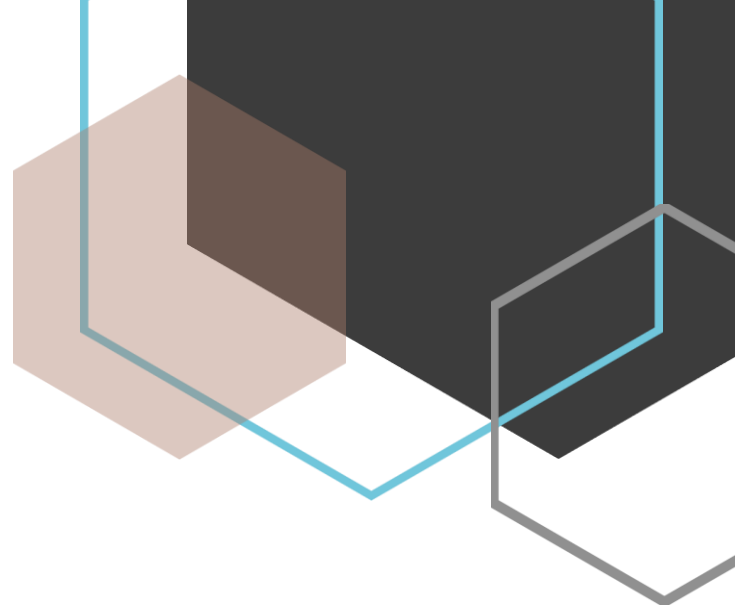




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## INITIAL STAKEHOLDER PERCEPTION SURVEY

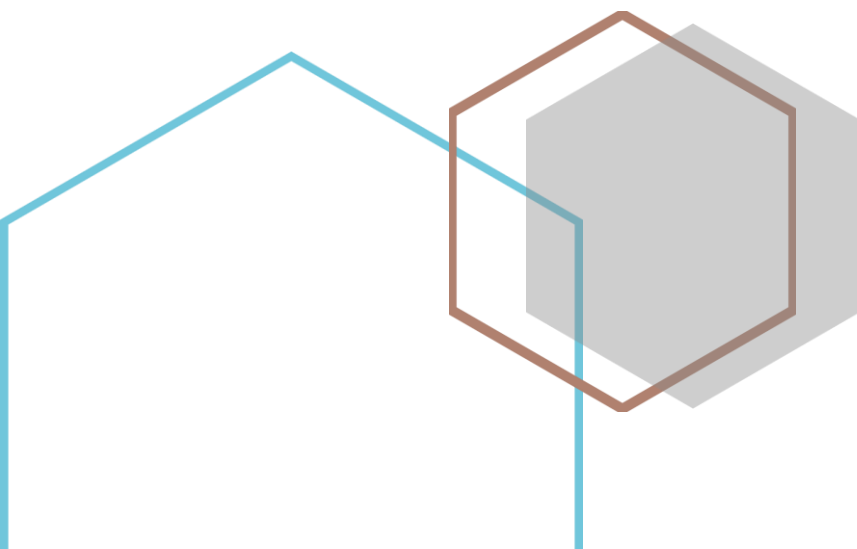
Results

**POKHARA UNIVERSITY, NEPAL**



**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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## Summary and Analysis

In order to study the perceptions of various stakeholders at Pokhara University, a survey was carried out in which 61 respondents participated, including Category1: Management and Administration, Category2: Students, Category3: Faculty Members.

For the respondents belonging to the category Management and Administration, the findings of the survey can be summarized as follows:

There is a variance in the responses concerning the existence of a strategy for increasing employability in the university, with exactly half of the stakeholders responding positively and the rest stating “to a limited extent” or not at all. However, concerning the university’s performance in terms of promoting employability, there is a clear majority among the respondents, who assess it as average with some major weaknesses to tackle. This indicates that the potential of INNOTAL activities to have a positive impact is substantial. The majority of respondents feel that the university is barely monitoring the external conditions in the economy and society that impact graduates’ employability. All but one of the respondents confirmed that it is useful to research and learn from the experience of other universities in the areas in question. Exactly half of the respondents feel that for the design and development of curriculum, external shareholders’ opinion should be considered, although academics should have the final word. In response to the question about developing students’ talent and employability, half of the respondents feel that the academics should have the leading role, but they should look for advice from employers. Two thirds of the respondents stated that the teaching process at the university tries to provide sufficient autonomy, responsibility and freedom to students but there is still much to be desired.

Based on the responses from the category of Faculty members, we can summarize the findings of the survey as follows:

The terms of guaranteeing graduates’ employability, the majority of faculty members stated that the University is doing a lot, but more efforts would achieve even better results. More than 65% of the respondents agree that the University would benefit from developing a more coherent internal strategy for improving graduates’ employability and links with business and industry. All respondents express willingness to contribute to the university’s efforts to increase students’ employability. Half of the respondents stated they wanted their efforts in the area to count toward their attestation at the university. This issue needs to be addressed in order to keep faculty member’s motivation high when future university initiatives in this area are introduced. The majority responding faculty agree with the idea of involving external stakeholders more actively in the design, delivery and evaluation of the programs and courses and the development of student talent. Most of the respondents stated that they were willing to introduce a more student-centered approach in their teaching but they needed to receive clear instructions what to change. This is yet another issue that needs to be addressed in the future project activities. All but one of the respondents stated they are willing to develop and deliver innovation and entrepreneurship training as separate elective course(s) within programs and are eager to introduce more innovative teaching methods in their own teaching. Almost all respondents said they are familiar with the practice of involving students in live innovation projects that also involve external stakeholders. This is very positive and shows that future INNOTAL activities are likely to be well received. The majority of the responding faculty members have expressed willingness to facilitate the participation of their students in innovation or research projects which involve employers.

Based on the responses from the category Students, the findings of the survey can be summarized as follows:

A bit more than half of the respondents stated that students are not sufficiently represented in official decision-making bodies of the University. Regarding the quality of the programs and



teaching and the services at the university, including financial assistance, accommodation, health services and social life, the majority of the responders said they feel that students are either not consulted on a regular basis or not consulted at all. The large percentage of students that feel underrepresented and not consulted on matters related to support and social services needs to be addressed. On a positive note, almost 60% of the students agree that the university attracts and retains talented students. The future of INNOTAL activities seems to be promising as the majority of respondents are ready to participate in any innovation or research project with their professors. In response to the question about the type of activity which will improve their employability, there is a variance in the students' responses, the top three answers being the following: "Internship or training placement in business/industry"; "Job fairs and meetings with potential employers during my studies" and "Courses and assignments based on case studies and practical tasks".



## Detailed Results

### Category 1: Management and Administration

1. 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?	Number of respondents	%
a) Yes	3	50.00
b) To a limited extent	2	33.33
c) No	1	16.67
2. In your opinion, how satisfactory is our university's performance in these areas?	Number of respondents	%
a) Very good	1	16.67
b) Average; we have some major weaknesses	4	66.67
c) Not satisfactory yet	1	16.67
3. Is our university monitoring the external conditions in the economy and society that may affect the employability of our graduates?	Number of respondents	%
a) Yes	1	16.67
b) To a limited extent	2	33.33
c) No	3	50.00
4. Is it useful to research and learn from the experience of other universities in these areas?	Number of respondents	%
a) Yes	5	83.33
b) To some extent, but the different context has to be considered	0	0.00
c) No, the context is too different	1	16.67
5. Who should be responsible for the design, delivery and evaluation of curricula at our university?	Number of respondents	%
a) The academics only	1	16.67
b) Academics, but they should follow the requirements of public agencies and relevant government committees	2	33.33
c) We should listen to the opinions of external stakeholders (employers, local community, etc.), even though academics will have the final word	3	50.00
6. How can we develop our students' talent and employability?	Number of respondents	%
a) It is up to academics to find the best way to provide students with knowledge and skills	1	16.67
b) Academics should have the leading role, but they should look for advice from employers and the world of work	3	50.00
c) We should help our students to come in direct contact with the world of work as much as possible	2	33.33
7. Does the teaching process at the university give sufficient autonomy, responsibility and freedom to students?	Number of respondents	%
a) Yes, we are doing our best	0	0.00
b) We are trying but there is still much to be desired	4	66.67
c) No, this should not be a priority	2	33.33

### Category 2: Faculty Members

1. Do you think that our university is doing enough to guarantee the employability of our graduates?	Number of respondents	%
I think we are doing a lot, but more efforts would achieve even better results	4	66.67
No, we don't have a clear and consistent strategy	0	0.00
No, we have a good strategy but not enough effort is put in this area	1	16.67
Yes, we have a very clear and consistent strategy for improving graduates' employability	1	16.67
2. Would our university benefit from developing a more coherent internal strategy for improving graduates' employability and links with business and industry?	Number of respondents	%
No, enough is done already	2	33.33
Yes	4	66.67
3. Would you be willing to contribute to university efforts to increase the employability of students and to improve the development of their talent?	Number of respondents	%
Yes	3	50.00
Yes, but only if my workload is not significantly increased	0	0.00
Yes, but only if these efforts count toward my attestation at the university	3	50.00
4. Do you think involving external stakeholders more actively in the design, delivery and evaluation of the programs and courses that you are teaching would be beneficial for your students?	Number of respondents	%
No, it would disrupt my teaching routine	0	0.00
No, it would reduce my academic freedom	1	16.67
Yes, but it would disrupt the teaching process and should not be overdone	1	16.67
Yes, it would make sure they are better prepared for work and it is worth some additional efforts	4	66.67
5. Would you be willing to introduce a more student-centered approach in your teaching?	Number of respondents	%
It is not necessary because I have already done this	1	16.67
Yes	4	66.67
Yes, but only if I receive clear instructions what to change	1	16.67
Yes, but only if it does not significantly increase my workload		
6. Do you think external stakeholders should be more involved in the development of student talent?	Number of respondents	%
No, this would significantly complicate the teaching process	1	16.67
Yes, but only if there are clear rules and limits to involvement, so that academics retain their academic freedom	2	33.33
Yes, this would increase the employability of students	3	50.00
7. Would you be willing to develop and deliver innovation and entrepreneurship training?	Number of respondents	%
No, these topics are not relevant to my field of teaching		0.00
No, unless it is a requirement		0.00
Yes, as separate elective course(s) within the program	5	83.33
Yes, but only as short extra-curricular training(s)	1	16.67
Yes, but only as topic(s) within existing courses		0.00

8. Are you familiar with the practice of involving students in live innovation projects that also involve external stakeholders?	Number of respondents	%
Yes	5	83.33
Not in detail	1	16.67
No	0	0.00
9. Would you be willing to organize and facilitate the involvement of your students in live innovation projects that also involve external stakeholders?	Number of respondents	%
I don't feel up to it, but if something is done at university level, I would support it	2	33.33
No, this is outside my competences at the university	0	0.00
Yes	4	66.67
10. Would you be willing to introduce more innovative teaching methods in your own teaching?	Number of respondents	%
No, unless it is a requirement at university level	0	0.00
Yes	5	83.33
Yes, but only if some guidance is provided at university or Department level or if there is a support structure within the university that could assist me	1	16.67





### Category 3: Students

1. Do you think students are properly represented in official decision-making bodies at the university?	Number of respondents	%
Yes	9	18.37
Yes, but our voice could count more	14	28.57
No	26	53.06
2. Do you feel that students are consulted on the quality of the programs and teaching?	Number of respondents	%
Yes	5	10.20
We are consulted, but we have no real influence	13	26.53
Not on a regular basis	23	46.94
No	8	16.33
3. Do you feel that students are consulted on student support services at the university, including financial assistance, accommodation, health services and social life?	Number of respondents	%
Yes	2	4.08
We are consulted, but we have no real influence	11	22.45
Not on a regular basis	21	42.86
No	15	30.61
4. Do you feel that your university attracts and retains talented students?	Number of respondents	%
Yes	29	59.18
No	20	40.82
5. Do you feel confident and prepared to become involved in an innovation or research project together with your professors?	Number of respondents	%
Yes	16	32.65
Yes, but only if I receive proper training before that	28	57.14
No	5	10.20
6. What type of activities do you think would best serve to improve your employability? (more than one answer is possible)	Number of respondents	%
Internship or training placement in business/industry	19	38.78
Internship or training placement in a non-governmental organization	11	22.45
An innovation or applied research project at the university that is developed in cooperation with business or industry, with support from the faculty	0	0.00
Job fairs and meetings with potential employers during my studies	14	28.57
Courses and assignments based on case studies and practical tasks	13	26.53
International mobility or periods of study abroad	7	14.29
Volunteering	6	12.24
Involvement in community work while at the university	10	20.41