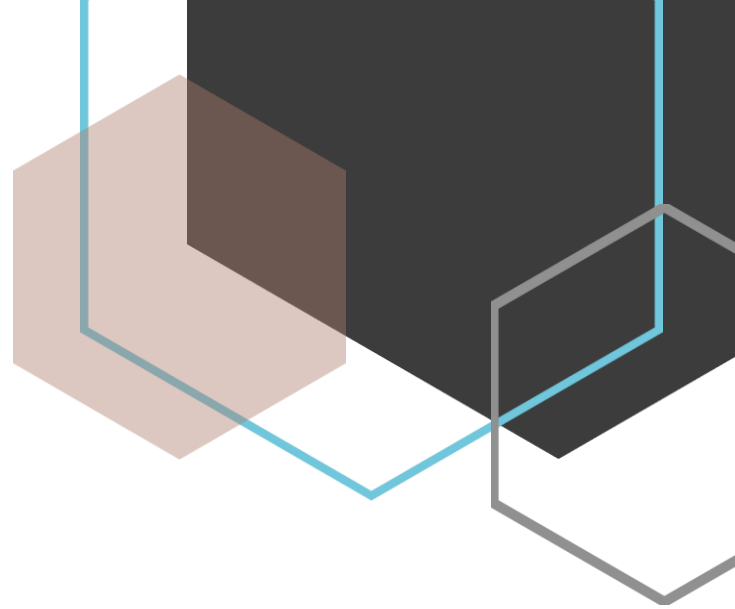




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INITIAL STAKEHOLDER PERCEPTION SURVEY

Results

BENGUET STATE UNIVERSITY, PHILIPPINES



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

586227-EPP-1-2017-1-BG-EPP

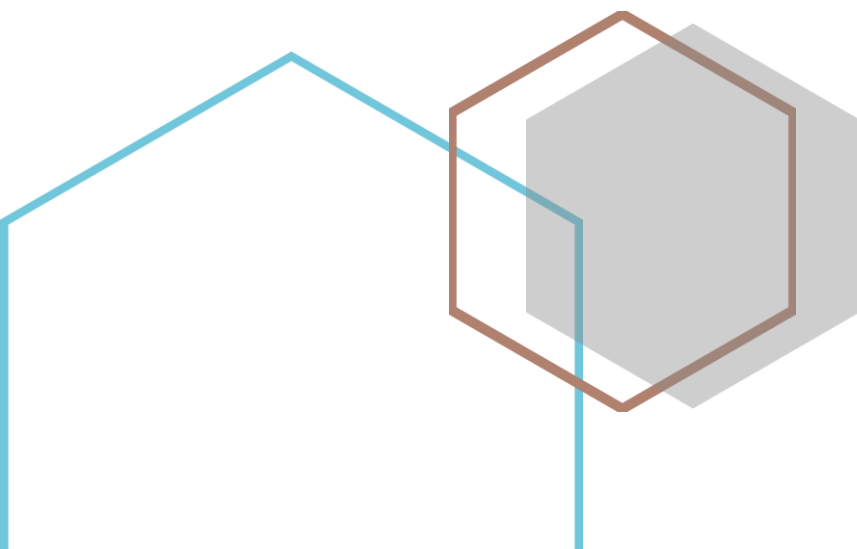




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Each INNOTAL Partner University in Asia has carried out a survey campaign aimed at mapping the initial positions and perceptions of key University stakeholders on issues of relevance to the project.

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.

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Introduction

The survey was conducted during May 2018. The short version of the questionnaire was distributed to the administrative offices, as well as to all the colleges or faculties of the university. The management survey covered almost all the Vice Presidents, and a sampling of Deans and Directors. The administration survey covered the heads of units or offices as well as some staff members with key functions in the administrative sector. A total of 25 respondents represented the Administrators (15 in all) and Management (10 in all). Respondents from the faculty and students were taken from the various colleges. A total of 25 faculty members and 50 students were sampled. Overall, 100 respondents were surveyed. For all types of respondents, selection was based on non-probability sampling specifically using quota and convenience sampling.



Survey Results

Summary of results: Administrators and Management

The majority (55.6%) of the members of the administration and management think that, to a limited extent, the university has a strategy for increasing the employability of graduates and developing links with business. The same is true in terms of monitoring performance in these areas. A latent strategy adopted by the university towards ensuring employability of the graduates is maintaining her reputation of being a university that offers quality education in the province and in the region. Maintaining extensive linkages with line agencies and local government units is also an avenue for the university to refer graduates for employment. However, there is still a need to develop a more comprehensive strategy, more importantly the need to strengthen linkage with business is imperative. Hence, 60% of the administrators and management have average satisfaction on the university's performance in ensuring the employability of the graduates, and rates performance as average in recognition of the existence of some major weaknesses.

Does our university have a strategy for increasing the employability of our graduates and developing links with business? Are we monitoring our performance in these areas?		
<i>Response</i>	Frequency	Percent
Yes	10	40.0
To a limited extent	15	60.0
No	0	0.0

In your opinion, how satisfactory is our university's performance in these areas?		
<i>Response</i>	Frequency	Percent
Very good	4	16.0
Average; we have some major weaknesses	15	60.0
Not satisfactory yet	6	24.0

Fifty-six percent believes that the university is monitoring only to a limited extent the external conditions in the economy and society that may affect the employability of the graduates. The university lacks effort in scanning and following through employment opportunities for the students. Three-fourths of the administrators and management respondents believed that research and learning from the experience of other universities in ensuring employability of their graduates will be useful. Benchmarking with other universities is already a practice by the BSU. This activity can include learning on best practices for employability of graduates as well.

Is our university monitoring the external conditions in the economy and society that may affect the employability of our graduates?		
<i>Response</i>	Frequency	Percent
Yes	7	28.0
To a limited extent	14	56.0
No	4	16.0

Is it useful to research and learn from the experience of other universities in these areas?

<i>Response</i>	Frequency	Percent
Yes	19	76.0
To some extent, but the different context has to be considered	6	24.0
No, the context is too different	0	0.0

Sixty-four percent of the administrators and management said that the academics have the main responsibility for the design, delivery and evaluation of university curricula, but care should be taken that they follow the requirements of public agencies and relevant government committees. Listening to the opinion of stakeholders like the employers and that of the community, among others, were also considered important.

Who should be responsible for the design, delivery and evaluation of curricula at our university?

<i>Response</i>	Frequency	Percent
The academics only	1	4.0
Academics, but they should follow the requirements of public agencies and relevant government committees	16	64.0
We should listen to the opinions of external stakeholders (employers, local community, etc.), even though academics will have the final word	8	32.0

To develop student’s talent and employability, 40.7% believe that the students should be assisted to come in direct contact with the world of work as much as possible. Thirty-three percent also believe that the academics should have the lead role that they should look for advice from employers. In the university, the various colleges are having initiatives to contact employers through tracer studies to find out what employers want BSU graduates to be. They get feedback on what things should be included in the curricula in order for the students to be more employable when they graduate.

How can we develop our student’s talent and employability?

<i>Response</i>	Frequency	Percent
It is up to academics to find the best way to provide students with knowledge and skills	5	18.5
Academics should have the leading role, but they should look for advice from employers and the world of work	9	33.3
We should help our students to come in direct contact with the world of work as much as possible	11	40.7

Sixty-eight percent of the administrators and management surveyed think that the university is trying to make the teaching process give sufficient autonomy, responsibility and freedom to students. In fact, 32% strongly believe that the university is doing her best.

Does the teaching process at the university give sufficient autonomy, responsibility and



freedom to students?		
<i>Response</i>	Frequency	Percent
Yes we are doing our best	8	32.0
We are trying but there is still much to be desired	17	68.0
No, this should not be a priority	0	0.0

The suggestions given by some of the administrators and management reinforce the above findings that there is a need to make the students more competitive by giving them skills and competencies that match what the job market need. The curriculum has to be constantly revised where a strong portfolio should be developed for the students. Keeping the students informed through the college papers was also suggested.

You can share with us any additional comments or observations you might have on the above topics or on related issues.		
<i>Response</i>	Frequency	Percent
Match job market with curriculum.	1	4.0
Portfolio should be a standard output in curriculum.	1	4.0
Post in the College Paper work availability local or international	1	4.0
Strengthen weaknesses of students to be competitive.	1	4.0

Summary of results: Faculty

A significant percentage of the faculty members believe that the university is already doing a lot to guarantee the employability of the graduates. However, 64% agree that more efforts will achieve even better results. The same percentage of the faculty think that more efforts in maintaining beneficial links with employers will achieve even better results even as 20% already think that the university is already doing enough in this regard.

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

Response	Frequency	Percent
Yes	6	24.0
We are doing a lot, but more efforts would achieve even better results	16	64.0
No, we have a strategy but not enough effort is put in this area.	3	12.0
Not at all	0	0.0

Do you think that our university is doing enough to maintain beneficial links with employers?

Response	Frequency	Percent
Yes	5	20.0
We are doing a lot, but more efforts would achieve even better results	16	64.0
No, we have a strategy but not enough effort is put in this area	4	16.0
Not at all	0	0.0

All the faculty members that were surveyed are willing to contribute to university efforts to develop the employability of students or create links with employers, if the conditions are right. In fact, 56% are willing to be involved in such activities even as their workload will be increased. Forty-four percent are willing to do so to a bearable extent.

Would you be willing to contribute to university efforts to develop the employability of students or create links with employers, if the conditions are right?

Response	Frequency	Percent
Yes	25	100.0
No	0	0.0

Do you think your involvement in activities aimed at improving the employability of students or creating links with employers will increase your workload?

Response	Frequency	Percent
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Yes	14	56.0
To a bearable extent	11	44.0
No	0	0.0

In the survey, 80% of the faculty members think that it is only to some extent that the efforts of those already involved in activities aimed at improving the employability of students or creating links with employers are being sufficiently recognized and rewarded. They believe that improvements in this process are still very much in order.

All the faculty members serving as respondents think it is a good idea to involve employers in the design, delivery and evaluation of courses. In fact, some colleges already invited some representatives of the private and public sectors to participate in the revision of their courses. It is a process that is really encouraged by the university board and is an important consideration when approving new or enhanced courses. Seventy-six percent of the faculty members surveyed believed that involving employers in the design, delivery and evaluation of courses will disrupt the teaching process and call for changes in the way teaching is done. However, this disruption was seen positively.

There are faculty members already involved in activities aimed at improving the employability of students or creating links with employers. Do you think their efforts are sufficiently recognized and rewarded?

<i>Response</i>	Frequency	Percent
Yes	2	8.0
To some extent, but attestation rules can be improved to increase the recognition for such efforts	20	80.0
Not really	3	12.0

Do you think is a good idea to involve employers in the design, delivery and evaluation of courses?

<i>Response</i>	Frequency	Percent
Yes	25	100.0
No	0	0.0

Do you think involving employers in the design, delivery and evaluation of courses will disrupt the teaching process and call for changes in the way teaching is done?

<i>Response</i>	Frequency	Percent
Yes	9	36.0
To bearable extent	10	40.0
No	6	24.0

Forty-four percent do not think that involving employers in the design, delivery and evaluation of courses will compromise their academic freedom. Twenty four percent thinks so to a bearable extent.

Do you think involving employers in the design, delivery and evaluation of courses will



compromise you academic freedom?		
<i>Response</i>	Frequency	Percent
Yes	8	32.0
To bearable extent	6	24.0
No	11	44.0

Sixty-four percent of the faculty respondents indicated that in their teaching, they try to give students more responsibility, autonomy and freedom to the extent allowed by university requirements. Twenty percent do so, however, even without conditions.

In your teaching, are you trying to give students more responsibility, autonomy and freedom?		
<i>Response</i>	Frequency	Percent
Yes	5	20.0
Yes, to the extent allowed by university requirements	16	64.0
Yes, but to a controlled degree	3	12.0
No, my priority is to impart knowledge	1	4.0

In the development and delivery of innovation and entrepreneurship training, 80% of the faculty members are willing, but under certain conditions. Specifically, 44% are prepared to do so but as separate elective course(s) within the program, 20% only as topic(s) within existing courses, and 16% only a short extracurricular training(s).

Would you be willing to develop and deliver innovation and entrepreneurship training?		
<i>Response</i>	Frequency	Percent
Yes, as separate elective course(s) within the program	11	44.0
Yes, but only as topic(s) within existing courses	5	20.0
Yes, but only a short extracurricular training(s)	4	16.0
No, I have no expertise in these areas	4	16.0
No, these topics are not relevant to my field of teaching	1	4.0

There is willingness to organize and facilitate the participation of students in innovation or research projects that also involve employers by 84% of the faculty surveyed. However, only 48% are willing if some guidance is provided or if there is a support structure within the university that will be given to the faculty member.

Would you be willing to organize and facilitate the participation of your students in innovation or research projects that also involve employers?		
<i>Response</i>	Frequency	Percent
Yes	9	36.0
Yes, but only if some guidance is provided or if there is a support structure within the university that could assist me	12	48.0
I don't feel up to it, but if something is done at university	3	12.0

level, I would support it		
No, this ism outside my competences at the university	1	4.0

Suggestions given were for equal opportunities of faculty involvement across areas of discipline, and for support to be given in the development of an entrepreneurship career for the faculty/students.

You can share with us any additional comments or observations you might have on the above topics or on related issues.

<i>Response</i>	Frequency	Percent
Equal opportunities of faculty involvement across areas of discipline.	1	4.0
Include support to entrepreneurship career.	1	4.0



Summary for Students

All the students surveyed believed that they are properly represented in official decision-making bodies at the university. However, one half of the total opined that their voice could count more. On the quality of the programmes and teaching, 86% are of the opinion that they are sufficiently consulted but 44% think that even if they are being consulted they really have no real influence. Moreover, on the provision of student support services at the university, including financial assistance, accommodation, health services and social life, 100% acknowledged that they are being consulted. But again, 40% feel that they have no real influence despite being consulted, and 16% thinks that the consultation is occasional or not done on a regular basis.

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

<i>Response</i>	Frequency	Percent
Yes	25	50.0
Yes, but our voice could count more	25	50.0
No	0	0.0

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

<i>Response</i>	Frequency	Percent
Yes	21	42.0
We are consulted, but we have no real influence	22	44.0
Not on a regular basis	7	14.0
No	0	0.0

Do you feel that students are sufficiently consulted on the provision of student support services at the university, including financial assistance, accommodation, health services and social life?

<i>Response</i>	Frequency	Percent
Yes	22	44.0
We are consulted, but we have no real influence	20	40.0
Not on a regular basis	8	16.0
No	0	0.0

On whether the students feel that the university attracts and retains talented students, 84% of the respondents agreed. All feel confident and prepared to become involved in an innovation or research project together with their professors, though 60% said yes only if they receive prior proper training

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

<i>Response</i>	Frequency	Percent
Yes	42	84.0
No	8	16.0



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

<i>Response</i>	Frequency	Percent
Yes	20	40.0
Yes, but only if I receive proper training before that	30	60.0
No	0	0.0

The top three activities that the students think would best serve to improve their employability are: 1) Internship or training placement in business/industry (84% responses) ; 2) job fairs and meetings with potential employers (77% responses); and 3) research or innovation projects where employers also participate (58% responses).

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

<i>Response</i>	Frequency	Percent
Internship or training placement in business/industry	42	84
Internship or training placement in a non-governmental organization	27	54
Research or innovation projects where employers also participate	29	58
Job fairs and meetings with potential employers	22	77
Courses and assignments based on case studies and practical tasks	19	38
International mobility or periods of study abroad	17	34
Volunteering	23	46
Involvement in community work while at the university	22	44

Some of the students suggested actual training specifically of the type that empowers them because their skills and competencies will be developed.

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

<i>Response</i>	Frequency	Percent
Actual training.	1	4.0
Training for empowerment.	1	2.0