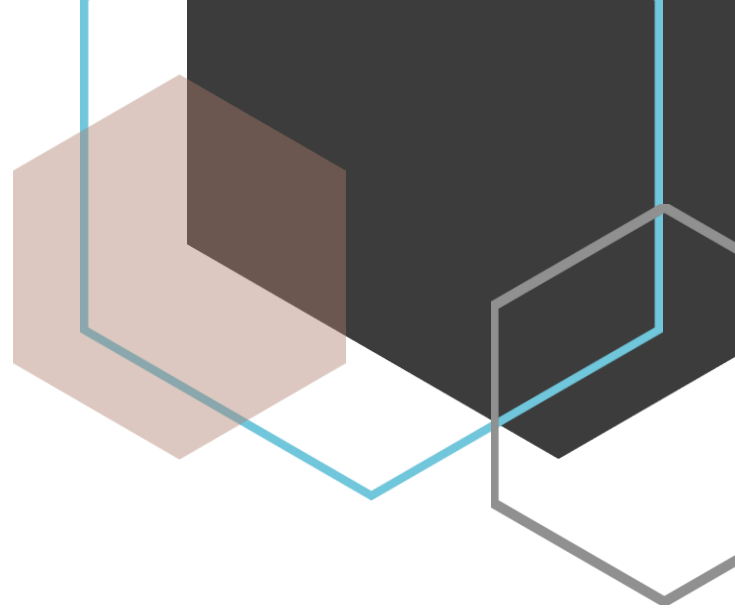




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INITIAL STAKEHOLDER PERCEPTION SURVEY Results

UNIVERSITY OF HYDERABAD, INDIA



**Integrating Talent Development into Innovation Ecosystems in Higher Education
Ecosystems in Higher Education**

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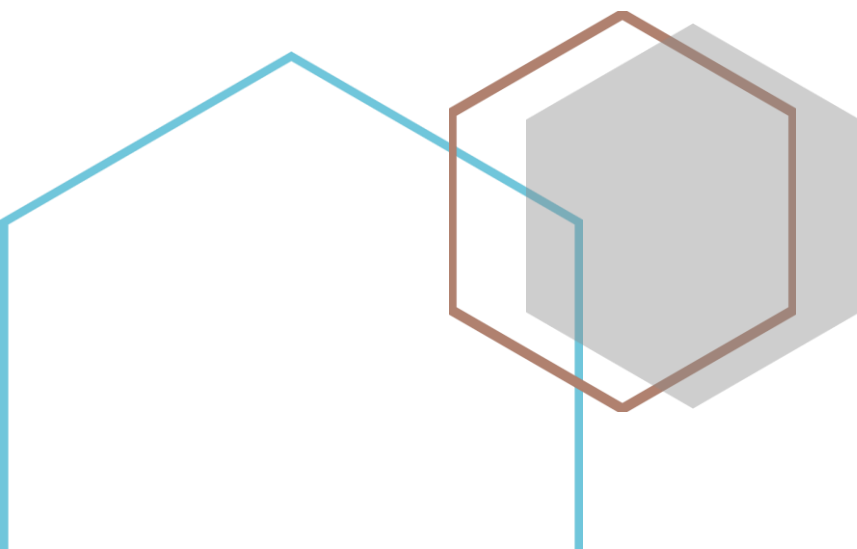




Table of Contents

Introduction	2
Detailed Results	
Responses from Faculty Members	3
Responses from Students	9
Conclusion	14

Each INNOTAL Partner University in Asia has carried out a survey campaign aimed at mapping the initial positions and perceptions of key University stakeholders on issues of relevance to the project.

Representatives of administration and management have been asked to give their opinion about the way graduates' employability and relations with external stakeholders are currently handled at their University.

Students have provided feedback about the state of current student representation at the University, which is an important determinant of the ability of the institution to attract and retain talent.

Faculty members have been asked to share their interest in, and expectations from, future plans to embed employability in the various activities and operations at the University, to further develop talent development and improve the quality and relevance of education.

This document presents and analyses the results from this survey.

Authors: University of Hyderabad project team

Editor: Gergana Cisarova-Dimitrova, European Center for Quality



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Introduction

The online University Stakeholder Survey was conducted among faculty and students across different disciplines, Centres, Departments, and Schools. In total 272 respondents were reached, of which 66 faculty members and 206 students.

This survey was intended to help the project team, and the consortium as whole, to better focus future work in the ongoing Capacity Building project of INNOTAL. The project itself is aimed at improving the innovation and research capacity in the participating institutions, and the employability of the students graduating the University. It is expected to help University of Hyderabad to devise strategies with regard to the issues covered in the project. To achieve these objectives, the INNOTAL project foresees collaboration with external organisations (industry, public sector and community) and intensive consultation with university stakeholders. The survey is part of the latter.

The survey has helped us to gauge the perspectives of the faculty and students with regard to different perspectives regarding teaching, entrepreneurship education, involvement of students in research, student engagement at the university, university engagement and collaboration with external stakeholders like industry, public sector, civil society organisations, and the community at large. The results will help the university in its future strategic planning, and will also advance its Social Responsibility and boost the contribution of the University to the regional and national economy and its growth. This survey not only is useful in strengthening the process of cooperation among the faculty, students and the external stakeholders, but also can help enhance the quality of teaching and the learning process and inform initiatives aimed at increasing the employability of the graduates.

This survey has provided insights for the evolving university strategy for enhancing student employability and for intensifying the interaction between the University and external organization. It can also inform the wider University strategy of generating new opportunities to the faculty, students, business and industry by triggering entrepreneurship among the graduates.

The challenges faced by the Survey were common to online surveys, namely low levels of response from the University stakeholders. In spite of repeated requests and reminders, the response was not really encouraging, and led to delays.

In Part I of this report we will discuss the responses obtained from faculty members. In Part II we discuss the responses obtained from students.



Detailed Results

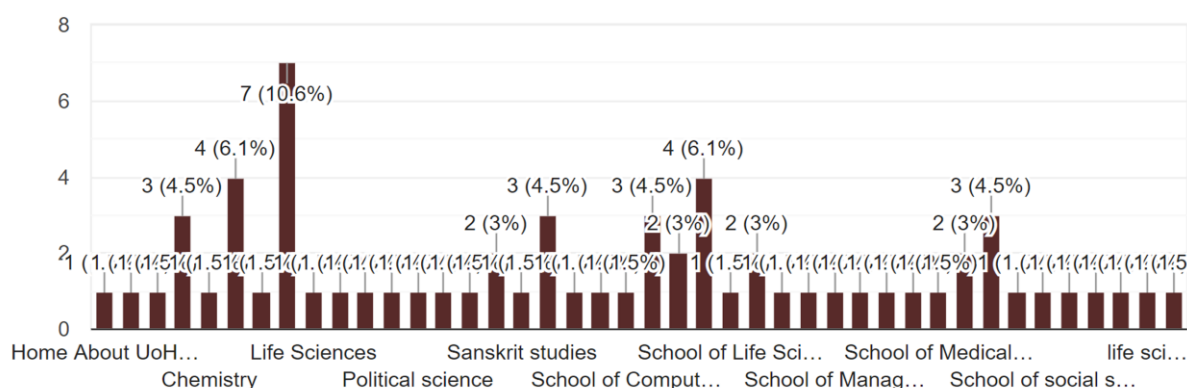
Responses from Faculty Members

The number of faculty members who responded was 66 out of 402 faculty members (16%). The rate of non-response was predictably high, as is common for online surveys.

The table below indicates the division of the faculty member respondents across the disciplines, schools, departments and centres.

Department

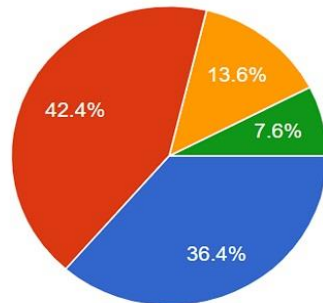
66 responses



- As regards the question concerning the efforts of the University to ensure the employability of graduates, the expressed opinions were markedly positive. A significant proportion (42.4%) of the respondents were of the view that although the University was putting in significant efforts, a lot more could be achieved. Another significant share (36.4%) believes that the University has a sufficiently good and clear strategy for improving the employability of graduates. However, there are some who believe that the University has a good strategy but is not putting enough effort in this area. A very small proportion (7.6%) of the respondents believes that the University does not have a clear and effective strategy.

Do you think that our university is doing enough to guarantee the employability of our graduates?

66 responses

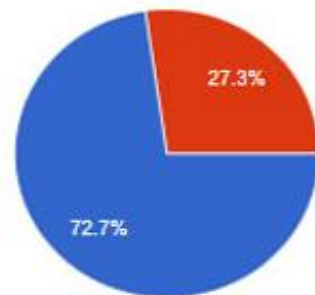


- Yes, we have a very clear and consistent strategy for improving graduates' employability
- I think we are doing a lot, but more efforts would achieve even better results
- No, we have a good strategy but not enough effort is put in this area
- No, we don't have a clear and consistent strategy

2. Most of the faculty were of the opinion that with the development of a more coherent internal strategy, the University would benefit in improving graduates' employability and in establishing mutually beneficial links with business and industry. However, some of them believe that the University has already done enough in this regard.

Would our university benefit from developing a more coherent internal strategy for improving graduates' employability and links with business and industry?

66 responses

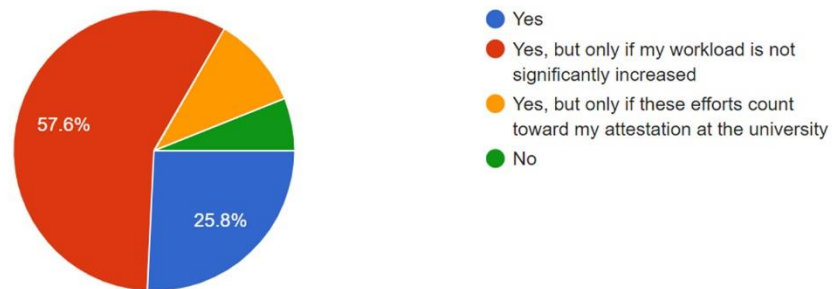


- Yes
- No, enough is done already

3. Most of the faculty are willing to contribute to the efforts of the University to nurture the talent of the students and thereby increase their employability. However, a small proportion was willing to do so only if it helps their career. A negligent proportion stated that they were unwilling to be part of such initiatives. Overall, an encouraging trend is observed.

Would you be willing to contribute to university efforts to increase the employability of students and to improve the development of their talent?

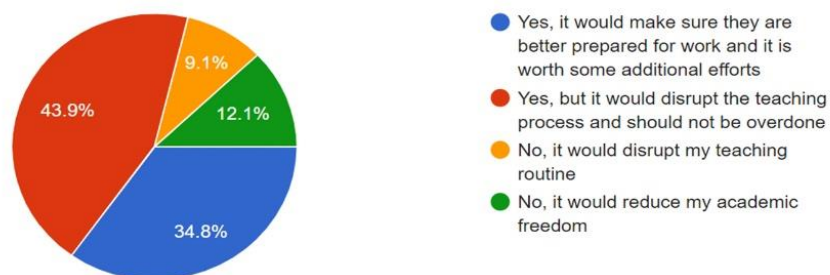
66 responses



4. A significant proportion of the faculty members were either in complete agreement for involving external stakeholders actively in the design, delivery and evaluation of the courses and programmes or were cautious in this regard. There are some who are unwilling even to try as they fear that their teaching routine would be disrupted or that they may lose their academic freedom.

Do you think involving external stakeholders more actively in the design, delivery and evaluation of the programmes and courses that you are teaching would be beneficial for your students?

66 responses



5. When asked about the willingness of the faculty to introduce a more student-centric approach in teaching, many expressed their willingness to alter their approach to teaching. An almost similar portion of the respondents feel they would do so this does not increase their workload. A negligent proportion was unwilling to change due to perceptions that this would disrupt their routine.

Would you be willing to introduce a more student-centred approach in your teaching?

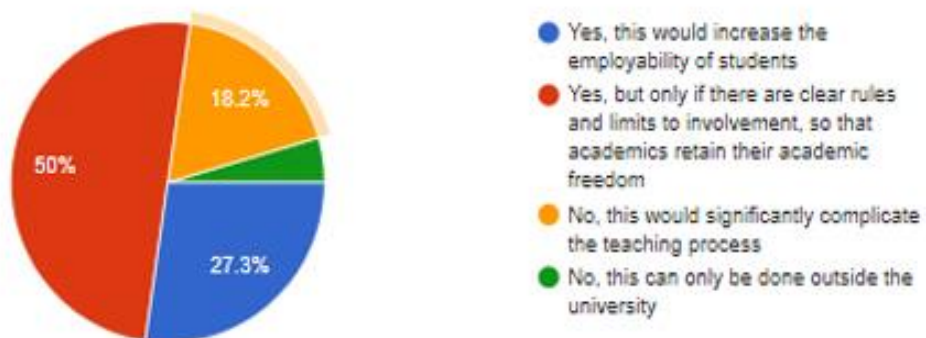
66 responses



- Nearly half of the responding teachers think that there should be clarity with regard to the rules and to what extent the external stakeholders can be involved, as this would ensure that the academics can retain their academic freedom. However, quite a few concurred that the involvement of external stakeholders would certainly enhance the employability of students. However, some feel that that this will complicate the process of teaching.

Do you think external stakeholders should be more involved in the development of student talent?

66 responses



- There is notable willingness among the faculty to develop and undertake innovation and entrepreneurship training either as separate elective course within a programme, through the introduction of topics in existing courses, or as short extracurricular training in the given subjects. Around 12% of the faculty members felt that this may be not relevant to their field of study.



Would you be willing to develop and deliver innovation and entrepreneurship training?

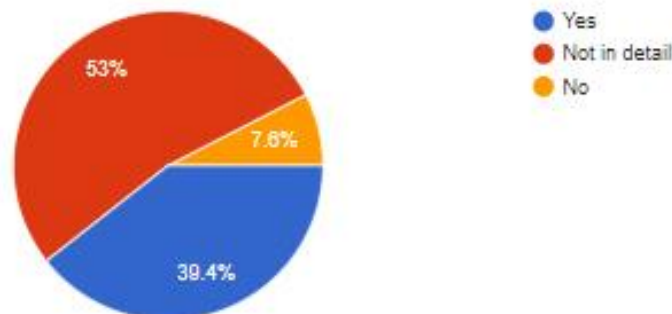
66 responses



8. Most of the teachers are familiar with practices for involving students in innovation projects wherein external stakeholders are also involved, though some know about them only to some extent. A negligible proportion of respondents are not aware of such practices.

Are you familiar with the practice of involving students in live innovation projects that also involve external stakeholders?

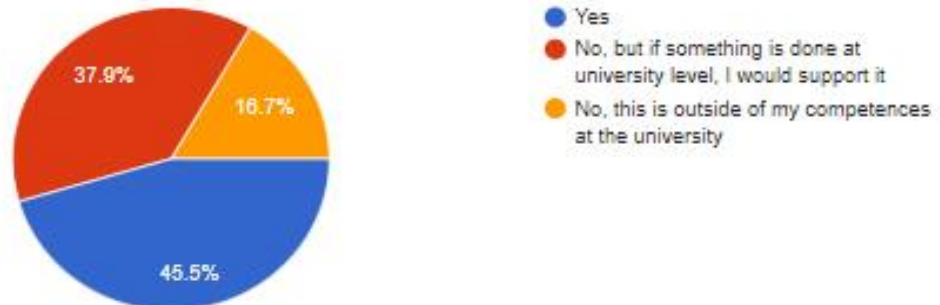
66 responses



9. The majority of the faculty are willing to organise and facilitate the involvement of students in live innovation projects involving external stakeholders, while some others are willing to lend their support if it is done at the University level. Quite a few – more than 16% - believe that they lack the competence in this regard.

Would you be willing to organize and facilitate the involvement of your students in live innovation projects that also involve external stakeholders?

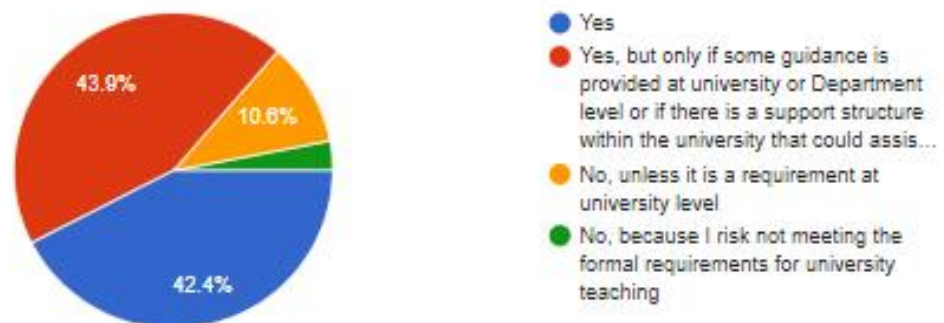
66 responses



10. Quite a few of the faculty express willingness to try innovative methods in their teaching, while a significant proportion require some assistance and supporting structures from the side of the University. Some are willing to accept such innovations only if it is a requirement at the University level.

Would you be willing to introduce more innovative teaching methods in your own teaching?

66 responses



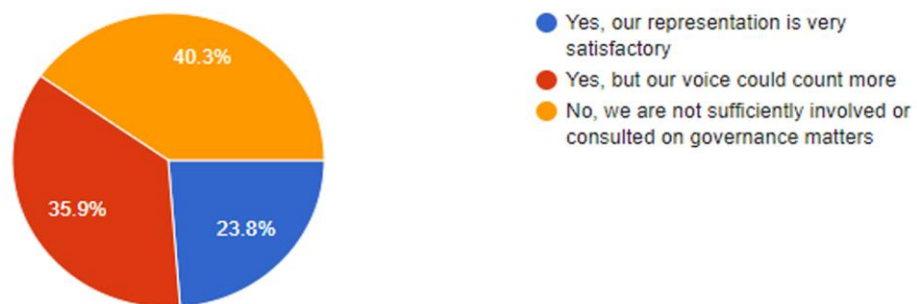
Responses from Students

Students who responded to the survey came from diverse disciplinary backgrounds. The responses of students to different questions have largely correlated with the responses of the faculty. As in the case of faculty, non-response to the online survey was quite high. However, there were 206 responses from students. It has helped us to understand the concerns and views of students with regard to the issues related to the INNOTAL project.

1. When students were asked about their participation in decision making bodies of the University, quite a significant proportion felt that they were not adequately included in University governance. However, most of the students agree that they have representation in the decision-making bodies, even if their voice could be given greater role in the decision-making bodies.

1. Do you think students are properly represented in official decision-making bodies at the university?

206 responses



2. As regards consultation on the quality of the programmes and teaching, the majority of students felt that they are not consulted on a regular basis. A significant, but lower, share of nearly 28% responded that they are consulted regularly and are given the chance to express their opinion and complaints about the quality of the programmes and teaching.

2. Do you feel that students are consulted on the quality of the programmes and teaching?

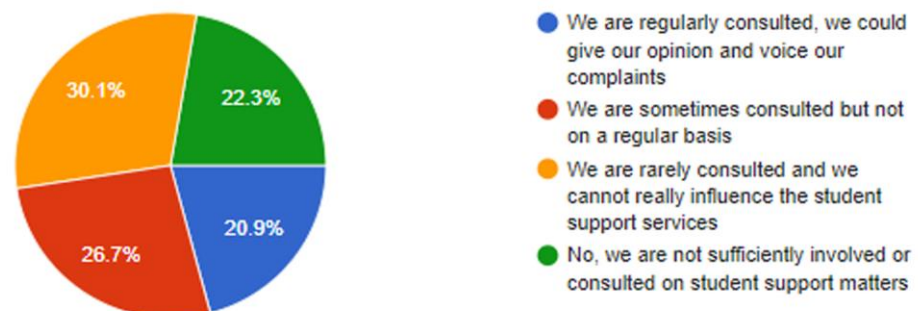
206 responses



3. More than half of the students informed us that they either are rarely consulted and not sufficiently involved on student support services at the University, including financial help, accommodation, health services and social life. Those who said that they are consulted, regularly or occasionally, informed that they give their opinion and voice their complaints.

3. Do you feel that students are consulted on student support services at the university, including financial help, accommodation, health services and social life?

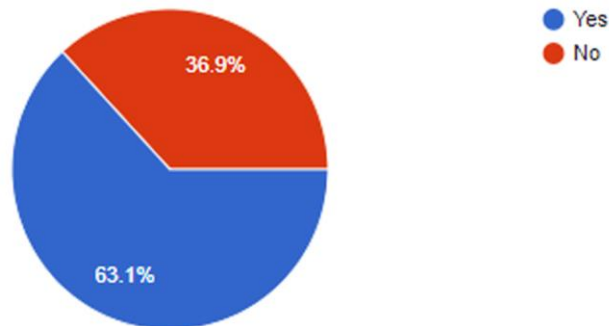
206 responses



4. The majority of the students agreed that the University attracts and retains talented students. However, there are some who believed the other way. Possibly, this gap can be bridged by implementing the INNOTAL project.

4. Do you feel that your university attracts and retains talented students?

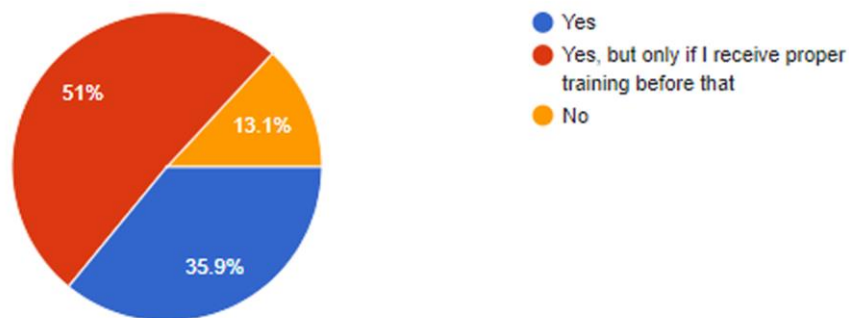
206 responses



5. Most of the students would feel confident to get involved in an innovation or in a research project but wish to receive some training prior to their involvement. A significant proportion of the students are confident and prepared to join in any innovation or research project with their professors. However, there is a need to motivate those 13% of the respondents who have expressed lack of confidence and preparedness to get involved in any innovation or research project of their professor.

5. Do you feel confident and prepared to become involved in an innovation or research project together with your professors?

206 responses

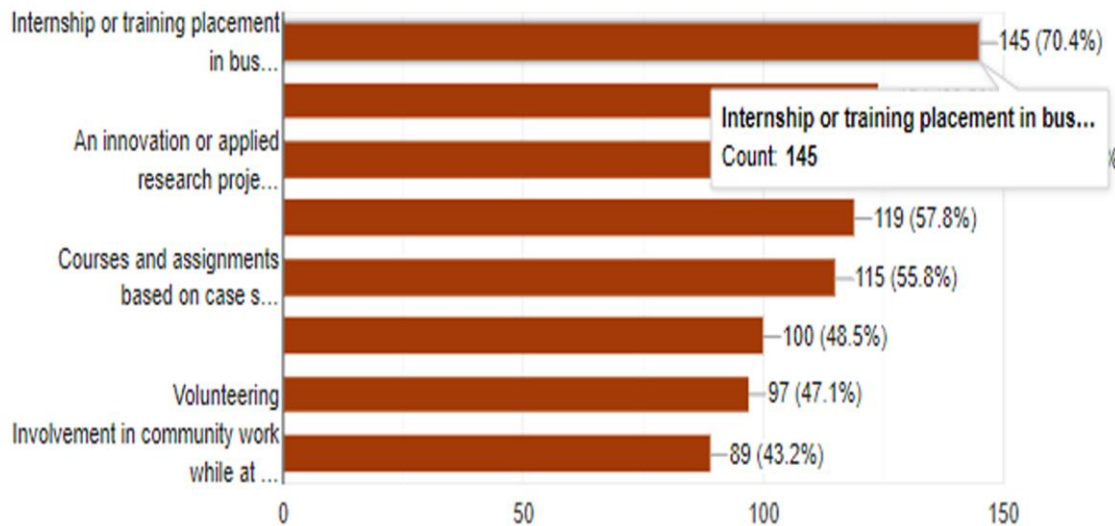


6. The majority of the students feel that participation in an innovation or applied research project, and doing internship or placement training will help them improve their employability. They also opine that it will help if the courses and assignments involve practical training, too. There are also quite a few students who believe that participating in voluntary and community work will also be of help. Students' views thus seem to concur with the INNOTAL project objectives.



6. What type of activities do you think would best serve to improve your employability? (more than one answer is possible)

206 responses



7. The additional comments made by the students confirm the INNOTAL project thinking and approach. Most of them voice their concern about quality of academic inputs and training and demand increasing the available opportunities for greater interaction with the external stakeholders. Some students suggested strengthening mentoring by alumni. Others suggested that exposing students to both national and international agencies / organisations can encourage innovation.



Please share with us any additional comments or observations you might have on the above topics or on related issues:

10 responses

There is an employment crisis that needs to be addressed, but that shouldn't curtail the academic freedom or define academics in narrow sense as a knowledge facilitator of business.

In this generation, one must have quality higher education along with innovative thinking capacity (this shows our uniqueness from others).

Our institution does not encourage innovation. The age old traditions are still followed, thus we are like "yet another graduate" in the industry.

No financial assistance or recognition is given for merit students. No placement even after 5 years of rigorous study. No interactions with other departments either from India or Abroad.

- Need for a strong alumni association for each department for better employment and research opportunities for students.
- International exposure/ industry exposure in the field.
- Facilitate mentoring from various institutions/ alumni associations.

The universities need to improve their quality in making students voice their opinions related to the education system..we should be consulted more regularly, and more and more students should be involved actively in the educational aspects of the university...I feel that change should be there, instead of only faculty members and professors having control of education. We Students are also very much part of the university system and we are not kids to not involve in conversations regarding improving the quality of the education there...so students also should have liberty to make the education system better and better, and live according to our liberty, instead of just being puppets in the hands of the system...we need to question the Education System and make it more innovative and practical!!

Excellent survey.

Transparency and good conduct.

Regarding students welfare there should be more clarity and all the new decisions should be made known to students.

No comments



Conclusion

The University Stakeholder Survey confirmed the assumptions made in the INNOTAL project. There is enough evidence to show that both the faculty and students are interested in participating in activities of the University that enhance employability of graduates. There is a common opinion that improving opportunities for cooperation with external stakeholders that can spur innovation and build the skills of students, which in turn can help impart knowledge and conduct quality socially relevant research. Overall, making improvements in the areas covered by the INNOTAL project will have cascading positive effect on the University stakeholders, external stakeholders and the community at large. This will also enhance further the contribution of the University to the regional and national economy. In fact, it will allow the institution to engage in a healthy competition and cooperation with many players in the field of education, social sector, industry and business, be they local, national or international.

