U.S. experts Ms. Christine Cruzvergara and Mr. Joe Testani met UST's counseling staff, including the counseling center director, Dr. Lucila Bance. A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted by the U.S. experts to help the UST center identify a clear path forward over the course of the STRIDE engagement. Ms. Cruzvergara and Mr. Testani observed that the UST Counseling Center had several strengths, including buy-in from university leadership, a high-functioning and dedicated team, and some operational components of a career center such as alumni relations and student affairs. Despite these strengths, the U.S. experts

recommended that **1) reorganization** should be a priority to transition some of the counseling staff to full-time career center responsibilities, **2) institutional support** existed but would need to be sustained throughout the project, and **3) new programs** would need to be developed by the career center to improve the connection with industry partners and adequately reach the massive student body.

To further develop the capacity of the career center staff at UST, in June 2015 Dr. Bance was invited to attend the NACE conference in Anaheim, CA. At the conference she was able to attend four days of workshops and meetings related to career center development and meet with a variety of career center directors from U.S. universities, including Mr. Testani, Ms. Cruzvergara, and the two other Philippine model career center directors. Following the conference, Dr. Bance was hosted by Ms. Cruzvergara at George Mason University, where she was able to see a U.S. career center in action. Upon returning to UST, Dr. Bance delivered a presentation to her staff to share what she had learned during the trip and outlined several ideas for the career center to implement, including development of a peer advisor program where senior students would provide advice and support to first- and second-year students, and the establishment of formal memoranda of understanding with local employers to solidify their partnerships.

CAREER EDUCATION INNOVATIONS AT UST



Despite some challenges, the UST career center developed a wide variety of industry engagement and student development programs during the STRIDE project

Over the six months following the NACE conference, the WDI team, Mr. Testani, and Ms. Cruzvergara continued to work with the UST Counseling Center to achieve their goals. In late 2015, Mr. Testani and Ms. Cruzvergara visited UST for a second time to provide on-site technical support, observe the changes made over the preceding year, and make additional recommendations. During the visit, the U.S. experts observed that the counseling center had made significant progress and had “reorganized their career services structure and committed staff time and resources to the ongoing process of expanding the offerings available to UST students and industry partners.”

Despite this significant progress, Mr. Testani and Ms. Cruzvergara observed that further reorganization of the counseling staff was still needed to make the office more efficient and to improve its ability to serve more students. At that time each staff member was required to meet with more than 1,000 students over the course of the school year to provide counseling and support services and a more efficient process was needed. They also continued to observe that the center could benefit from dedicating some of its staff to full-time career center work. Therefore, the U.S. experts adjusted their initial recommendations to focus on reorganization, particularly in the areas of personnel and operational improvements. Development of new programs and institutional support were still critical, but they deemed that internal development would improve all processes. Dr. Bance and her team began to implement these changes, with remote support from the U.S. experts and the WDI team. In mid-2016, two additional UST team members attended the NACE conference in Chicago, IL. Ms. Agnes Bonifacio and Ms. Monica de Leon participated in workshops and trainings designed for career center leadership and were also able to visit

Mr. Testani at the University of Rochester following the conference.

Following these activities, the UST career center secured additional institutional support and continued to revise its staffing structure for greater efficiency. As a result of these adjustments, the center established 70 MOUs with local organizations and began to host mock interview sessions, employer information sessions, and a large annual career fair on campus. At this point the center also finalized one of its major strategic initiatives to reach all students at UST, called the Thomasian Gear Up Tools for Success, or ThomGUTS. The program was made a requirement for all incoming students and continues to be a part of the four-year degree program. Emphasizing career readiness and providing students with tools they will need in the workforce, the ThomGUTS program is a key example of how Dr. Bance and her team are more effectively serving the student body of 40,000 students.

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“One of the major things I learned at the NACE conference is to first define the kind of engagement and partnerships that the university would like to develop with companies and other organizations. This information should be communicated to the different offices of the university to work more effectively and gain positive impact for the whole community. It will help the career services office know where to focus its energies.”

Ms. Agnes Bonifacio, following her participation at the NACE conference



Ms. Stephanie Lu led several sessions during the roadmap workshops organized by WDI and STRIDE

Mr. Testani and Ms. Cruzvergara conducted a final visit to UST in early 2017 and observed that while reorganization had occurred to an extent and some projects had been adopted to improve efficiency, the UST staff were still required to perform both counseling and career services roles. While a variety of exciting new programs had been developed, and institutional support remained consistent, the staff were not able to adequately perform their duties as a result of assuming responsibility for the new career services activities on top of their counseling workload. The U.S. experts thus recommended creating completely separate units for career services and counseling services.

In conjunction with the final site visit by Mr. Testani and Ms. Cruzvergara, WDI and STRIDE organized a career center forum gathering the WDI-STRIDE model career centers, including UST, and a variety of other university leadership and industry partners. Held in Manila, the forum served as an opportunity for UST to present its successes and lessons learned to a wide audience of career center staff and industry representatives. Dr. Bance, several of her staff, Mr. Testani, and Ms. Cruzvergara all underscored the successes and new programs developed by UST over the preceding three years. One of the key lessons provided by UST was the challenges faced when trying to meet the career services needs of a large student body and how they created programs that are scalable.

During the final months of the STRIDE project, UST completed the reorganization of its team by assigning four staff members to perform career services duties. Led by Ms. Stephanie Lu, the group was given its own office space and will be able to focus solely on career services activities. As Ms. Lu and her colleagues continue to develop UST's existing student and industry engagement projects, the career center now has the tools to continue to improve its efficiency and effectiveness in reaching UST's student body.



“It is clear that the dedicated resources and the formalized Career Center office at UST will continue to be a model of career services in the Philippines. UST can provide technical support for other established Philippine university career centers to effectively engage with industry.”

Ms. Christine Cruzvergara, following the final site visit to UST



T.I.P. President Dr. Elizabeth Quirinho-Lahoz (R) was instrumental in the career center's accomplishments

5. Technological Institute of the Philippines

The Technological Institute of the Philippines was founded in 1962 as a private university dedicated to providing science and technology education to students from low-income backgrounds. With two campuses in Manila and Quezon City, T.I.P. is now attended by more than 15,000 students and is well-respected for its high academic performance, especially in the engineering, science, computing, and math fields. With international recognition and accreditation, T.I.P. began the STRIDE project with a strong academic record, but the school had no career center.

An initial site visit was conducted by Mr. Tom Devlin and Dr. Farouk Dey in late 2014 to observe the planning for the new career center and to work with T.I.P.'s newly hired career center director, Dr. Frank Alejandrino. Upon arrival, Mr. Devlin and Dr. Dey immediately noticed that T.I.P. leadership, led by T.I.P. President Dr. Elizabeth Quirinho-Lahoz, was committed to ensuring the success of the career center. Dr. Quirinho-Lahoz had attended the initial career center informational session delivered by Mr. Devlin in March 2014 and immediately after the session she had begun the process of establishing a career center at T.I.P. By October 2014, T.I.P. had already hired a career center director, made plans to construct a new building to house the career center, and had started to develop some career services programs.

While they were complimentary of these initial developments, Mr. Devlin and Dr. Dey made several observations and recommendations for T.I.P. to implement over the following years of the STRIDE engagement. Key among these observations was that T.I.P. had made considerable progress but was at risk of overemphasizing the facility and staff needs of its center at the expense of the less tangible career center needs, such as student development, industry outreach, and leadership training. The experts also observed that:

- T.I.P. had a relationship with some local employers but there was an opportunity to significantly expand these connections
- The responsibility for alumni relations could be assumed and improved by the career center
- T.I.P. was implementing a unique model, namely the inclusion of faculty in career services operations and student career counseling.

Following the site visit, Mr. Devlin and Dr. Dey outlined a range of recommendations for T.I.P. Because the career center had established a solid foundation of institutional support, and given Dr. Alejandrino's commitment to developing the center, the U.S. experts made specific recommendations commensurate with T.I.P.'s growing capacity.



Develop a Strategic Plan for the Career Center: Mr. Devlin and Dr. Dey recommended T.I.P. develop a five-year strategic plan for the career center. The plan would guide the development of new programs, facilities, staff, and would align the career center with T.I.P.'s overall priorities as a university.



Invest in Career Center Facilities: While T.I.P. was already in the process of constructing two new buildings for the career center, the experts recommended they continue this level of commitment.



Enhance Organizational Structure: The career center had established a well-functioning team but the experts recommended they regularly evaluate staff functions to meet the center's needs.



Improve the OJT Program: T.I.P.'s existing OJT program needed to be improved to provide the best possible experience for students and employers, and this program could be used as an avenue for better employer engagement.



Leverage Technology to Increase Engagement: Increased use of technology would allow the career center to improve its outreach to students, employers, alumni and even prospective students.



Create Alumni and Student Advisory Boards: The creation of alumni and student advisory boards would be useful as a conduit for regular evaluation of the career center. Inclusion of Alumni would also help the career center improve its engagement with industry and local companies.



Faculty Career Advisor Training: To be sustainable, T.I.P.'s model of incorporating faculty into career center operations would require training for the faculty.



Professional Development for Staff: The career center staff, most of them recent hires at T.I.P., would also need professional development in order to assume their expanding leadership roles.

In the six months following the site visit, the U.S. experts and the WDI team continued to work with T.I.P. to implement these changes. During this time, Dr. Alejandrino and his team made significant progress toward many of the recommendations.

In June 2015, Dr. Alejandrino had the opportunity to attend the NACE conference in Anaheim, CA. He attended four days of workshops and meetings related to career center development and met with a variety of career center directors from U.S. universities, including Mr. Devlin, Dr. Dey, and the two other Philippine model career center directors. Following the conference, Dr. Alejandrino was hosted by Dr. Dey at Stanford University, and also visited Mr. Devlin at UC-Berkeley.



“One of the sessions I attended focused on how to effectively manage fragmented campus career services. This learning will address the challenges of integrating the T.I.P. career center with existing processes and how to better engage the rest of the community.”

Dr. Frank Alejandrino, following his participation in the NACE Conference



T.I.P. developed a wide variety of outreach programs and placed an emphasis on connecting with alumni

In late 2015, Dr. Dey conducted a second site visit to T.I.P. along with Dr. Heather White - who replaced Mr. Devlin on the project. Dr. White is the career center director at the University of Florida. At the outset of their visit, they were impressed with the changes T.I.P. had made over the preceding year. “T.I.P. has made tremendous progress from our visit in 2014 by addressing nearly every recommendation we made,” said Dr. Dey. “T.I.P. staff and faculty have been able to complete a new career center **facility**, launch a strategic planning committee and **develop a five-year strategic plan**, increase the number of industry linkages and the **OJT program**, and make use of **technology** to launch the career center website and a mobile app to engage students and employers.” The career center had also implemented several new programs, including peer-to-peer advising for students, a Student Development Plan (SDP) and integration of career and academic advising.

While the career center had made impressive progress,

in their post-visit report Dr. Dey and Dr. White noted that several areas could still be improved. Their two key recommendations were for T.I.P. to continue to emphasize **industry linkages** and **alumni connections**. Industry engagement could be improved by development of a systematic approach to interacting with employers, internal staff training to ensure employer communication is properly conducted, and establishment of basic indicators to track the success of employer relations. Alumni connections could be improved by establishing an alumni membership program, establishment of industry linkages through alumni, the continued offering of some career services to recent alumni, and effective alumni tracking. They also recommended that T.I.P. continue to develop existing programs, for example the **SDP could be expanded** to better support student career readiness and the career center could continue to develop the **peer career advising** program.



“Over the last year, the T.I.P. career center has heightened its progress in employer engagement by developing and maintaining relationships with industry partners. This can be measured directly by the volume of employers using the center for recruiting and the various types of interactions that have been intentionally created with industry partners.”

Dr. Heather White, following the final site visit to T.I.P.



Dr. Alejandrino led several workshop sessions during the roadmap workshops organized by WDI and STRIDE

Two T.I.P. team members attended the NACE conference in Chicago, IL. Mr. Mandy Bravo and Mr. Conrado Navalta participated in workshops and trainings designed for career center leadership and were also able to visit Dr. White at the University of Florida following the conference. During the visit they met Dr. White's staff, saw the day-to-day operations of her career center, and attended presentations on how the University of Florida career center office manages marketing and communication, industry relations, career and professional development, industry engagement, and assessment of the career center activities.

Following the NACE site visit, Dr. Alejandrino and his team continued to implement new programs and upgrade existing ones, following the outline of the strategic plan they had adopted in 2015. Beginning in 2016, Dr. Alejandrino also began to see an increasing interest in his center from other Philippine universities. He received more than 50 requests for 'benchmarking' tours of his career center from other universities who hoped to emulate T.I.P. The career center was even compelled to draft an official process for hosting other universities and providing tours of their career center facility. This interest in T.I.P.'s center is indicative of their

success and accomplishments during the partnership with WDI as well as the value other Philippine universities have seen in establishing a career center.

The final site visit, conducted by Dr. Dey and Dr. White in March 2017, consisted of follow-up on progress made by T.I.P. and final recommendations for the career center to implement following the WDI engagement. The U.S. experts observed that the T.I.P. career center had again made tremendous progress in the preceding year, implementing programs in all the recommended areas, with an emphasis on new **industry linkages and alumni connections**.

At the conclusion of WDI's engagement with T.I.P., it is clear that the institutional support and dedication of Dr. Alejandrino and his team were crucial to the career center's impressive achievements. One example is the leadership role Dr. Alejandrino played in the roadmap workshops conducted by WDI, STRIDE, and CHED during the final months of the project. Dr. Alejandrino embraced the opportunity to lead several workshop sessions and facilitated a detailed Q&A session concerning challenges confronting the establishment of career centers.



The high level of institutional commitment to developing a first-class career center is demonstrated by the unwavering engagement of T.I.P.'s president, senior administrators, and faculty.

Dr. Farouk Dey, following a site visit to T.I.P.



WDI worked with T.I.P., UST, and UI to write and publish a roadmap for career services

In his final remarks at T.I.P., Dr. Dey noted that, “the career center has made significant progress over the last year by taking action on all the recommendations made following the 2016 and 2014 site visits. Tremendous progress has been achieved in the areas of student development, career preparation, employer development, alumni engagement, technology adoption, facilities, and continued visioning for the center. This momentum will help the center and institution continue to move forward, adapt as necessary to challenges, and determine the best approaches to serving the career needs of its students, employers and campus community.”

6. Career Center Roadmap

During the final year of the career center engagement, WDI and STRIDE worked with the directors of the three model career centers to produce a roadmap for career services. The roadmap, titled Educating Future-Ready Filipino Graduates, was initiated in part to respond to the growing demand among other Philippine universities to learn more about career services and can serve as a tool for other universities to establish their own career centers, as UI and T.I.P. did, or adjust an existing one, as UST did. With one chapter on each of the three model centers, the roadmap provided an opportunity for UI, UST, and T.I.P. to showcase their experience while providing other universities with a variety of activities to emulate. The roadmap

also included guidance from Dr. Dey on strategic development of a career center, the best ways to leverage staff and resources, and the potential benefits of a successful career center.

7. Career Center Roadshow

Following publication of the roadmap, WDI, STRIDE and the Commission on Higher Education (CHED) held a series of five career services workshops to disseminate the contents of the roadmap and to provide university leaders with a venue to learn more about career services. Held in the USAID/Cities Development Initiative locations of Cebu and Legazpi, as well as in Manila, the workshops were led by Dr. Alejandrino, Ms. Lu, Dr. Dey, and representatives from STRIDE and CHED. Each workshop included an overview of the successes seen by the three career centers, a review of steps that administrators can take to establish a career center and a discussion about challenges and opportunities that can affect the process. More than 100 university administrators attended and a key theme was that establishment of a career center can serve as a vital link between a university and the local industry and employers, as was the case with the three STRIDE career centers. Participants left the workshops with a better understanding of the value of establishing a career center and action items that can be implemented in the context of their schools.



Participants at WDI's third workshop discuss how to structure their case studies

B. Case Studies

1. Case Study Assessment and Planning

In conjunction with its career center partnerships, at the start of its work on STRIDE, WDI also began an initiative to work with Philippine faculty to write and teach case studies. The case study portion of the project also worked toward the goal of fostering further collaboration between academia and industry by encouraging faculty to connect directly with private sector partners. A teaching case study, used extensively by faculty and students at the University Of Michigan Ross School Of Business, supports experiential learning by presenting a real-life problem and asking students to resolve it. The cases are written by university faculty and require substantial research, interviews, and a comprehensive understanding of the problem being faced by the subject organization, a private sector partner. While occasionally there are right answers to the problems presented in case studies, often the objective is simply for students to debate the problem and present a variety of solutions rather than determine a correct one. The case method is one of the best ways for students to confront and resolve real-world problems within the classroom. By introducing this model to Philippine faculty, WDI hoped to improve their engagement with local industry, and thus to better prepare students for the workforce. At the start of its work on the STRIDE project, WDI's goal was

holding three case writing workshops and working with Philippine faculty to publish at least 15 case studies per cohort. The workshops would be organized in cooperation with STRIDE and delivered by some of the top faculty from the University Of Michigan.

2. Case Writing Workshops

In April 2014 WDI held the first of the case writing workshops for 35 faculty. The workshop was held in Manila and delivered by one of WDI's case writing experts, Dr. John Branch, professor at the University of Michigan's Ross School of Business. The three-day workshop covered topics including the purpose of case studies, the impact on student learning, how to structure a case study, how to conduct the research process and outreach to private sector partners, the writing process, and the necessity of obtaining legal approval from the company referenced in the case before publishing a case. Under the guidance of Dr. Branch, participants also began to develop the structure of their case and consider what company they could approach to include in their case.

Another of WDI's case study experts, Ms. Andrea Meyer worked with participants on the writing and editing process during the workshops, ensuring that the cases were structured using the proper case format and



Following publication of the case studies, Philippine faculty, including Prof. Jan Asma from UP-Los Banos, began to incorporate case studies into classroom instruction

met WDI's case publishing standards. Following the workshops, Ms. Meyer would continue to work with each participant for the next four to six months to complete their case study in coordination with WDI's publishing department.

Three additional case writing workshops were conducted by WDI during the project, in April 2015, March 2016 and September 2016. Each case writing workshop was attended by roughly 35 Philippine faculty and Dr. Julie Felker assumed leadership of the third and fourth workshops in place of Dr. Branch. While the first two workshops were held in Manila, WDI also endeavored to reach faculty outside the capital city by holding one workshop in the city of Iloilo and another in the city of Cebu. Staff from the WDI publishing team also helped to facilitate some of the workshops, including WDI's Publishing Manager Ms. Sandra Draheim, who provided support and training on the legal requirements of cases during the fourth workshop.

As each workshop was held, WDI, Dr. Branch, Dr. Felker, and Ms. Meyer were able to improve the teaching process. For example, a case study template was incorporated to improve the process of training faculty in how to structure a case study. Additionally, presentation slides were developed and shared among participants.

3. Case Publishing

The WDI publishing team writes, edits, publishes and markets business case studies written by faculty

from the University of Michigan and other universities throughout the U.S. With more than 450 cases in its collection, WDI is one of the top publishers of case studies in the U.S. and its cases have been adopted by more than 200 universities worldwide.

Following each of the workshops, Ms. Meyer and the WDI Publishing team worked remotely with each of the workshop participants as they wrote and edited their case studies. The WDI team provided advice as the writers conducted outreach to their subject organizations and editing services as they moved through the writing process. As full-time faculty, most of the writers were required to maintain their commitment to teaching classes and conducting research for their universities and therefore were not always able to devote time to the case process on a daily basis.

Following the case writing and editing process, the WDI team published the cases to the [STRIDE Case Collection](#). The faculty were then able to begin using the case studies in their classrooms. By the time all four workshops had been completed, WDI had published a total of 94 case studies to the collection out of a total of 133 workshop participants.

The WDI publishing team then marketed the case collection to its database of Philippine faculty via email. This marketing effort served to drive other Philippine faculty to the case study database and helped to spread the word about case studies. In addition, WDI used the same marketing efforts to spread word about the STRIDE cases to its database of faculty worldwide, with the result that by the final year of the project STRIDE cases have been adopted at universities in Hong Kong, the Netherlands and multiple universities in the U.S., including American University, Xavier University, and the University of Wyoming.



"It was the crafting and mentoring process that was most helpful for me. Having a lot of sample cases from John Branch and mentoring from Andrea Meyer gave me great insight as to how to construct a case."

Prof. Frances Magtoto, following a WDI Case Writing Workshop, University of the Philippines, Diliman



Drs. Depositario and Gelvezon met with faculty and organizations in Michigan to learn more about case studies

4. University of Michigan Visit

Following completion of the final case writing workshop, WDI conducted several activities to encourage sustainability of the case writing and teaching methods in the Philippines. Because 94 cases had been published and used in classroom instruction, many former case writers had expressed interest in writing new cases and in leading trainings for their colleagues in how to effectively use the teaching method and the collection of STRIDE cases.

The first activity conducted to encourage sustainability of the case study process was a visit to the University of Michigan hosted by WDI for two faculty who had published case studies. Dr. Rowena Gelvezon (UP-Visayas) and Dr. Dinah Depositario (UP-Los Banos)

participated in a two-week site visit to the UM and WDI. The objective was for Dr. Gelvezon and Dr. Depositario to see case teaching in action at Ross, to visit various offices at the university that work directly with entrepreneurs and local industry, and to visit some private sector partners themselves.

The Philippine faculty attended classes at the U-M, visited organizations on the U-M campus such as the Business Engagement Center and the Zell Lurie Institute for Entrepreneurial Studies, and met with local entrepreneurs in Ann Arbor and Detroit. They also visited Michigan State University (MSU) to meet with professors in their area of specialty, agribusiness, and to see some MSU activities in the field of agriculture.



“From our meeting with WDI President Dr. Paul Clyde, I appreciated the importance of the university having a partnership with industry. Such partnerships ensure not only the relevance of its academic, research and extension programs to the industry and community but also pave the way for potential collaborations in research, case study development, student industry immersion programs, and more. This is one of the biggest challenges for us to implement that I need to think through carefully.”

Dr. Rowena Gelvezon, following a meeting with WDI President, Dr. Paul Clyde
University of the Philippines, Visayas



After attending WDI's ToT workshop, participants such as Prof. Christianne Nabua, returned to universities their to conduct echo workshops for their colleagues

5.Train-the-Trainer Workshop

Following the U-M study visit, WDI and Dr. Felker conducted a final case workshop in Manila during which Dr. Gelvezon and Dr. Depositario also led several sessions. The workshop was delivered in a train-the-trainer (ToT) format and did not emphasize case writing as previous workshops had done. Instead, the focus was on training professors who had previously written cases to provide them with the resources necessary to conduct follow-on “echo workshops” for their colleagues. The three-day workshop provided participants with tools to organize workshops (including a series of videos on the case method featuring Dr. John Branch that trainers could integrate into their own trainings), train faculty from other disciplines, and mentor and work alongside colleagues to help them understand the case teaching process. At no cost to STRIDE, WDI also made use of its innovative ExtendEd portal to provide participants with resources before, during and after the workshops. The portal also gave participants the ability to easily communicate with each other and share success stories following the WDI workshop. The portal proved popular with participants, and they continued to stay in touch with each other and with Dr. Felker via the chat feature post-workshop.

6.Echo Workshops

Each of the 33 participants at the ToT workshop committed to hosting at least one echo workshop upon returning to their university. The echo workshops were organized, and in many cases funded by, the hosting university or professor and the majority of them were held in the six months following the workshop. Some of the echo trainings were attended by as few as 10 faculty, while one trainer held three echo workshops and reached more than 75 of his colleagues. In total, by the end of September 2017, 31 echo workshops had been held and 492 faculty had been trained in how to use the case method.

In addition to holding echo workshops, a few of the ToT participants took additional steps to promote the use of case studies. For example, Professor Christianne Nabua (T.I.P.) worked to train a large number of faculty and then met with his school’s leadership and successfully incorporated the case method into the curricula of a number of departments at his school. Dr. Gelvezon returned to her university and secured a small grant for her and her colleagues to write 12 more case studies featuring local organizations. Professor Noel Tarrazona worked with three other faculty from universities in Mindanao to form a case teaching consortium dedicated to training educators throughout Mindanao in how to use the case teaching method.



After attending WDI's ToT workshop Prof. Noel Tarrazona, returned to Mindanao and organized the Mindanao Academic Case Developers Consortium (MACDC)

CAREER EDUCATION INNOVATIONS AT PHINMA UI



The UI career center developed a large number of new programs as a result of the engagement with WDI

IV. PERFORMANCE AND OUTCOMES

A. Career Center Performance and Outcomes

1. Development of New Programs

Each of WDI's three model career center partners developed a wide variety of new programs during the STRIDE project. Many of these projects were unique and were developed to fit the specific needs of their university. For example, UST's ThomGUTS program facilitated the career center's objective of providing career services support to more than 40,000 students. UI's Career Ambassador program was modeled after similar programs Mr. Arevalo witnessed at UC-Berkeley and Stanford, but the model developed by UI served

a dual purpose of providing administrative support to sustain the operations of the career center due to the lack of resources to employ full-time staff. Similarly, due to a staffing cap, T.I.P. worked directly with faculty and was able to incorporate some faculty into career services operations to support student learning outcomes and industry engagement. While some of these programs were recommended by WDI and the U.S. experts, all were implemented and tailored by each Philippine center to fit the context of their university.

2. Inclusion of Career Centers into University Strategic Planning

Another outcome of WDI's work with career centers

was the integration of the strategic priorities of the career centers into the overall strategic planning of their universities during the project. In T.I.P.'s case, strategic integration was almost immediate with the university leadership placing the career center at the forefront of T.I.P. branding and investing significant resources into facility and staff development in the first year. In the cases of UI and UST, strategic integration was more gradual but over the course of the project, the investment made by leadership into career services continued to grow. The career centers at UI and UST are now integral parts of each university's marketing, student development, and industry engagement strategies.



“The majority of students were very active during the lesson because they feel they are a part of the learning experience.”

Prof. Reeva Sumulong, after teaching her students using the STRIDE case studies Angeles University



During the final stages of WDI's engagement with UI, the career center made formal connections and signed MOUs with several local companies

3. Academe-Industry Engagement

A final outcome of the career center engagement was the improvement in relations between the three model career centers and local industry partners. T.I.P. saw an exponential increase in corporate partners visiting the university to conduct interviews and informational sessions, organized and made adjustments to the OJT program, and began an annual employer career fair.

UST also organized a large annual career fair attended by more than 100 employers and continued to develop its other industry engagement programs. During the final year of the project, UI also began to engage closely with industry and local government bodies in the city of Iloilo, thereby expanding its leadership role in the academe-industry engagement in the city.

B. Case Study Performance and Outcomes

1. Extensive Use of Case Studies

A major outcome of the case study activities was the use of the published case studies by university faculty throughout the country and across disciplines. Because WDI hosts the STRIDE Case Collection on its website, the viewing data can be tracked for each case study and they show a steady increase in the number of views throughout the project. Some cases have been used

extensively and have been viewed more than 1,000 times since publication. Philippine faculty have also provided feedback, noting that they have used multiple case studies and have recommended a variety of cases to their colleagues.

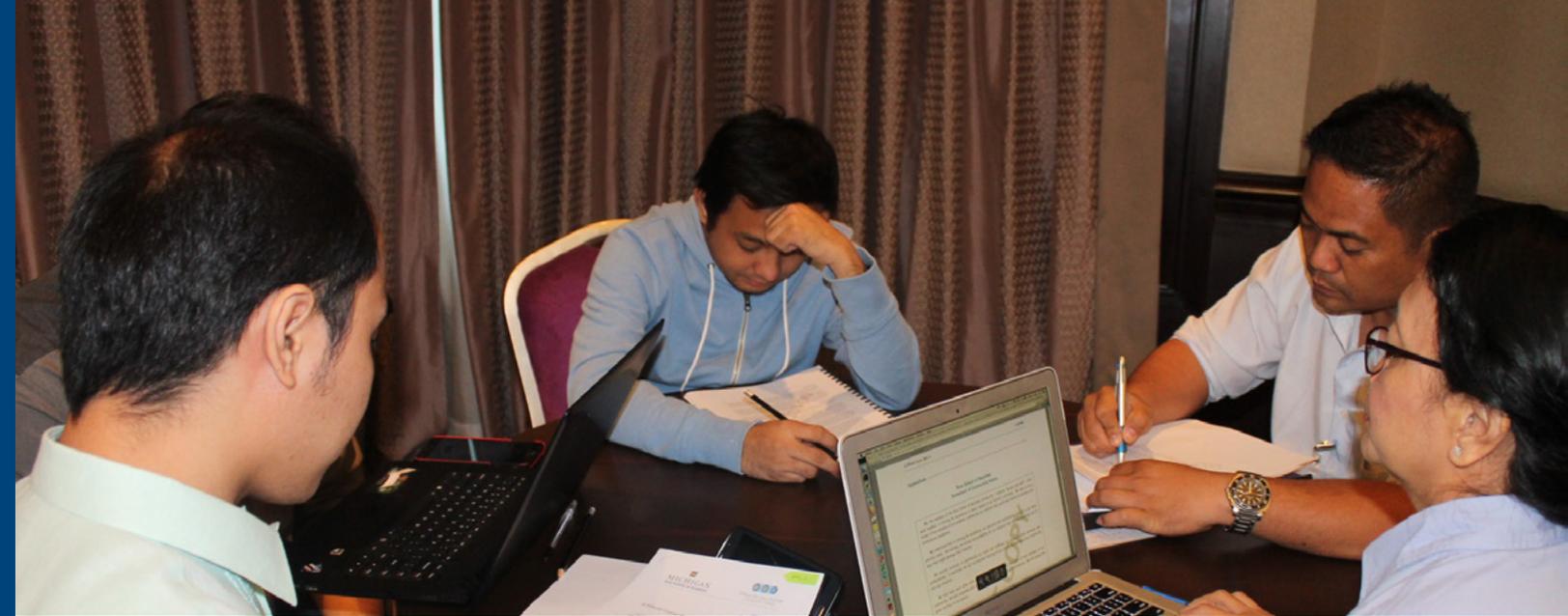


“My case fostered a beneficial relationship with the company. The manager of the featured organization can generate ideas out of the analysis made by the students.”

Prof. Joviel Teves, reflecting on his improved relationship with a local company
Visayas State University

2. Faculty Teaching and Student Learning Outcomes

As Philippine faculty began to use case studies in their classrooms, the impact of the model on student learning outcomes became evident. Also indicative of the impact on students were the [management courses](#) delivered by Professor Noel Tarrazona, from Western Mindanao State University.



Several participants at the ToT workshop met to form a case teaching group called the Mindanao Academic Case Development Consortium

3. Train-the-Trainer Workshop Outcomes

The ToT workshop in April 2017, generated several outcomes related to case studies. First, several of the participants at the workshop met and decided to form a consortium in Mindanao to spread the case teaching method beyond their universities. This consortium has already conducted a training and plans to continue more trainings independent of WDI or STRIDE support. Another outcome was the adoption of case studies into university and classroom curricula. As university leadership became more familiar with case studies and as WDI-trained faculty continued to espouse the merits of case teaching, some universities began to formally adopt them. Many professors also use them every semester, write their own new cases, or even have students write cases as part of classroom instruction.

4. Improved Academe-Industry Relationship

One final outcome as a result of the case study initiative has been the improved connection between academia and industry. Case authors have consistently remarked that their understanding of industry has improved as a result of the case writing and teaching process. For example, Professor Pamela Resurreccion, from Mindanao State University Illigan Institute of Technology, wrote a case about scaling up a small restaurant business and noted that “my case presented a lot of eye openers in terms of the nature of the organization featured since I was not familiar with many of these organizations.” In some instances

educators have also observed that the case subject organization has maintained contact with them and is interested in hearing about student solutions to the case problem. Professor Joviel Teves, from Visayas State University, remarked that “my case fostered a beneficial relationship with the company. The manager of the featured organization can generate ideas out of the analysis made by the students.”



“The case study has allowed me to do a reflection on who I am as a government service provider, and has allowed me to reflect on where my agency is right now. I would like to see that all the services we provide are addressing the needs of our community.”

Masters of Public Administration Student, after using a case study for the first time

C. Additional Outcomes

Over the course of project implementation, WDI and its partners saw a variety of outcomes that were not initially anticipated.

1. Worldwide Use of STRIDE Case Studies

At the inception of the project, WDI anticipated that the STRIDE cases would be used by faculty in the Philippines but did not anticipate that they would be widely used outside the country. However, because of WDI's international network and connections, the cases were marketed via email internationally at no cost to STRIDE. During the first few years of the project, although cases were viewed by faculty around the world they were not adopted for use in classroom settings. However, during the final year of the STRIDE project, WDI saw an increased interest from faculty in Hong Kong, the United States, and the Netherlands, among others, with case studies written by Philippine faculty being used in graduate and undergraduate classes worldwide.

2. Additional Case Writing

Following each case writing workshop, WDI worked with Philippine faculty to write one case each and publish it to the STRIDE collection. Any cases written by these faculty after publication to the STRIDE collection were completed without direct support from WDI. Despite the need to conduct the research and writing process on their own, many faculty saw the value of producing new cases and continued to write their own. Dr. Rowena Gelvezon is an excellent example of this as she secured a grant from her university and is working with her colleagues to write 12 case studies independent of the STRIDE project. This outcome reflects the sustainability of the project and the perceived value of cases at many Philippine universities.

3. Career Center Benchmarking

WDI and STRIDE initially hoped to develop three model career centers, the primary objectives being to improve the training and preparation they provided to students and to increase the engagement between academia and industry. While interest by other career centers was anticipated, it was not a central objective. However, particularly at T.I.P., WDI saw an immense interest by other universities in emulating the strategies used by the center. During the final year of the project, T.I.P. received so many requests from other career centers to visit their center to 'benchmark' and view their successes that they developed a standard policy for hosting university leadership and career center tours. They have even received benchmarking requests from universities as far away as Singapore.



“We are now implementing the case study writing project funded by our university. We are working on 12 local case studies and hope to finish them by the first quarter of 2018. We plan to compile them together into a casebook. Prof. Christine Hernando and Prof. Cheryl Hernandez (both USAID-WDI trained case writers) are with me in this project. If this turns out well we plan to have Part 2.”

Dr. Rowena Gelvezon
University of the Philippines, Visayas



V. MAJOR DELIVERABLES AND ACCOMPLISHMENTS

WDI's work with career centers included several years of technical assistance with the goal of developing strong and sustainable centers that improve the engagement of each university with local industry and prepared students for careers after university. Each university established a successful career services program, developed qualified leaders among its staff, integrated programs to develop students, was incorporated into the core strategic planning processes of their university, and significantly improved their university's engagement with industry partners. Each school has seen interest from universities throughout the country in emulating their example. Together, these three universities reach more than 70,000 undergraduate students and have the potential to change the way Philippine universities interact with industry.

Another deliverable created as a result of the career center initiative was the roadmap for career services. Available on WDI's website, the roadmap was written by WDI, Dr. Dey, and the three career center directors and serves as a guide for Philippine universities seeking to establish a new career center or strengthen their existing one. The roadmap was followed by five workshops on career services throughout the country which raised awareness of career services and continued to emphasize the value and feasibility of establishing a center. Attended by more than 100 university leaders, these workshops also

fostered a partnership between WDI, STRIDE, and the Philippine Commission on Higher Education (CHED) and provided the directors of the three model career centers with a leadership opportunity and a chance to tell their stories.

One of the major results achieved by WDI under the STRIDE project was the publication of 94 case studies. Covering a variety of topics, the case studies are being used by faculty in the Philippines and around the world. It should also be noted that WDI's established target through four workshops was 60 cases, but due to the dedication of WDI's publishing team and the Philippine writers 94 were ultimately published.

Another major accomplishment by WDI during project implementation was the ToT case study workshop and resulting echo workshops. By organizing a final workshop for 33 of the case publishers, WDI was able to indirectly affect 492 faculty throughout the country who now have the expertise and tools necessary to use case studies in their classrooms. The echo workshops were conducted at no cost to WDI or STRIDE and reflect the excitement and commitment of Philippine faculty regarding using the case study method. This accomplishment has the potential to impact how students learn across academic disciplines throughout the Philippines.

VI. KEY IMPACTS, SUCCESSES AND CHALLENGES

A. Impacts

1. Career Center Engagement with Industry

One of the primary goals of WDI's work with career services was to strengthen the linkages between academia and industry and, after completion of the project, this remains one of the most important impacts of the project. The model career centers have each connected with industry at a local and national level with a high rate of success.

a) T.I.P. has invited employers and industry representatives to conduct presentations for students and faculty, has closely coordinate OJT opportunities with industry partners, and has had corporate partners request that the career center make connections with appropriate faculty at T.I.P. for product research and development purposes.

b) UST has started an annual career fair, one of the largest in Manila, and the second iteration saw a significant increase in the number of employers and students participating. They have also initiated a variety of programs with employer representatives, have ensured that the ThomGUTS program is formally incorporated into each student's professional development, and have begun to coordinate UST's many OJT efforts.

c) The new career center director at UI has placed an emphasis on industry engagement to the extent that within a few months of her arrival the UI career center has taken a leadership role in the city and region to promote academe-industry engagement and recently received an award from the Department of Labor and Employment in Iloilo for their work.

2. University Marketing Shift

The educational structure in the Philippines is undergoing a dramatic shift, with several new policies enacted during the course of the STRIDE project, including expansion of the K-10 primary and secondary education system and the introduction of free tuition at public higher education institutions. These changes

will require universities to adjust and, for private universities that still require students to pay tuition, will increasingly require them to be more creative in attracting prospective students. The career centers at UI, UST, and T.I.P. are now an important part of each school's marketing strategy and the ability to show a strong employer-engagement plan and proof that their graduates are successful is a major selling point for these three private universities.

University of Santo Tomas
Guidance and Counseling Department
TRAINING AND DEVELOPMENT FOCUS AREA

THOMASIAN HAS GUTS

GEAR UP TOOLS FOR SUCCESS

THOMASIAN'S CAN
September 11, 2014
8:30am-12:00pm
Yes you can! Understand the value of having a positive attitude and learn ways to be optimistic in all life's circumstances.

THOM JOINS
February 1, 2015
1:30pm-5:00pm
Relax. Collaborate. Accomplish. Learn the skills to work efficiently in a team.

THOM SPEAKS
October 22, 2014
1:30pm-5:00pm
Communication is power. Learn how to be articulate, stand out and influence other people.

THOM WORKS
February 24, 2015
8:30am-12:00pm
Professionalism is a virtue that goes a long way in one's career success. Get equipped on the essentials of good interpersonal relations, work ethics and communication skills.

THOM THINKS
January 7, 2015
8:30am-12:00pm
Think to create. Thinking through creativity and problem solving.

THOM CONNECTS
March 1, 2015
1:30pm-5:00pm
Reach out. Develop a wider network by learning the power of the Thomasian connection.

THOM LEADS
April 8, 2015
8:30am-12:00pm
Take the lead. Examples of effective leadership that influence and inspire in a uniquely Thomasian way.

Venue: Pm. 204, Guidance Center, 2nd Floor, Health Service Bldg., University of Santo Tomas, España, Manila

UST developed innovative new tools to reach the large student body, including the ThomGUTS program

3. CHED Support for Career Services

In the final months of the project, WDI, STRIDE, and the three model career centers worked closely with the Philippine Commission on Higher Education (CHED) to emphasize to universities throughout the Philippines the importance of developing a career services program. CHED's support for this effort is significant to ensure that career center efforts continue to be implemented following completion of the STRIDE project.

4. Philippine University Curricula Impacted

Following the success of WDI's case writing workshops and the ToT workshop, a number of faculty returned to their universities and worked with their administrations to incorporate case studies into some or all of their universities' academic programs. These structural changes help to ensure that the STRIDE cases will be used regularly, and also that Philippine faculty will continue to write and teach case studies long after the close of WDI's work.

5. Faculty Teaching Methods and Student Learning Outcomes Changed

In addition to its impact on university curricula, utilizing case studies also impacted the teaching and writing styles of faculty who wrote and used case studies. In addition, learning through the use of case studies positively impacted students' learning and participation in class. Faculty also consistently attested to improved student learning outcomes.



“Students were receptive to the innovative way of reading real or hypothetical narratives which let them understand the phenomena in their future careers.”

Prof. Aris Cajigal, after teaching using case studies for the first time.

6. Case Studies Impact Academe-Industry Engagement

The research and writing process required to complete a case study and the continued use of case studies in the classroom is also serving to strengthen linkages between academia and industry.

B. Successes

During the STRIDE project, WDI achieved its initial goals and as a result of its activities delivered results that exceeded the program's original targets. For example, at the beginning of implementation, WDI set the goal of supporting three Philippine career centers as they developed programs, devoted resources to career services, and used the career center model to improve their engagement with industry. While these three objectives were achieved, WDI also saw significant interest on the part of other universities and a desire to emulate the model, and designed activities to respond to that demand.

Under the case study initiative, WDI initially intended to hold three case study workshops and estimated that Philippine faculty would publish approximately 15 cases per workshop for a total of 45. Instead, 94 case studies were ultimately published and to date an additional 492 faculty have been trained on how to teach using the case study method. WDI will continue to host the STRIDE cases on its website, and has seen that the cases are regularly used by universities in the Philippines as well as in Hong Kong, the Netherlands, and the United States.



In my case, it has given me an appreciation of the challenges the company is facing and/or has faced and what it is doing moving forward.”

Dr. Manuel Manuel, III, reflecting on his understanding of issues faced by local companies
University of the Philippines, Diliman

C. Challenges

During implementation WDI and its partners overcame several significant challenges. Key among these was the introduction of the Enhanced Basic Education Act, introduced by the Philippine government in 2013. The act adjusted the Philippine education system so that primary and secondary students would receive 12 years of education, instead of the 10 years that had been in effect up to that time. While the act will bring the Philippine education system up to the standard used by the rest of the world, it did cause challenges, especially budgetary ones, for WDI's university partners. The shift from 10 years to 12 years meant that, beginning in 2014, Philippine universities faced a gap of two years before more first-year undergraduate students would be accepted. Furthermore, the problem will continue through 2019 and there will be very few university graduates in the classes of 2018 and 2019. Naturally, this caused budget constraints and it was occasionally difficult for them to find resources to effect change in the area of career services. Despite this challenge, WDI's partners used innovative solutions and dedicated significant resources to achieving success.

Another challenge faced, especially during the initial years of the project, was the limited buy-in from university leadership to make changes or accept new ideas presented by WDI and its experts. Despite this initial challenge, each of the universities ultimately bought into the career center concept and value, as well as the case study initiatives and in the final two years of the project their support proved instrumental in achieving many of the projects successes.

A final constraint during the closing stages of project implementation was the Free Tuition Act, signed into law in August 2017. The law provides tuition-free education at all public universities in the Philippines and will start to take effect in 2018. This change naturally caused apprehension among private universities in the Philippines who are now worried about further budget reductions if they are not able to attract students who are willing to pay a tuition fee. Public universities are also struggling to prepare for a large influx of students, again with an uncertain budget. While WDI's model career center partners are well-established, these additional budgetary constraints made it difficult for other universities to commit to opening new career centers or adopting case studies and utilizing resources to train faculty.

VII. LESSONS LEARNED

One lesson learned during implementation was the need to better anticipate delays and time constraints. Whether caused by internal challenges at each university, stakeholders' schedules, or even holidays, delays occurred that were not originally anticipated. For example, often WDI's recommendations could not be implemented immediately by the career centers due to budgetary or administrative constraints and delays. While each career center ultimately met or exceeded its goals and expectations under STRIDE, anticipation of regular delays could have been built into the program schedule.

Another lesson learned during program implementation was the need for better baseline data collection ahead of case study and career center project implementation, and the need for better data collection during the course of project activities. Although baseline research and detailed data collection were not among WDI's requirements, creating additional indicators related to career centers and case workshops would have added value to the project by helping to record successes. For example, if surveys had been administered following case writing workshops, WDI could have demonstrated learnings and change among participants. If a detailed assessment of career-preparation programs and student career readiness had been performed in the early stages of program implementation, WDI could better report on the successes of each career center.

VIII. SUCCESS STORIES

Case Studies Catch on in the Philippines – Annex A

WDI's case study training initiative resulted in the publication of 94 case studies, better engagement between industry and academia, and hundreds of faculty trained in the case teaching method. The case studies have made an impact on faculty learning, writing, and teaching styles, student engagement and learning outcomes, formal university curriculum development, and industry-academia engagement. Annex A provides more detail about these successful activities.

Case Studies Strengthen Academe-Industry Cooperation – Annex B

Professor Christianne Nabua, a faculty member at T.I.P., attended a case writing workshop, wrote a case, and used it several times in his classrooms. Having seen the outcome and potential for using case studies, he determined to expand the use of case studies at T.I.P. by training other faculty to use them, and by incorporating them into the school's curriculum. Prof. Nabua has used his position as the director of Outcomes-Based Teaching and Learning to successfully promote the use of cases in classrooms on both of T.I.P.'s campuses so that a large number of T.I.P.'s 18,000 students have the opportunity to learn using this method. Annex B provides more detail about his work and WDI's contribution.

Professor at the University of the Philippines, Visayas, Takes Leadership Role in Case Study Development – Annex C

Dr. Rowena Gelvezon attended the first WDI Case Writing workshop and like many of the case writers, she saw the impact cases had on students and recognized their potential on improving student learning outcomes if they were widely used. After a study visit hosted by WDI at the University of Michigan, Dr. Gelvezon decided to train her colleagues at UP-Visayas on how to teach using the existing STRIDE cases and also to ask her university for a small grant to write 12 additional case studies outside the purview of STRIDE. Annex C provides more detail about her work with the STRIDE cases and her plans to continue case study activities.

Case Writer Expands Opportunities Available to Philippine Faculty in Mindanao – Annex D

Professor Noel Tarrazona attended one of the case writing workshops and returned to his school, Western Mindanao State University, with ideas for expansion of the case teaching method. Prof. Tarrazona taught his case and saw the potential impact case teaching could have for other universities on the island of Mindanao. He partnered with three other case writers from Mindanao and set a goal to spread the use of case studies to universities throughout the island. Annex D contains more details about his successes and plans to continue training others in the case study method.

Three Model Career Centers Bridge Industry-Academe Barriers – Annex E

WDI's work with the three STRIDE model career centers significantly improved the capacity of each to meet the

needs of its students. The three schools developed a wide variety of services for students, devoted significant resources to development of physical career centers and accompanying staff, and saw noteworthy progress in the relationship between their schools and local industry and employers. These successes are also beginning to be recognized by other schools in the Philippines which are working to prepare students for a competitive workforce. Annex E provides more detail about these successful activities.

Philippine University Expands Connection with Industry through Career Services – Annex F

Dr. Frank Alejandrino, career center director at T.I.P., was instrumental in the establishment and success of the career center at his school. Starting with no center, no staff, and very few resources, within a few years he and his administration had developed one of the top career centers in the Philippines, and now T.I.P. serves as a training institution for other universities interested in emulating their success. Annex F provides more detail about Dr. Alejandrino and his successes as a result of the work done by WDI and STRIDE.

PHINMA University of Iloilo Students Gain Employment Advantage through Career Services– Annex G

Mr. Eduardo Arevalo assumed the role of Chief Operating Officer at UI mid-way through the STRIDE project. Although the career center in UI was struggling to gain traction and make progress against WDI's recommendations, Mr. Arevalo and his team worked hard to ensure the career center was successful. During the final months of the STRIDE project, he was able to hand over leadership of the career center to a new career center director who is now poised to make UI's career center a leader in industry-academe relations in the city of Iloilo. Annex G contains more detail about WDI's work with Mr. Arevalo and UI's success.

Career Center Develops Programs and Services for Student Body of 40,000 – Annex H

Dr. Lucila Bance led the Counseling Center at UST at the beginning of the partnership with WDI. During the STRIDE project Dr. Bance and her team worked to develop new programs to engage with local industry, re-structured the large counseling staff to effectively handle new career services responsibilities, and worked to develop career services programs to efficiently provide services to UST's substantial student body. During the final months of the STRIDE project, Dr.

Bance finalized the reorganization of her office to more efficiently implement the ongoing career services projects, including assigning four staff to work exclusively with career services. Annex H contains more detail about WDI's work with Dr. Bance and her team.

IX. FUTURE RECOMMENDATIONS

If future projects similar to STRIDE are undertaken, WDI's activities and lessons learned provide several recommendations:

One recommendation is the importance of working with university leadership at the highest possible level and local or national government bodies to ensure buy-in and sustainability during and after project implementation. WDI and STRIDE worked closely with CHED on the career center initiative near the close of the project and saw that their support is important to encourage sustainability of the career center initiative. University leadership support also proved to be crucial in the three model career centers achieving success. The most successful case writers also obtained full support of their deans or other supervisors to hold echo workshops and obtain time and resources for other activities.

The success of WDI's train-the-trainer case teaching workshop proved the value of this type of activity. Following the workshop, the 33 participants trained 492 of their colleagues at no cost to STRIDE. Once trained and experienced in a topic, such as case writing and teaching, participants on other projects can be encouraged to run train-the-trainer workshops. This is an effective method of disseminating project outputs and learnings.

Another important recommendation is to provide support for individuals who take leadership and who are working on their own to further the project's objectives. For example, while many of WDI's case study workshop participants fulfilled the project objectives of writing and teaching a case study, some individuals took additional initiative to spread the case

teaching method to other universities in their region. Despite close alignment with the program's objectives, providing financial support for these individuals was not possible for WDI under this project. Dedicating modest resources for similar activities would be a good investment in future projects.

A successful part of the STRIDE project was WDI's emphasis on improving the linkages between academia and industry. While successful, most of the results in this area were only seen in the final two years of WDI's work, showing the value of long-term engagement in achieving high-level goals. Additionally, while the case study and career center work did achieve success in furthering academe-industry engagement, more progress can still be made and these activities can be replicated elsewhere.

A final recommendation is to continue the development of case studies and support their incorporation into university curricula. Case studies have been used in a variety of academic disciplines, and could be used for training purposes in local communities outside of academia. The impact case studies can have on higher education in developing economies, such as the Philippines, should not be underestimated. While initially a small initiative, case study writing and teaching evolved into a highly popular offering for Philippine faculty, and WDI's case publishing proved an invaluable resource in raising awareness and sparking interest among faculty, industry partners, and students about the use of case studies.

X. ANNEXES

- A. Case Studies Catch on in the Philippines
- B. Case Studies Strengthen Academe-Industry Cooperation
- C. Professor at the University of the Philippines, Visayas, Takes Leadership Role in Case Study Development
- D. Case Writer Expands Opportunities Available to Philippine Faculty in Mindanao
- E. Three Model Career Centers Bridge Industry-Academe Barriers
- F. Philippine University Expands Connection with Industry through Career Services
- G. PHINMA University of Iloilo Students Gain Employment Advantage through Career Services
- H. Career Center Develops Program and Services for Student Body of 40,000



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