



## FROM POLICY TO PRACTICE: INCLUSIVE CAREER MANAGEMENT IN HIGHER EDUCATION

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### Abstract:

Inclusive career management has become a strategic priority in higher education policies, yet its practical implementation remains uneven. This study aims to examine how inclusive career management policies are translated into practice within higher education institutions and to identify factors influencing their effectiveness. Using a qualitative multi-site case study approach, data were collected from career center managers, faculty members, and students across several public and private universities through semi-structured interviews, document analysis, and observational data. The findings reveal three key patterns. First, institutional policies emphasizing inclusivity are largely implemented at an administrative level, with limited responsiveness to the concrete needs of students with disabilities and those from low socioeconomic backgrounds. Second, career guidance services predominantly adopt standardized models, though emerging practices are gradually shifting toward personalized, competency-based approaches. Third, universities demonstrating effective inclusive career management exhibit strong cross-stakeholder collaboration involving career centers, academic units, industry partners, and government agencies. This study contributes empirical evidence on the policy–practice gap in inclusive career management and highlights collaborative governance as a critical enabler. The findings suggest the need for data-driven personalization and integrated stakeholder engagement to ensure equitable career development outcomes in higher education.

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## INTRODUCTION

Career management in higher education has become a strategic issue because universities bear a moral and institutional responsibility to ensure their graduates are competitive and have fair access to job opportunities, including for students with physical, social, and economic disabilities. The urgency lies in the gap between policies proclaiming inclusivity and the practice of career guidance services, which are often biased toward certain groups (Ahmed, Bernhardt, & Shivappa, 2023; Nguyen et al., 2023; Surakarn, Junprasert, Chaiakkarakkan, Peungposop, & Boonlop, 2020). Empirical evidence shows that, according to the World Bank (2022), 47% of university graduates in Southeast Asia experience job mismatches, and students with special needs are less likely to obtain formal employment. Furthermore, the OECD (2023) emphasized that universities still fail to provide comprehensive career transition services based on the needs of diverse individuals (de Gagne et al., 2021; Fergus, 2022). In conclusion, this condition emphasizes the urgency of research on how inclusive career policies are actually translated into operational practices in Indonesian universities.

Previous research has highlighted the integration of career development and employability, as well as the effectiveness of career centers in improving students' soft skills. Furthermore, Maier (2021) and Garrido (2022) Research in Australia and the UK has shown that personalized guidance and universal learning design can improve students with disabilities' access to career services. However, little research from Chase et al. (2020), Cowley et al. (2021), and Susanto et al. (2024) have addressed how inclusive career policies are implemented in practice in the Indonesian higher education context, particularly from a higher education management perspective. This knowledge gap highlights the lack of studies integrating policy aspects, institutional governance, and the social realities of vulnerable students. In conclusion, this research aims to fill a gap in the literature by transforming inclusion policies into measurable, sustainable career management practices.

The core of this study is to explore how inclusive career policies in higher education are implemented to ensure access, affordability, and effectiveness of work transition services for all students without discrimination (Aguinis et al., 2020; Arena & Krause, 2020). This focus was chosen because many policies are normative and symbolic, yet lack technical strategies and success indicators. The main research question is: How are inclusive career management practices implemented in higher education, and what factors determine their effectiveness? Evidence of relevance can be seen in research by the Asian Development Bank, which confirms that the readiness of systems, resources, and stakeholder coordination models largely determines the success of education policies. In conclusion, this study aims to identify management practices that can transform inclusive policies into career services that truly impact students at all levels.

This research implementation of inclusive career management will be effective if higher education institutions adopt a collaborative, data-driven approach that is oriented towards individual student needs. The reason is that an inclusive career system must include curriculum adaptations, special mentoring programs, and industry collaborations that create opportunities for vulnerable students (Baharun, 2024; Chan, 2025). Empirical evidence from the Journal of Higher Education Policy shows that the employability equity framework model increases student employment opportunities by 30 percent at universities that implement it. Furthermore, a study shows that internal policy support from higher education institutions is a key factor in the success of inclusion-based career programs (Coppens et al., 2023; Mohan et al., 2024). In conclusion, this study argues that inclusive career management is not just a policy but a strategic governance process that must be tested through concrete, sustainable implementation designs.

Based on these considerations, this study advances the argument that inclusive career management in higher education can only be effective when inclusion is institutionalized as a governance mechanism rather than treated as an auxiliary support program. This research offers an original contribution by developing an integrative analytical framework that links inclusive policy mandates, institutional management practices, and the lived experiences of vulnerable students within Indonesian universities, a perspective that remains underexplored in existing literature. Unlike prior studies that focus predominantly on employability outcomes or service effectiveness, this study positions inclusive career management as a strategic managerial process shaped by data-driven decision-making, cross-unit coordination, and stakeholder accountability. The provisional answer to the research question suggests that the effectiveness of inclusive career policies is determined not merely by policy existence but by the alignment

between organizational structures, resource allocation, and individualized service delivery mechanisms. By foregrounding higher education governance in the Indonesian context, this study contributes, both theoretically and practically, to advancing inclusive career management models that are measurable, scalable, and contextually grounded.

## RESEARCH METHODS

This research employed a qualitative case study design. This qualitative approach was chosen because it focused on an in-depth understanding of the implementation process of inclusive career management policies in higher education, rather than on statistical measurements. The case study design enabled researchers to comprehensively explore how inclusive policies are implemented in the career management practices of students and lecturers on campus (Halkias, Neubert, Thurman, & Harkiolakis, 2022).

This research was conducted at Nurul Muttaqin Bondowoso Higher Education. This location was selected based on several considerations: the university already has a formal policy on inclusive career management that encompasses support for students with special needs, gender equality, and equal access to career development services. Furthermore, the university has available relevant data and policy documents, including career development guidelines, the rector's regulations, and activity implementation reports. The university's support also facilitated the researcher's observations and interviews with relevant parties.

Sources of information for this study came from various parties directly involved in inclusive career management policies and practices. Key informants included the head of the student and alumni affairs office, the career center manager, career advisors, and students, including students with special needs. Additional respondents included administrative staff involved in career services, as well as partners or industry partners collaborating with the university on career development programs. Furthermore, this study used textual and documentary sources, including the rector's regulations, career guidelines, activity reports, Nurul Muttaqin University online publications, online news related to inclusive policies, and academic literature and previous research findings.

Data were collected using multiple qualitative techniques to ensure depth and credibility, including semi-structured interviews, non-participant observations, and document analysis (Razafsha et al., 2022). Interviews with key informants captured experiences, perceptions, and institutional practices related to inclusive career management, while observations focused on career service activities and stakeholder interactions. Documentary data, such as policy regulations, career program reports, and institutional guidelines, were used to triangulate findings. Data analysis followed an interactive model consisting of data condensation, data reduction, data display, and conclusion drawing. During data condensation, relevant information was systematically selected and coded based on emerging themes. The reduced data were then organized into matrices and narrative displays to identify patterns and relationships. Verification was conducted through iterative comparison across data sources. Data validity was ensured through source triangulation, method triangulation, member checking with selected informants, and peer debriefing to enhance trustworthiness, credibility, and analytical rigor.

## RESULTS AND DISCUSSION

### Results

This section presents the empirical findings of the study derived from interviews, observations, and document analysis regarding the implementation of inclusive career management in higher education. The results highlight the gap between policy and practice, structural and socio-economic barriers to service accessibility, and the role of collaboration and data-driven strategies in shaping effective, inclusive career services.

#### **The Gap Between Policy and Practice in Implementing Inclusive Career Services**

The gap between policy and practice in this study is operationally defined as the discrepancy between formal institutional commitments to inclusive career services and their actual implementation at the operational level. Although university policy documents explicitly emphasize equal access and non-discrimination in career development services, these principles are not translated into concrete operational instruments. This gap is reflected in the absence of specific standard operating procedures for vulnerable student groups, the lack of differentiated needs-assessment mechanisms, and the lack of performance indicators that evaluate inclusivity outcomes rather than program completion.

An interview with a career center staff member revealed limitations in implementation capacity. He stated, "Our guidelines mention inclusive services, but we do not have technical instructions on how to serve students with different conditions. Most programs are designed to be the same for everyone." From the researcher's interpretation, this statement indicates that inclusion remains a normative concept rather than an operational framework guiding daily practices. Similarly, a faculty administrator explained, "Career activities are usually conducted as annual events, and adjustments for students with special needs depend on personal initiatives rather than institutional planning." This finding suggests that inclusive practices rely heavily on individual commitment rather than structured institutional support, leading to inconsistent service delivery across units.

Observations of career service activities showed that most programs were conducted in a standardized, event-oriented format without prior mapping of students' needs. Services focused on general employability training and job fairs, with limited resources allocated to specialized counseling or accessibility support. In restating these findings, the data indicate that inclusive commitments exist at the policy level but are only weakly embedded in operational structures, leading to a mismatch between stated goals and students' actual experiences.

Overall, the data indicate that the policy–practice gap is primarily driven by weak mechanisms for translating policy into practice. Without operational guidelines, dedicated resources, and inclusive performance indicators, career services function uniformly and unintentionally exclude vulnerable students. This pattern confirms that inclusivity in career management depends not on policy presence, but on the institution's capacity to institutionalize inclusion within everyday operational practices.

#### **Career Service Accessibility Still Influenced by Students' Socio-Economic Factors**

In this study, career service accessibility is operationally defined as students' actual ability to obtain information, participate in career programs, and utilize career facilities regardless of their economic background, physical condition, or social position.

The mere availability of career services does not measure accessibility; rather, it indicates whether students are financially able to participate, physically able to access service locations, and psychologically supported to engage in career development activities. A lack of accessibility is identified when students experience barriers that prevent them from benefiting equally from existing career services. The following visualization helps clarify the types of barriers students experience based on their socioeconomic characteristics.

**Table 1. Observation of Career Service Accessibility Still Influenced by Students' Socio-Economic Factors**

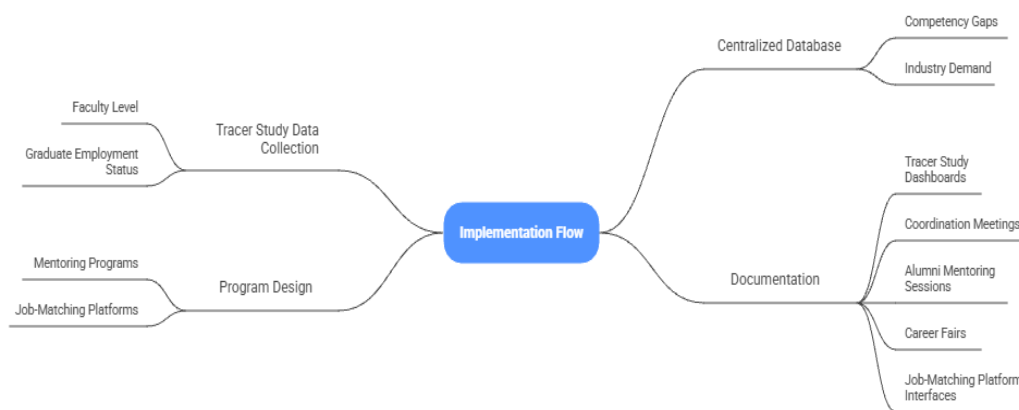
Student Category		Main Types of Obstacles	Impact on Access to Career Services
KIP-K/Low Recipients	Economy	Certification costs for uneven distribution of information	Not attending training and workshops, and being late in getting information
Students with Disabilities	Physical	Limited physical access, feeling of inferiority	Avoiding career centers, hesitant to apply for job opportunities
Regular Student of Economics	Middle	Minimal barriers	Relatively full access to all services

The data presented in Table 1 reveal distinct patterns of career service accessibility among student groups based on their socio-economic and physical conditions. Students from low-income backgrounds, particularly KIP-K recipients, encounter financial barriers and unequal access to information, which result in limited participation in training programs and delayed awareness of career opportunities. Students with physical disabilities experience compounded obstacles, including restricted physical access to career facilities and feelings of inferiority, leading them to avoid career centers and hesitate in applying for job opportunities. In contrast, students from middle-income backgrounds face few barriers and can access career services more fully.

Observational data reinforce these findings by showing that most career programs are designed around assumptions of financial affordability and physical mobility. Career activities are generally centralized, fee-based, and conducted in facilities that are not fully accessible to students with disabilities. In restating the findings, the table and observations together demonstrate that career service accessibility is uneven and strongly shaped by economic capacity, infrastructure readiness, and psychological confidence. This pattern indicates that when services are not differentiated according to student needs, career programs unintentionally reproduce inequality rather than promote inclusive access.

### **Collaborative Practices and Data-Driven Innovation as Key to Effective Implementation**

In this study, collaborative practices and data-driven innovation are operationally defined as the systematic coordination between career centers, faculties, alums, and industry partners, supported by the use of graduate data to inform career service design and decision-making. Effective implementation is identified when career services are planned, executed, and evaluated based on shared institutional roles and empirical data on graduate outcomes, rather than isolated activities or symbolic policy compliance.



**Figure 1. Implementation Flow of Career Development Programs**

Observational data indicate that the career center actively collaborates with faculty and alums to organize mentoring programs, joint career fairs, and job-matching services. Researchers observed that career programs were no longer designed solely as annual events, but as continuous interventions adjusted to data on unemployed graduates and students nearing graduation. Units that used alum tracking data were able to prioritize specific student groups, such as high-achieving graduates who had not yet entered the labor market, and provide focused support, including resume clinics and interview preparation.

In restating these findings, the data show that collaboration and data use enable career services to move beyond general activities toward targeted, responsive interventions. Career services become more structured, roles among units are clearly distributed, and programs are aligned with actual student and labor market needs. This confirms that effective implementation is not driven solely by policy documents, but by the institution's capacity to translate data into coordinated action. The emerging pattern demonstrates that when institutional coordination is strong and supported by data management systems, the gap between policy and practice narrows. Conversely, when collaboration is weak, and career services rely on ceremonial activities without empirical grounding, services tend to be uniform and unintentionally exclusive. Thus, inclusivity in career management is patterned by the strength of governance structures, the integration of data systems, and the institution's readiness to differentiate services based on student needs.

## Discussion

The findings of this study confirm and extend existing literature on the persistent gap between inclusive policy formulation and its operationalization in higher education. Previous studies have noted that universities often articulate strong commitments to inclusivity at the policy level, yet fail to embed these commitments into concrete managerial instruments such as standard operating procedures, needs-based service models, and evaluative indicators (Johnston, 2020; Skubish et al., 2021). The present findings align with this perspective by showing that inclusive career policies remain largely normative and symbolic, rather than functional. However, this study adds nuance by demonstrating that the gap is not merely administrative but deeply rooted in weak managerial translation mechanisms that prevent inclusion from becoming an everyday operational logic within career services.

Regarding career service accessibility, the findings corroborate earlier research suggesting that employability outcomes are shaped not only by individual competence but also by students' socio-economic capital, access to information, and institutional infrastructure. Consistent with prior studies, students from low-income backgrounds and students with disabilities face compounded barriers that limit their participation in career programs (Godoy, 2022; Ramasamy, 2024). What distinguishes this study is its emphasis on psychological accessibility alongside economic and physical factors (Shaw et al., 2020; Watson et al., 2022). The results show that feelings of inferiority and uncertainty among students with disabilities function as hidden barriers, indicating that inclusive career management must address both structural access and students' subjective readiness to engage in career transitions.

The findings on collaborative practices and data-driven innovation resonate with the growing body of literature emphasizing governance, coordination, and evidence-based management in higher education. Similar studies have highlighted that career centers operating in isolation tend to provide generic, event-based services, while those embedded within institutional networks are better positioned to deliver targeted interventions (Bradley, 2024; Kaya, 2020). This study supports that argument and further demonstrates that integrating tracer study data, alum networks, and faculty collaboration enables career services to shift from ceremonial activities toward adaptive, needs-based programming. The evidence suggests that data functions not merely as an evaluative tool, but as a strategic resource that reshapes how inclusion is operationalized (Kanuru, 2020; Mounce, 2021).

From a theoretical perspective, this study contributes to higher education management literature by reframing inclusive career management as a governance process rather than a standalone social policy. The findings suggest that inclusivity depends on the alignment of policy intent, organizational structure, data capacity, and differentiated service design. This extends existing employability and inclusion frameworks by introducing managerial capacity and institutional coordination as central explanatory variables. Theoretically, the study bridges policy implementation theory and inclusive management by showing that inclusion becomes effective only when embedded within institutional systems and decision-making processes.

In practice, the findings imply that universities must move beyond declaratory inclusion policies toward measurable, sustainable implementation strategies. Career centers should develop differentiated service models supported by needs assessments, inclusive SOPs, and performance indicators that prioritize impact on vulnerable student groups. Investment in accessible infrastructure, professional, inclusive counselors, and integrated data systems is essential to ensure equitable access. Moreover, institutional leaders must foster cross-unit collaboration and data literacy to enable responsive career services. Overall, the study underscores that inclusive career management is not achieved through policy rhetoric alone, but through deliberate managerial design that translates inclusion values into everyday practice.

## CONCLUSION

This study demonstrates that the central lesson of inclusive career management in higher education is that policy commitments alone are insufficient to ensure equitable career outcomes. The most important finding shows that inclusivity fails at the operational level when policies are not supported by managerial instruments such as

differentiated service models, inclusive standard operating procedures, and performance indicators focused on vulnerable student groups. The study further reveals that career service accessibility is shaped by an interaction of socio-economic capacity, physical infrastructure, and psychological readiness, making inclusion a multidimensional challenge rather than a single administrative task. A key insight from this research is that collaboration and data-driven governance function as decisive mechanisms in narrowing the policy–practice gap. Universities that integrate tracer study data, coordinate across units, and engage external stakeholders are better able to translate inclusion as a normative principle into tangible career support. Thus, the core takeaway is that inclusive career management must be institutionalized as a governance process embedded in everyday decision-making.

From a scholarly perspective, this study contributes to higher education management literature by reframing inclusive career management as a strategic and systemic governance issue rather than a peripheral social policy. Its strength lies in integrating policy analysis, organizational practices, and the lived experiences of vulnerable students into a single analytical framework, thereby extending employability and inclusion theories through a managerial lens. However, this study has several limitations. The qualitative case study approach limits generalizability across national or institutional contexts, and focusing on a limited number of institutions may not fully capture variation in governance capacity. Future research should employ comparative or mixed-method designs across multiple regions to test the scalability of the proposed framework. Longitudinal studies are also recommended to examine how inclusive career governance evolves and influences graduate outcomes in the long term.

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