FINAL STAKEHOLDER PERCEPTION SURVEY
Results

IFUGAO STATE UNIVERSITY, PHILIPPINES

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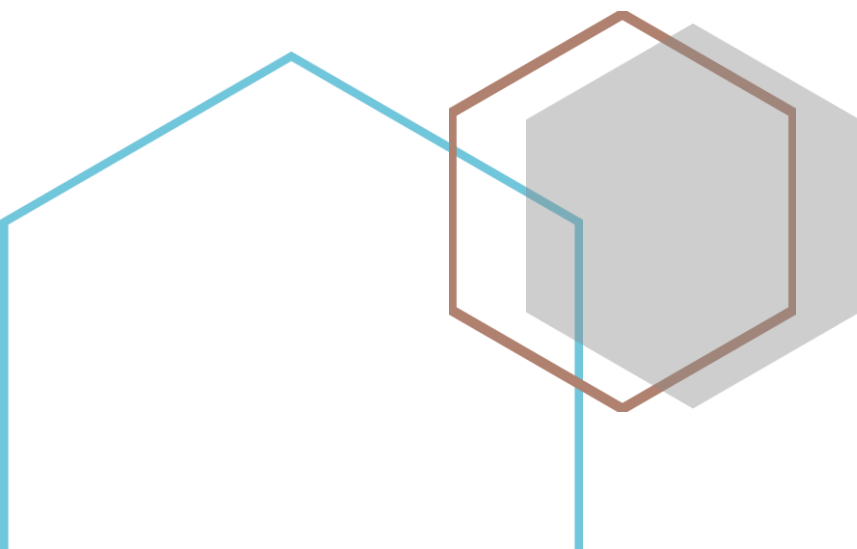
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INNOTAL

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Each INNOTAL Partner University in Asia has carried out a final survey campaign aimed at mapping the perceptions of key University stakeholders on issues of relevance to the project. The survey has also aimed at analysing the perceived impact of the project at the institution and making conclusions about sustainability actions.

The survey has reached students, faculty members and representatives of University Management and Administration.

This document presents and analyses the results from this survey.

Introduction

Recent developments in the labour market heightened the need to integrate workplace skills in academic study. In 2017, Ifugao State University (IFSU), along with 13 universities from Europe, India, Philippines, Nepal and Sri Lanka, participated in a project co-funded by the European Commission through the Erasmus+ Programme - Capacity Building in Higher Education, the Integrating Talent Development into Innovation Ecosystems in Higher Education, or INNOTAL in short. This special project seeks to build the capacity of participating universities to embed graduates' employability in their core activities and to facilitate the development of student talent through co-curricular and extracurricular innovation activities involving key stakeholders, with a view to contributing to youth employment, inclusive growth and sustainable development.

Two years into the project implementation, IFSU was able to establish a Career Development Center with three major services – the Talent Co-Creation Lab (TCCL), the Internship and Traineeship Service (ITS), the Student-Community Volunteering Service (SCVS) – as per Board of Regents Resolution No. 189, Series of 2019. The IFSU Career Development Center (ICDC), now standing at IFSU Potia Campus, aims to improve the quality of education and increase the employability of graduates through its three major services. The successful implementation of this project will help make university education more relevant to the challenges faced by societies and national economies, and will promote the employability and talent of university graduates, making them better skilled to contribute to sustainable national development.

To ensure the continuous impact and sustainability of the results achieved by the INNOTAL project, and to further strengthen the university's innovation capacity and strategy for improving graduates' employability, the INNOTAL-IFSU Project Team administered the Final Stakeholder Perception Survey. The objective of the survey is to map the final positions and perceptions of key project stakeholders within Ifugao State University's six campuses on issues relevant to the INNOTAL project. It targets the management, administration, faculty and students. The respondents were determined by random sampling, with data being gathered via Google Forms. Results of the survey are presented using a pie chart, followed by an analysis. A limitation of this study is that the number of respondents was relatively small.

Data Analysis and Interpretation

The survey instrument began with questions about name and position at the university, progressed to questions about the INNOTAL Project, and then asked participants to share any additional comments or observations related to the said project. Overall, there are 122 internal stakeholders who answered the survey: 9 (7.4%) from the management, 7 (5.7%) from the administration group, 29 (23.8%) from the faculty, and 77 (63.1%) from the student body.
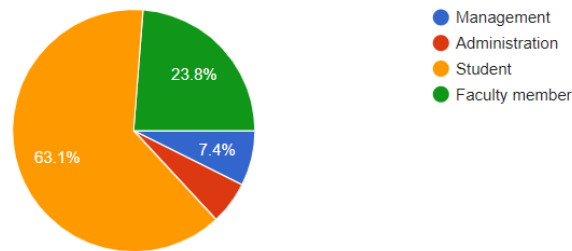

Fig. 1

Of the 16 respondents from the administration and management group, 8 mentioned their exact position. It comprises the University President, the Campus Executive Director, the College Deans, the College Librarian and the University Directors from different offices. On the other hand, out of the 29 respondents that represent the faculty from the different Colleges, 16 indicated their areas of teaching. These include Social Sciences, Mathematics, Business and Management, Computing Science, Engineering, Information Technology, Agriculture, Forestry, Science, and Indigenous Knowledge.

The results and findings are broken down by category:

I. Management and Administration

1. Do you think that the INNOTAL project has made our university generally more aware of global trends and best practices for promoting graduates' employability and university-business cooperation?

   Yes, it raised awareness of the issue and it was helpful in providing new ideas: 62.5%
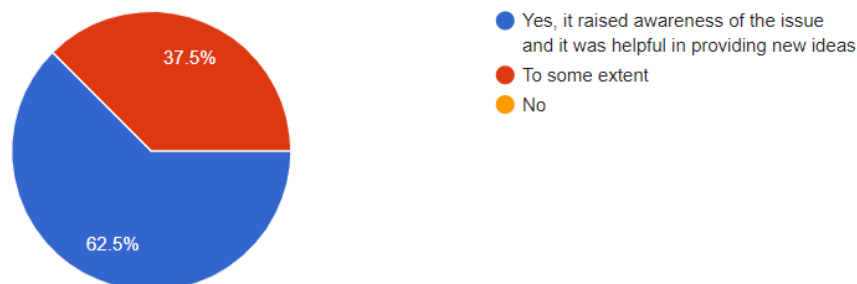
   To some extent: 37.5%

Fig. 2

When respondents were asked if the INNOTAL project has made the university generally more aware of global trends and best practices for promoting graduates' employability and university-business cooperation, the majority of them (62.5%) thought it raised awareness of the issue and it was helpful in providing new ideas". Further 37.5% of the respondents stated that it did that "to some extent. It can be said that the INNOTAL Project has been able to increase the awareness of the University about the global trends and best practices for promoting graduates' employability and university-business cooperation. In fact, every participating university has a free access to all methodological and learning materials through the project website such as Handbooks of good European practices for talent development, promotion of employability, open innovation and stakeholder co-creation in the higher education sector; learning modules: Innovation for Sustainable Development; Entrepreneurship, Regional development and Cluster Formation; Technology Transfer Management. These practices were proven effective in some European universities and were shared through the project.

2. Has the INNOTAL Project resulted in better understanding within the university of the benefits of cooperating with external stakeholders in the design and delivery of education and in the development of students' talents?

Yes, the INNOTAL Talent Co-Creation Lab has created impetus for change and improvement: 50%

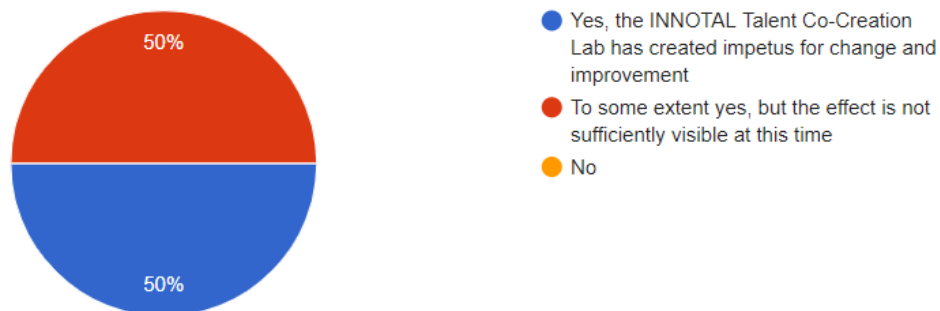To some extent yes, but the effect is not sufficiently visible at this time: 50%

Fig.3

Each participating university established and kick-started the operation of a Talent Co-Creation Lab which would serve as a co-creation space bringing together faculty, students and external stakeholders to jointly pursue innovation, research and talent promotion activities. At IFSU, the lab was integrated as one of the three major services of the IFSU Career Development Center. It has started to operate in 2019 and was able to invite mentors for the three pioneering courses: Bachelor of Science in Information Technology, Bachelor of Science in Agriculture and Bachelor of Science in Hotel and Restaurant Management. The pie chart above represents contrasting result from the respondents where 50% of them believed that the INNOTAL Project resulted in better understanding within the university of the benefits of cooperating with external stakeholders in the design and delivery of education and in the development of students' talents while the other half (50%) agreed to some extent but the effect is not sufficiently visible at this time. A possible explanation for this result is that the Talent Co-Creation Lab is still in its early stages of establishment so the impact might not be immediately obvious or necessarily perceived as desirable. In addition, the pandemic has affected the

operation of the Lab and hindered the face-to-face engagement of the students with their mentors and other practical activities.

3. Has the INNOTAL project made our University more aware of any weaknesses in our cooperation with business and in our efforts to promote students' employability?

Yes, we identified some weaknesses and areas of future improvement: 62.5%

We are relatively happy with our performance in these areas, but the INNOTAL project brought ideas for further improvements: 37.5%
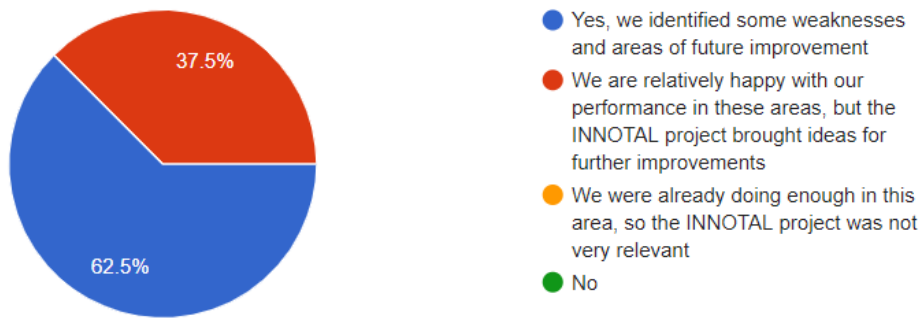
Over half of the respondents (62.5%) agreed that they identified some weaknesses and areas of improvement through the help of the INNOTAL project. On the other hand, 37.5% of the respondents felt relatively happy with their performance in these areas, but the INNOTAL project still brought ideas for further improvements. The overall response to this question is positive as it shows that the INNOTAL project has been beneficial to the university in its efforts of establishing business cooperation and promoting student's employability. One notable accomplishment is the screening report on IFSU's capacity to promote graduates' employability and develop students' talent through innovation. The report provided a clear picture of the university's starting conditions and capacities related to graduates' employability, innovation and talent development.

4. Has the INNOTAL project helped our University better understand and monitor the external conditions in the economy and society that may affect the employability of our graduates?

Yes: 68.8%

We are doing this anyway, but the INNOTAL project brought some further improvements: 31.3%
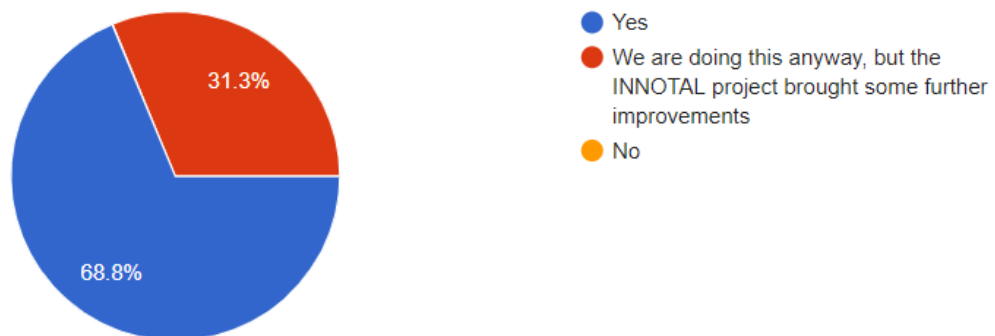

Fig. 4

Two-thirds of the respondents (68.8%) agreed that the INNOTAL project helped the University better understand and monitor the external conditions in the economy and society that may affect the employability of our graduates. The remaining 31.3% responded that the INNOTAL project brought some further improvements. The overall response to this question is positive because it indicates that the INNOTAL project provided an important opportunity to advance the understanding of the University on the conditions and determinants of its graduates' employability. The mapping report, for instance, offered important insights and glimpse on the situation of higher education in the Philippines, the current quality level and resulting employability of graduates along with recent trends, issues and reform initiatives aimed to addressing chronic problems on quality and challenges confronting employability of graduates in the country.

5. So far, has the INNOTAL project and its results (e.g. the Talent Co-Creation Lab) actually promoted stronger involvement of external stakeholders in the design, delivery and evaluation of study programs/courses and in the development of students' talents?

Yes, it introduced such processes where they did not exist before: 37.5%

Yes, it supported the already existing such processes at the university: 62.5%
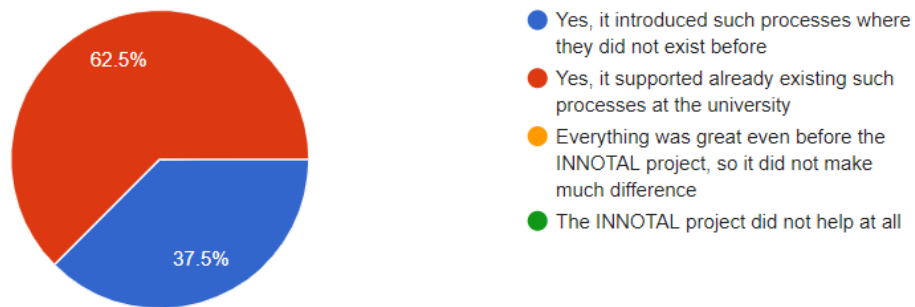

Fig. 5

All respondents agreed that the INNOTAL project and its results actually promoted stronger involvement of external stakeholders in the design, delivery and evaluation of study programs/courses and in the development of students' talents. The majority of them (62.5%) stated that the said project supported already existing such processes at the University while 37.5% affirmed that it introduced such processes where they did not exist before. In fact, a consultation workshop with the external stakeholders – business/enterprises, entrepreneurs, citizen sector and public sector representatives – was organized on June 22, 2019 to help the INNOTAL-IFSU Project Team fine-tune the improvements and changes that the project will seek to achieve. The insights/feedbacks helped the team craft the strategy and define key goals for embedding employability in IFSU operations.

6. Has the INNOTAL Project succeeded in creating a change-maker coalition at the University to pursue new approaches to student engagement in research and innovation and to further increase student exposure to the economy and society?

Yes, the INNOTAL Talent Co-Creation Lab has created impetus for more student involvement in research and innovation: 43.8%

To some extent yes, but the effect is not sufficiently visible at this time: 56.3%
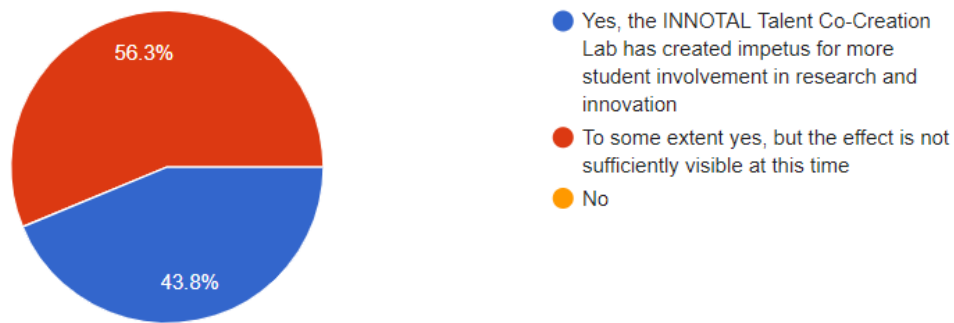
Fig. 6

More than half of the respondents (56.3%) believed that the INNOTAL Project succeeded in creating a change-maker coalition at the University in its pursuit of new approaches to student engagement in research and innovation and to further increase student exposure to the economy and society to some extent but the effect is not sufficiently visible at this time. On the other hand, 43.8% agreed that the said project, specifically the Talent Co-Creation Lab, has created impetus for more student involvement in research and innovation. It seems possible that this result is due to the effects of pandemic. To highlight a few: sudden shift of educational activities onto online platforms, limited mobility, social isolation, among others. Although, the project has an online platform, the INNOTAL Open Research E-Lab, where students can connect and collaborate with other students, faculty and external experts, the poor internet connection and lack of gadgets hamper their engagement.

7. Did the INNOTAL project activities manage to improve internal institutional dialogue and make institutional culture more in favour of stronger University engagement with external organizations?
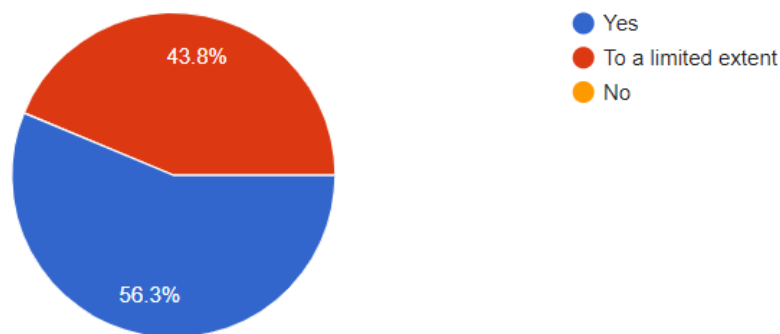
Yes: 56.3%

To a limited extent: 43.8%

Fig. 7

The INNOTAL Project encourages and promotes involvement of external stakeholders as co-creator in research & innovation and in the development of student talent. All activities involve engagement and collaboration with external stakeholders. For example, successful entrepreneurs as mentors for the Talent Co-Creation Lab, companies/agencies as host training establishments for Internship and Traineeship service and community as partners for the Student-Community Volunteering Service. Majority of the respondents (56.3%) believed that the INNOTAL project activities manage to improve internal

institutional dialogue and make institutional culture more in favour of stronger University engagement with external conditions while close to half (45.6%) responded to a limited extent. It can be said that the INNOTAL project is making its way to build stronger relationship to external stakeholders through its various collaboration activities. Hence, consultation workshops and activities will be conducted in the future to sustain and strengthen such relationship.

8. Has the INNOTAL project contributed to developing (or improving) a practical and concrete University strategy and action plan for improving graduates' employability and links with business/industry?

Yes, it helped us develop a new strategy that was not in place before: 43.8%

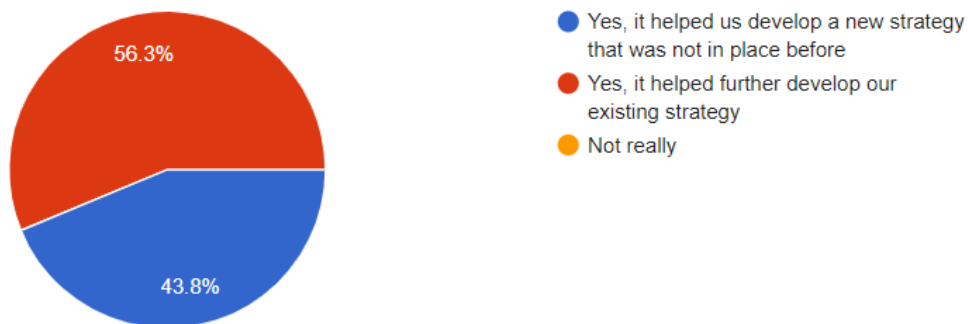Yes, it helped further develop our existing strategy: 56.3%

Fig. 8

All respondents agreed that the INNOTAL project contributed to developing (or improving) a practical and concrete University strategy and action plan for improving graduates' employability and links with business/industry. However, 56.3% of the respondents stated that the said project helped further develop the existing strategy while 43.8% of them responded that it helped develop a new strategy that was not in place before. It can be said that the INNOTAL project played a big role in the University's plan and actions for addressing graduates' employability and building links with business/industry. In fact, the framework for embedding employability across institutional activities (curriculum, teaching, research & innovation) set the directions of the University's path to improving the quality of education and graduates' employability. It presents the university's institutional plans and priorities for embedding employability across the key institutional activities – curriculum development and delivery, research and innovation and outreach. The framework had led the establishment of IFSU Career Development Center.

9. Do you support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation)?

Yes: 81.3%

I think the strategy is a good one but I am not yet entirely clear what its concrete implications will be: 18.8%
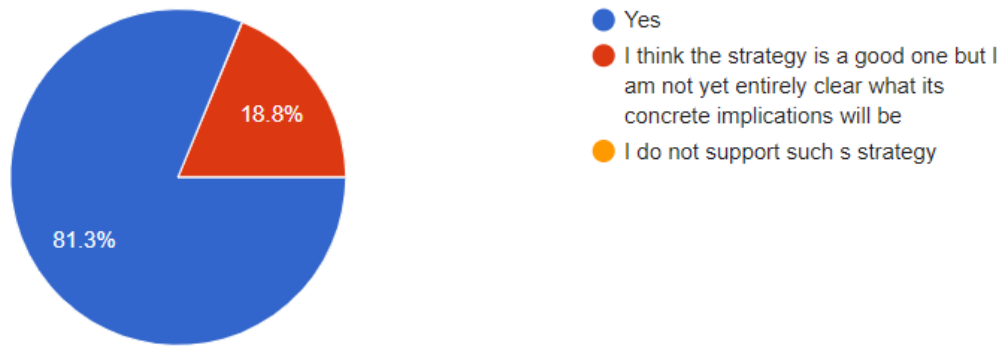
Fig. 9

The findings show a high percentage of 81.3% from the total number of respondents indicating their willingness to support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation). On the other hand, minority of the respondents (18.8%) felt that the strategy is a good one but they are not yet entirely clear what its concrete implications will be. Although the project gained the majority of the respondents' support, it is important to ensure everyone starts the proposed strategy with a clear understanding of what success will look like and how they can contribute to that successful outcome which can be done through an orientation meeting or other dissemination activities.

10. Would you get involved in implementing the above-mentioned strategy?

Yes: 75%

I would like to see what exactly this strategy will entail before I get involved myself: 25%
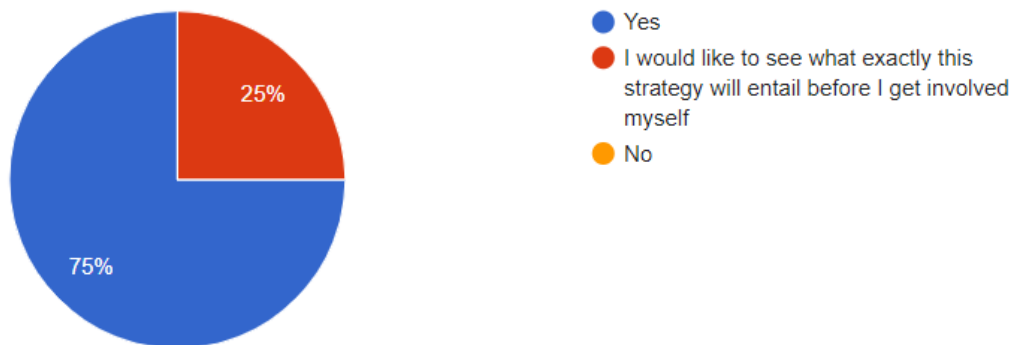

Fig. 10

About three fourths (75%) of the respondents are inclined toward implementing the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation). On the other hand, very few of the respondents (25%) stated that they will get involved only after they see what exactly this strategy will entail. This supports the findings of the previous question where it can be said that the stakeholders need a proper orientation before they will support or get involved in sustainability work on the said project. Strong employee involvement is crucial in the project's success. This suggests the need to boost the employee involvement to help the INNOTAL-Project Team fulfil its mission and attain its goals.

11. Do you think that the implementation of the above strategy will impact you and your job positively?

Yes, it will have a positive impact: 81.3%
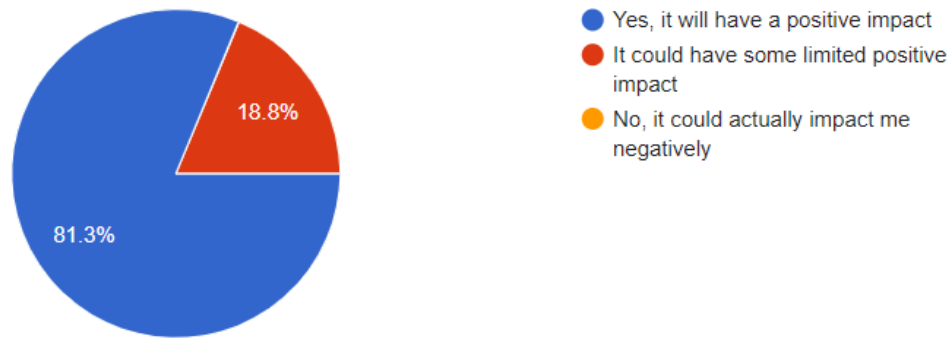
It could have some limited positive impact: 18.8%

Fig. 11

One of the most tangible contributions of the project's strategy is the positive impact it will have on the employees and their jobs. The findings show a high percentage of 81.3% from the total number of respondents which indicates that they are aware and knowledgeable on the positive impact the project will bring. On the other hand, 18.8% stated it could have some limited positive impact. This matched the findings in the previous questions where there are still very few respondents from the administration and management who are unable to see the direction in which the project is heading.

12. Do you think that the INNOTAL plans for facilitating the uptake of entrepreneurship and innovation training across more disciplines and through extra-curricular activities are viable and relevant at our University?

Yes, these plans are both relevant and viable: 87.5%

These plans are timely and relevant, but they might be difficult to implement at our University in the near future: 12.5%
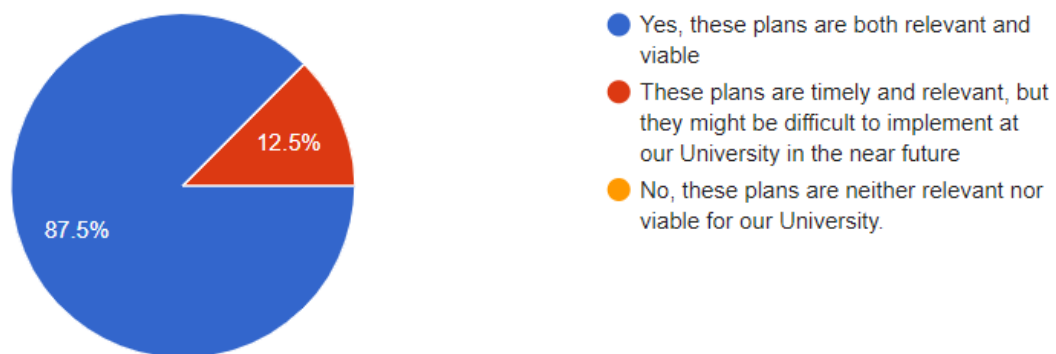

Fig. 12

The majority of the respondents (87.5%) believed that the INNOTAL plans for facilitating the uptake of entrepreneurship and innovation training across more disciplines and through extra-curricular activities are both viable and relevant at the University. Only few (12.5%) stated that these plans are timely and relevant, but they might be difficult to implement at the University. While many stakeholders envision the future action plans and significance of the project, there are still a few who felt uncertain about the

implementation of the said plans. It is important to ensure proper expectations are set around on what can be delivered, by when, and for how much.

13. Has the INNOTAL project facilitated the promotion and the acceptance of a more student-centred approach to teaching and learning at our University?

Yes, it gave impetus to such an approach where it was not sufficiently accepted at our university before: 31.3%

Yes, it supported already existing efforts to promote student-centred approaches: 68.8%
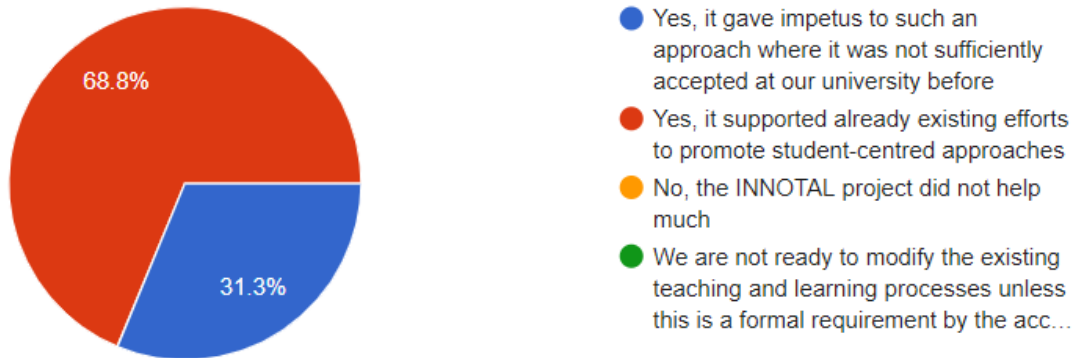

Fig. 13

All respondents affirmed that the INNOTAL project facilitated the promotion and the acceptance of a more student-centred approach to teaching and learning at our University. About 68.8% of them stated that the said project supported already existing efforts to promote student-centred approaches while 31.3% believed that it gave impetus to such an approach where it was not sufficiently accepted at our university before. IFSU is transitioning to a more student-centered approach from traditional classroom instruction, known as teacher-centered learning, to meet the changing needs of the students. The INNOTAL project is a huge step forward in that process. In fact, the idea of the said project is to combine a traditional focus on developing entrepreneurship and innovation skills through teaching, with a more innovative focus on allowing students to participate more often in research and innovation projects.

14. Would you support future efforts to promote even more student participation in University research and innovation projects, if these projects also involve external stakeholders?

Yes, such efforts would be very beneficial: 81.3%

This policy would be very positive but is not really viable. Our students do not have the necessary capacity to engage in high quality research and innovation: 18.8%
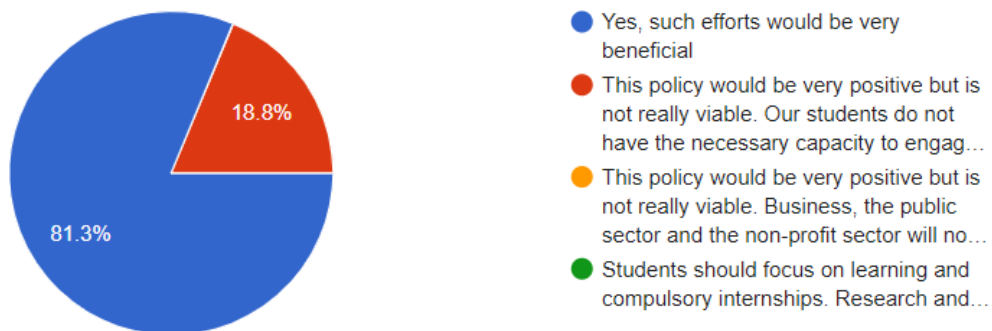
Fig. 14

The majority of the respondents (81.3%) expressed their support in the future efforts to promote even more student participation in University research and innovation projects, especially if these projects also involve external stakeholders. They believed such efforts would be very beneficial. On the flip side, 18.8% stated that this policy would be very positive but not really viable. The respondents believed that students do not have the necessary capacity to engage in high quality research and innovation. Although there is a high percentage of support, it is important to consider the observation of the very few respondents where it suggests that there might be a deficiency in capacitating the students in research and innovation projects.

15. In the future, will the INNOTAL project results be sustainable and will they continue to help the University improve the employability of our graduates and our cooperation with business?

Yes, the project brought new ideas and created brand new initiatives that are likely to be sustainable: 62.5%

Yes, the project supported already existing efforts and brought some improvements in existing policies that will have sustainable impact: 25%

The results will be somewhat useful, but we still have limited capacity to carry out such activities: 12.5%
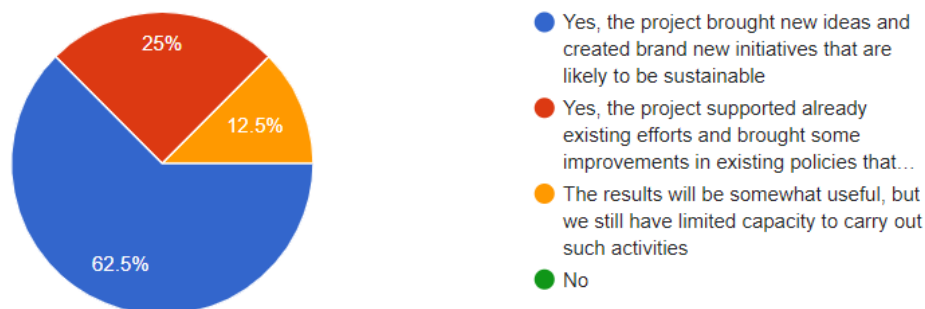

Fig. 15

From the chart, it can be seen that most of the respondents (62.5%) believed that the INNOTAL project results will be sustainable and that they will continue to help the University improve the employability of our graduates and our cooperation with business in the future. They thought that the project brought new ideas and created brand new initiatives that are likely sustainable. In addition, 25% of the respondents stated that the project supported already existing efforts and brought some improvements in existing policies that will have sustainable impact while the remaining 12.5% assumed that the results will be somewhat useful, but the University still has limited capacity to carry out such activities.

The INNOTAL project will eventually end this October 2021, but its impact should continue. Sustainability is a measurement of the project's success. It can be said that even if the grant is completed, IFSU has the capacity to continue the project's mission and activities far into the future. First, the IFSU Career Development Center has a yearly budget allocation so it will survive financially. The IFSU-INNOTAL Project Team had also created a sustainability action plan for the Talent Co-Creation Lab. In addition, an

online platform has been developed for the students, faculty, mentors and other participants to collaborate. Regardless, future actions will still be considered to keep it running beyond its original lifetime.

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

- Amidst the Covid-19 pandemic, the INNOTAL project help facilitate collaboration between students and industry practitioners and experts.

- Looking forward to collaboration with INNOTAL especially with our ISMTP's advance course on entrepreneurial conservation.

- The PROJECT has great impact in the university. It helps improve the employability of the graduates.

- The project should be felt university-wide.

II. Students

1. Do you think the INNOTAL project and the Talent Co-Creation Lab have been important and useful initiatives for students at this university?
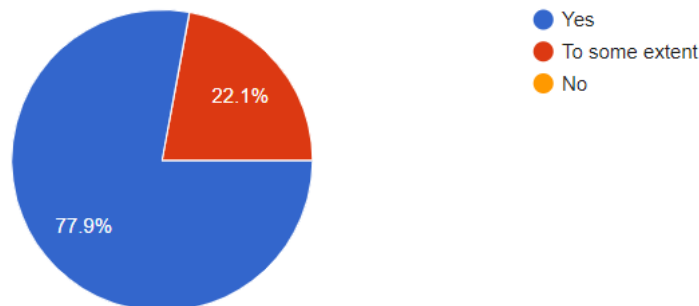
Yes: 77.9%

To some extent: 22.1%

Fig. 16

The pie chart above shows an encouraging result where 77.9% of the respondents thought that the INNOTAL project and the Talent Co-Creation Lab have been important and useful initiatives for the students. On the other hand, 22.1% of them felt to some extent. It can be said that the majority of the respondents believed that the INNOTAL Project and the Talent Co-Creation Lab have been beneficial for them. The said project seeks to build bridges between the university and the labour market and to contribute to improved employability of graduates, for instance, through the lab.

2. Did the INNOTAL project and the Talent Co-Creation Lab give you an opportunity to improve your employability or learning?

Yes: 68.8%
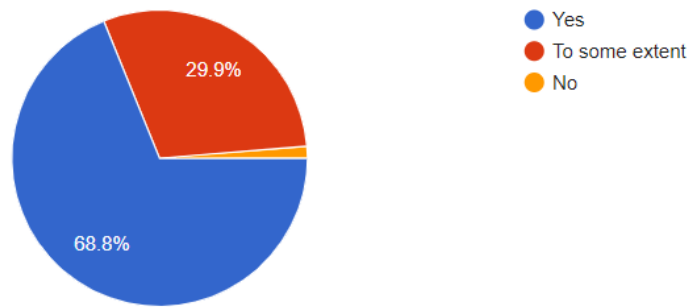
To some extent: 29.9%

No: 1.3%

Fig. 17

Most of the respondents (68.8%) stated that the INNOTAL project and the Talent Co-Creation Lab give them an opportunity to improve their employability or learning while 29.9% of them felt to some extent. Surprisingly, 1.3% of the respondents answered no. It can be said that the Talent Co-Creation Lab has contributed to drive their learning, and develop host of skills integral in the professional world. The activities carried out in the Lab shall bring shared benefits to both the university – which enlists the support of stakeholders to develop relevant employability skills among students – and business – which can benefit from open research and innovation, get early access to a pool of potential qualified graduates, and shape students' talent in a way that would make graduates suitable for employment.

3. Do you think that more opportunities for participation in extra-curricular activities involving industry or the public sector would improve your learning experience at the University or your employability after graduation?

Yes, such opportunities will improve both the learning process and my employability: 63.6%

To some extent; it depends on the nature of my participation: 33.8%

They could only improve learning but not employability: 2.6%

Fig.18

More than half of the respondents (63.6%) thought that more opportunities for participation in extra-curricular activities involving industry or the public sector would improve their learning experience at the University or their employability after graduation. Additionally, 33.8% believed such opportunities will help them to some extent as it depends on the nature of their participation. The remaining 2.6% felt that they could only improve learning but not employability. It can be said that many of the respondents recognize the benefits of participating in after school activities. In fact, the Student-

Community Volunteering Service (SCVS), being one component that makes up the IFSU Career Development Center (ICDC), is structured to encourage volunteerism among the students and provide opportunities where they can learn and grow into well-rounded individuals. It will become a training ground for the students for honing life skills as they get immersed in activities that are outside of their comfort zones.

4. Do you think that the INNOTAL Talent Co-Creation Lab can be useful for you?

Yes: 53.2%

To some extent; it depends on the nature of my involvement in its activities: 46.8%
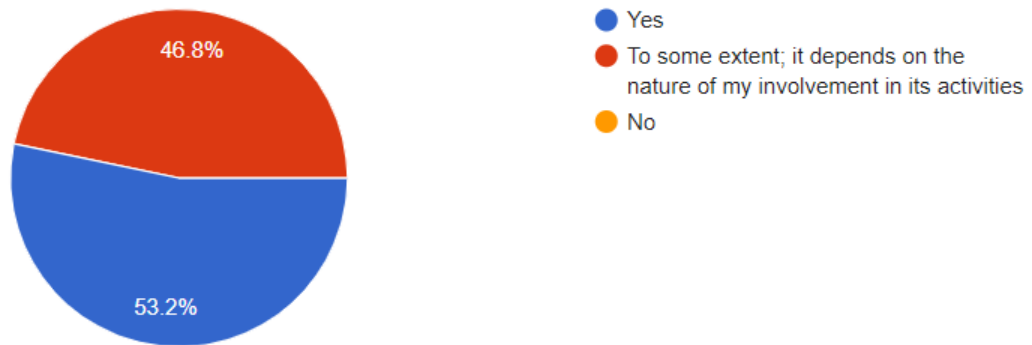

Fig. 19

About 53.2% of the respondents affirmed that the INNOTAL Talent Co-Creation Lab can be useful for them while 44.8% thought to some extent as it depends on their involvement in its activities. The lab is like an adjunct to the classroom where an expert or practitioner and an interested student can collaborate on ideas on Innovation, Business Start-up and/or Career Direction. By working with expert/practitioner, they can be able to clarify those ideas or concepts which they can pursue after graduation.

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

Yes: 40.8%

Yes, but only with support from the Talent Co-Creation Lab and our professors: 55.3%
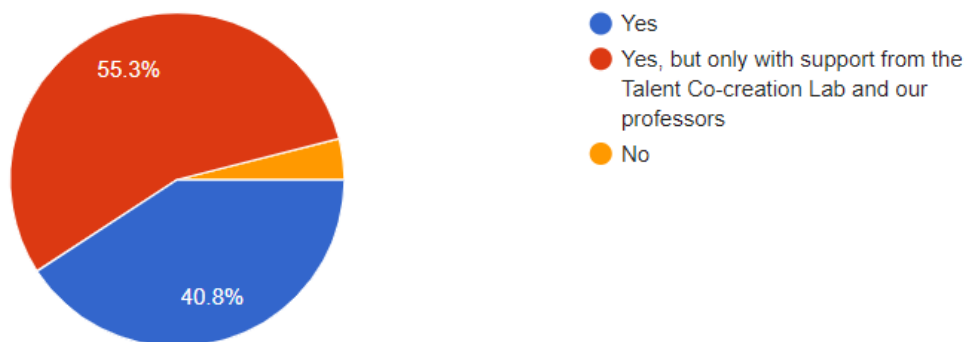
No: 3.9%

Fig. 20

Close to half of the respondents (40.8%) felt confident and prepared to become involved in an innovation or research project while the majority of them (55.3%) also agreed but to some extent and with support from the Talent Co-Creation Lab and professors.

Interestingly, there is about 3.9% who answered no. It can be said that many students felt less confident and prepared which can be addressed through proper guidance and encouragement, training, practice, knowledge sharing and instilling a positive thinking. This could help improve or boost their confidence levels. It is worth considering that students should feel more confident about themselves and their abilities and talents, likewise, have the necessary preparations before they engage in a research or innovation project.

6. Do you feel confident and prepared to accept challenging tasks related to research and innovation projects proposed by employer organizations?

Yes: 39%

Yes, but only with support from the Talent Co-Creation Lab and our professors: 55.4%
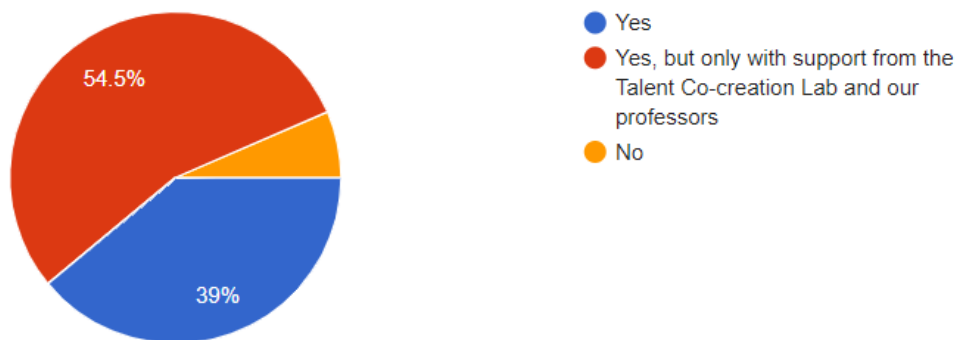
No: 6.5%

Fig. 21

The results match those observed in the previous pie chart wherein the percentage of students who felt less confident and unprepared is higher than those students who considered themselves confident and prepared. Most of the respondents (54.5%) also felt confident and prepared to accept challenging tasks related to research and innovation projects proposed by employer organizations but with support from the Talent Co-Creation Lab and professors. In addition, 39% responded yes while 6.5% stated no.

7. Did INNOTAL project activities make you more confident and prepared to cooperate with employers and to accept challenging tasks related to research and innovation projects?

Yes: 42.9%

The Talent Co-Creation Lab specifically has been (or will be) helpful in this respect: 55.8%
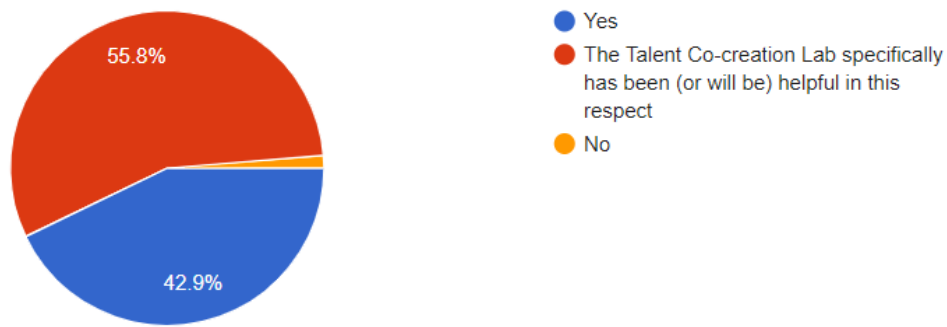
No: 1.3%

Fig. 22

It is apparent from this chart that almost all of the respondents affirmed that the INNOTAL project activities made them more confident and prepared to cooperate with employers and to accept challenging tasks related to research and innovation projects – 55.8% responded the Talent Co-Creation Lab specifically has been (or will be) helpful in this respect; 42.9% stated yes; and 1.3% felt the other way round. It can be said that the project activities have been (or will be) advantageous to the students as they were able (will able) to help them boost their confident levels and make them feel better prepared.

8. Do you think that volunteering and community work could improve your skills and employability?

Yes: 79.2%

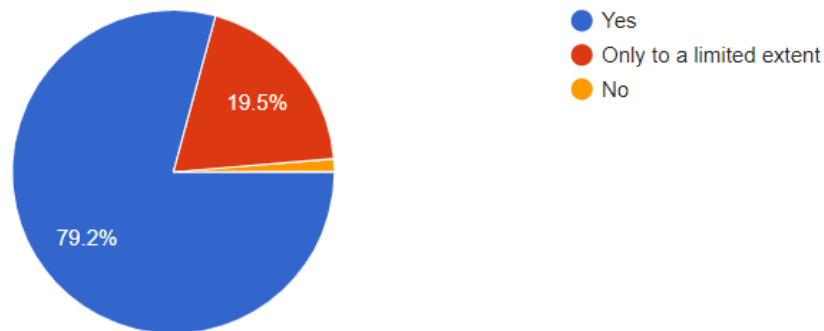Only to a limited extent:19.5%

No: 1.3%

Fig. 23

The pie chart above shows an encouraging result where 79.2% of the respondents thought that volunteering and community work could improve their skills and employability. Additionally, 19.5% of the respondents stated to a limited extent only while 1.3% of them responded no. It can be said that there are still students who are not aware of the career benefits of volunteering and its growth opportunities. In fact, one of the major services integrated in the IFSU Career Development Center is the Student-Community Volunteering Service (SCVS) which aims to link students/ student organizations with support organizations (for funding) and community or NGOs in need of volunteers for them to develop self-confidence and experience realities of life that will help them refocus their careers. The SCVS creates opportunities for student to do volunteering and non-profit works. Such activities facilitate the development of a variety

of transversal employability skills as well as professional skills for the social service, social responsibility and sustainable development.

9. Would you get engaged in volunteering activities?
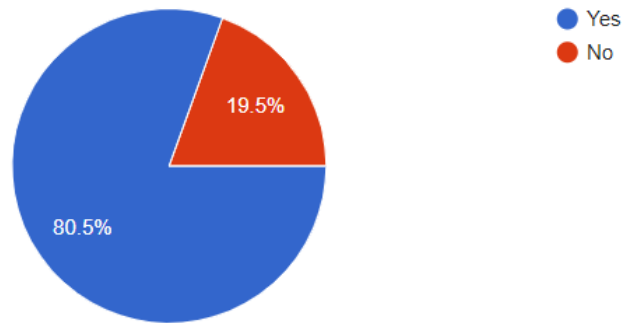
Yes: 79.7%

No: 20.3%

Fig. 24

The majority of the respondents expressed their willingness to engage in volunteering activities while 20.3% of them are reluctant. This matched the above findings where there are still students who do not recognize the positive impact of volunteering activities.

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

- INNOTAL Talent Co-Creation Lab will help us gain confidence and experiences which is beneficial when we graduate and pursue our own career.

- Innovation really helps us to improve our identity and as a student, INNOTAL can help us achieve what we are dreaming of.

- This INNOTAL project was great for us students to help to improve our learnings.

- The more challenges we take, the more learnings we gain which can improve our skills and abilities. So don't waste the opportunity.

- This is good for the employees as well as the students.

- It is good because this might help us to think more innovatively.

- This will help students to be more skilful and sociable.

- Safety and security of the students who will join in any school activities should be paramount.

III. Faculty

1. Do you think that the INNOTAL project activities have contributed to the strategic plans, ability and capacity of our University to guarantee the employability of our graduates?

Yes, it gave impetus to new initiatives that did not exist before, and resulted in

a coherent strategy: 51.7%

Yes, it supported and strengthened already existing initiatives and improved the existing strategy: 41.4%

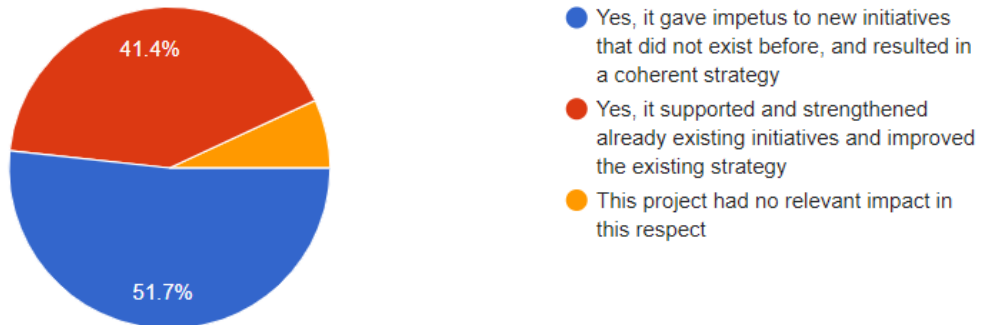This project had no relevant impact in this respect: 6.9%

Fig. 25

More than half of the respondents (51.7%) thought that the INNOTAL Project activities have contributed to the strategic plans, ability and capacity of the University to guarantee the employability of our graduates. The said project gave impetus to new initiatives that did not exist before and resulted in a coherent strategy. In addition, 41.4% of the respondents also agreed, however, they believed that the project supported and strengthened already existing initiatives and improved the existing strategy. Surprisingly, the remaining 6.9% stated that the project had no relevant impact in this respect. It can be said that the INNOTAL Project initiatives are formally assessed or recognized in other ways. Notwithstanding about the contrasting views, the majority of the respondents believed that the project interventions enabled the design of policies and programs that align with and scaffold change towards improving the employability of graduates.

2. Do you think the INNOTAL project raised awareness and increased the understanding and the willingness of the University to cooperate with external stakeholders in the development of student talent and in the design and delivery of education?

Yes, it had an overall positive impact: 82.8%

It had a limited positive impact: 10.3%

There was no real impact in this respect: 6.9%

Fig. 26

The chart shows a high percentage of 82.8% from the total number of respondents which indicates that many stakeholders thought that the INNOTAL project raised awareness and increased the understanding and the willingness of the University to cooperate with

external stakeholders in the development of student talent and in the design and delivery of education. About 10.3% of them stated it had limited positive impact while 6.9% responded there was no real impact in this respect. It can be said that there are still faculty members who are not sufficiently aware of the project's initiatives on promoting stakeholder collaboration to enhance learning. In fact, consultation workshops with external stakeholders are regularly organized.

3. Do you yourself think that involving external stakeholders more actively in the design, delivery and evaluation of study programs and courses or in the development of student talent would be beneficial for your students?

Yes, it would make sure they are better prepared for work and it is worth some additional efforts: 86.2%

Yes, but only if there are clear rules and limits to external involvement, so that academics retain their academic freedom: 13.8%
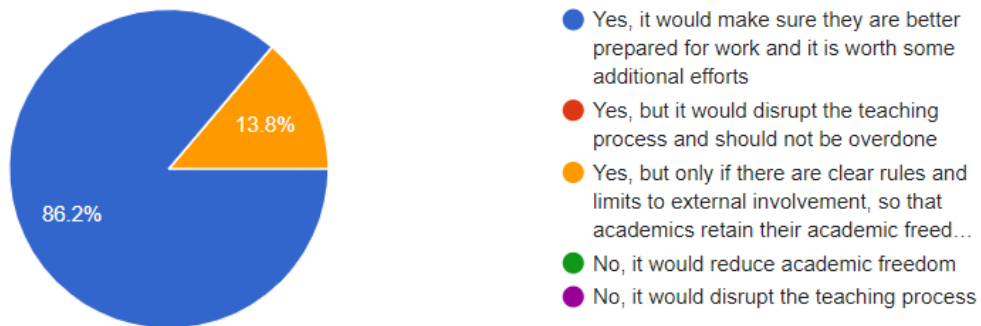

Fig. 27

The majority of the respondents (86.2%) thought that involving external stakeholders more actively in the design, delivery and evaluation of study programs and courses or in the development of student talent would be beneficial for the students. It would make sure they are better prepared for work and it is worth some additional efforts. On the flip side, 13.8% also affirmed but only if there are clear rules and limits to external involvement, so that academics retain their academic freedom. It can be said that most of the respondents understand and recognise the value that stakeholder collaboration can bring to the institution. The external stakeholders have critical role in the project from the planning stage to the formal operation of the IFSU Career Development Center. For instance, they can be tapped as partners for student development.

4. Would you be willing to contribute to future University efforts to increase the employability of students and to improve the development of their talent?

Yes: 93.1%

Yes, but only if my workload is not significantly increased: 3.4%

I would like to see what exactly these efforts will entail before I get involved myself: 3.4%
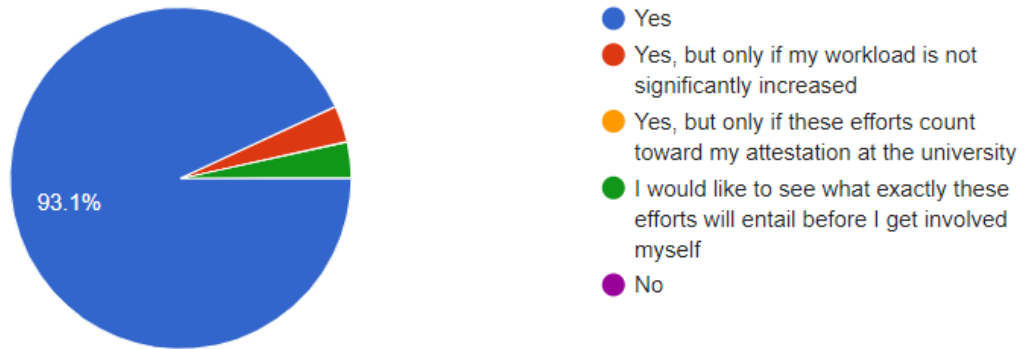
Fig. 28

Almost all of the respondents (93.1%) are willing to contribute to future University efforts to increase the employability of students and to improve the development of their talent. Additionally, 3.4% of the respondents affirmed but only if their workload is not significantly increased. Another 3.4% stated that they would like to see what exactly these efforts will entail before they get involved. Despite the conditional affirmative answer of some respondents, it can be said that all of them are eager and supportive in the University's plans and actions to prepare students for their career or future. The involvement of the faculty is crucial to ensure that such efforts operate smoothly and effectively. If the faculty members find their contribution rewarding and satisfying, it is more likely that they will want to be involved in the plans of the University, as they will have a vested interest.

5. Did the INNOTAL project events or results increase your motivation, willingness or ability to contribute to the University's employability strategy?

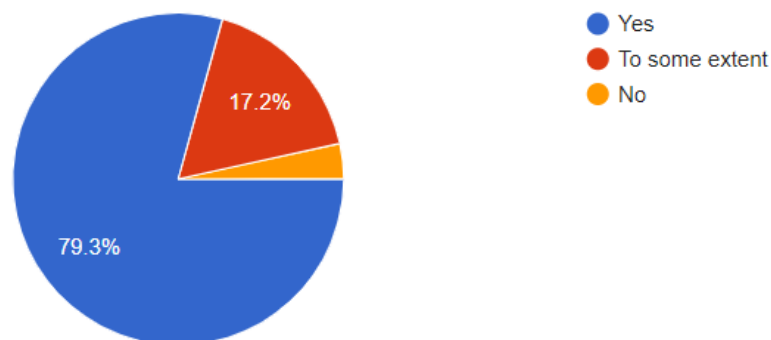Yes: 79.3%

To some extent: 17.2%

No: 3.4%

Fig. 29

The pie chart reflects how the INNOTAL project events or results impact the respondents in different ways. The majority of the respondents (79.3%) believed that the INNOTAL project events or results increase their motivation, willingness or ability to contribute to the University's employability strategy. On the other hand, 17.2% of them affirmed to some extent and the remaining 3.4% opposed. The faculty plays an important role in the University's strategy on improving graduate's employability and developing students' talents so it is crucial to make them passionate about their task and proud to be

part of the process and the institution. If the project has influenced them positively, they are proud and excited to be involved in such a strategy and vice versa.

6. Do you support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation)?

Yes: 86.2%

I think the strategy is a good one but I am not yet entirely clear what its concrete implications will be: 13.8%
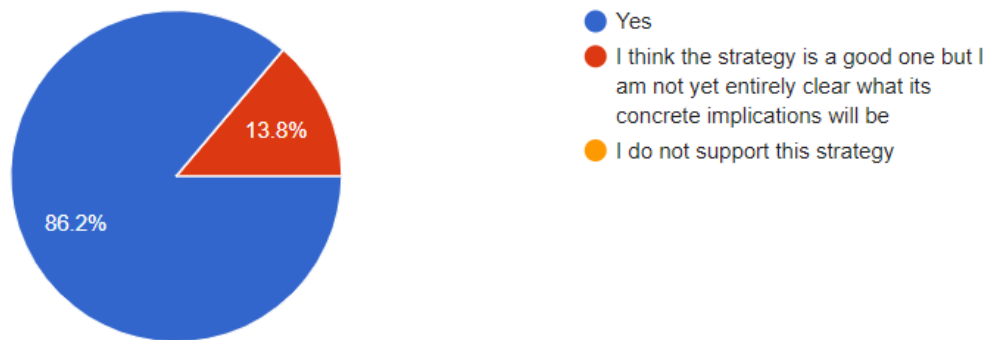

Fig. 30

Almost all respondents (86.2%) are willing to support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation). On the other hand, the remaining 13.8% thought the strategy is a good one but they are not yet entirely clear what its concrete implications will be. This supports the previous finding wherein it suggests that there are still faculty who need orientation to understand the proposed strategy.

7. Do you think that the implementation of the above strategy will impact you and your job positively?

Yes, it will have a positive impact: 93.1%

It could have some limited positive impact: 6.9%

Fig. 31

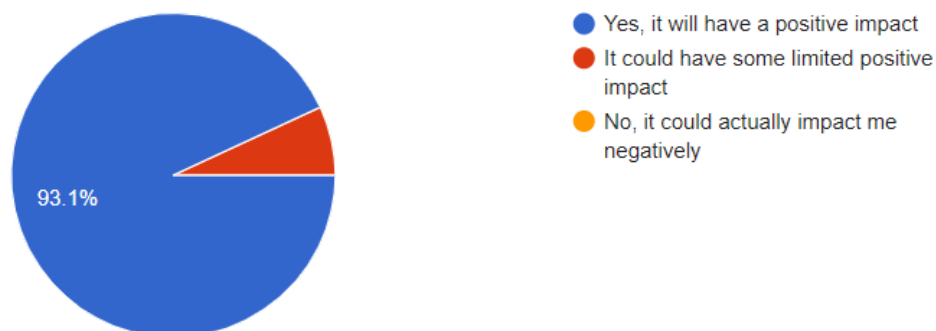A high percentage of 93.1% believed that the implementation of the above strategy will impact them and their jobs positively. On the other hand, 6.9% of the respondents thought it could have some limited positive impact. It can be said that majority of the respondents can envision significant impact from the proposed strategy, for instance, opportunities for professional development – a chance to learn and grow which will in

turn make them feel invested in the project. This supports the findings in the administration and management group where most of the respondents in the said category also affirmed that the said strategy will impact them and their job positively.

8. Has the INNOTAL project motivated you or helped you to introduce a more student-centred approach in your teaching?

Yes: 57.1%

Yes, but to do this, I still need more university support: 35.7%

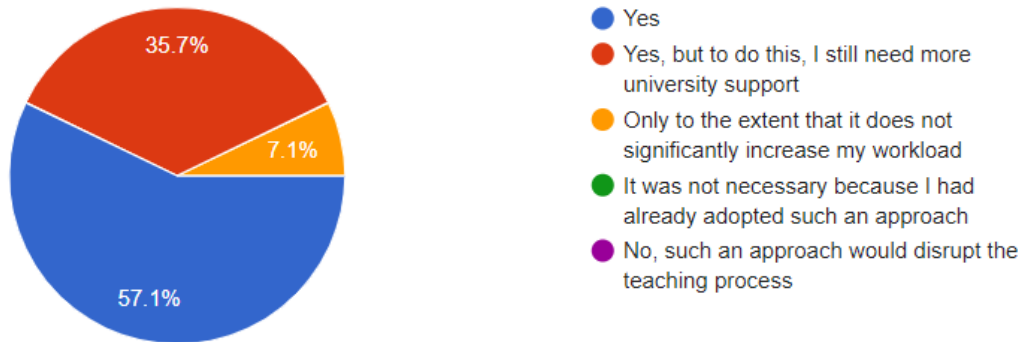Only to the extent that it does not significantly increase my workload: 7.1%

Fig. 32

Most of the respondents (57.1%) affirmed that the INNOTAL project motivated them or helped them to introduce a more student-centred approach in their teaching while 35.7% of them stated that they need more university support to do it. On the other hand, 7.1% of them are willing to do it only if it does not significantly increase their workload. It has been emphasized in the previous pages that the INNOTAL project facilitates student-centered approach through its activities. In addition, we have mentioned earlier the idea of the said project which is to combine a traditional focus on developing entrepreneurship and innovation skills through teaching, with a more innovative focus on allowing students to participate more often in research and innovation projects.

9. Would you be willing to design and deliver innovation and entrepreneurship training in the future?

Yes: 93.1%

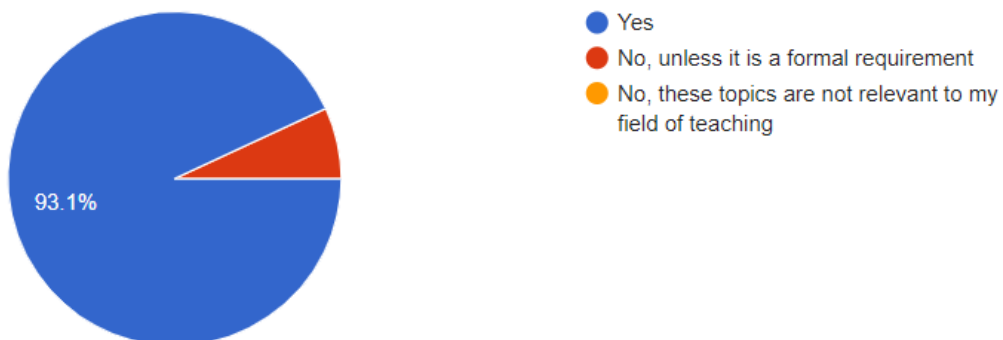No, unless it is a formal requirement: 6.9%

Fig. 33

The above pie chart shows a positive result with 93.1% of the respondents expressing their willingness to design and deliver innovation and entrepreneurship training in the future. On the flip side, the remaining 3.9% disagreed unless it is a formal requirement. The faculty willingness to participate in such a step can influence the project outcomes or execution approach.

10. Will the results of the INNOTAL project help you design and deliver innovation and entrepreneurship training in the future?
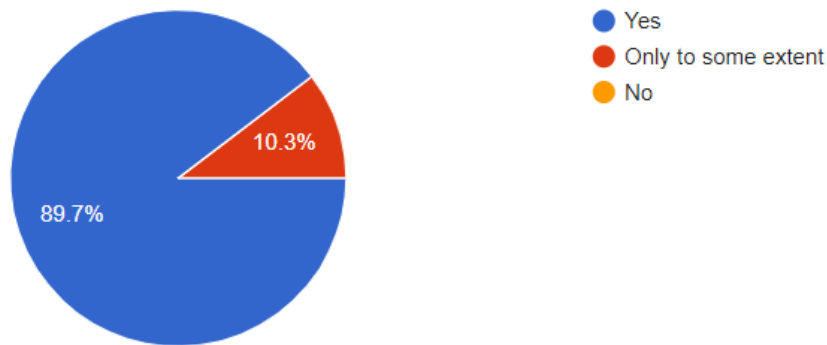
Yes: 89.7%

Only to some extent: 10.3%

Fig. 34

The majority of the respondents (89.7%) affirmed that the results of the INNOTAL project will help them design and deliver innovation and entrepreneurship training in the future while 10.3% of them stated "only to some extent". The INNOTAL project is sharing tools and resources for building specialized employability skills such as learning modules for "Innovation for Sustainable Development", "Entrepreneurship, Regional Development and Cluster Formation", and "Technology Transfer Management." In fact, a Joint Training of Staff has been conducted to build the capacity of participating universities' faculty and key staff for teaching and training in the areas of the 3 learning modules.

11. Do you think the results of the INNOTAL project, and in particular the Talent Co-Creation Lab, would strengthen student employability and innovation capacity and would help students get better exposure to external stakeholders?

Yes: 69%

It is a good start but it depends on the actual implementation: 31%
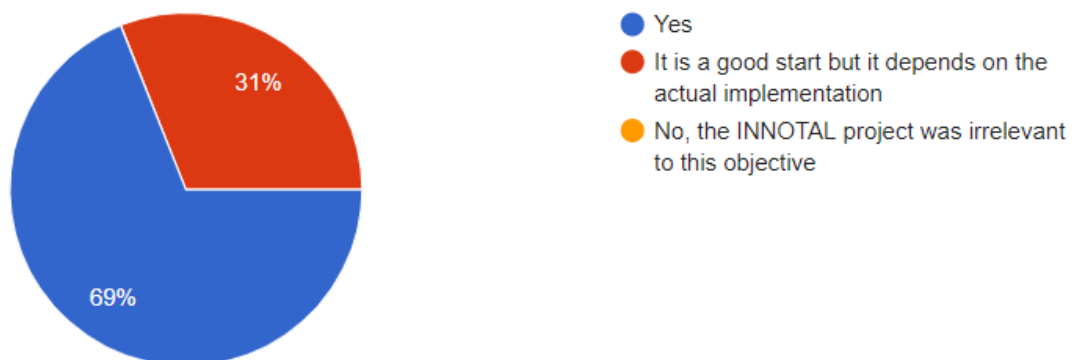

Fig. 35

Most of the respondents (69%) thought that the results of the INNOTAL project, and in particular the Talent Co-Creation Lab, would strengthen student employability and innovation capacity and would help students get better exposure to external stakeholders. On the other hand, 31% of them believed it is a good start but it depends on the actual implementation.

12. Would you be willing to organize and facilitate the involvement of your students in live innovation projects and in other forms of collaboration with external stakeholders?

Yes: 86.2%

Only if I am supported in this effort by the university: 13.8%

Fig. 36

13. Did the INNOTAL project activities and the Talent Co-Creation Lab make you more motivated and prepared to involve students in live innovation projects and in other forms of collaboration with external stakeholders?

Yes: 86.2%

Not really: 13.8%

Fig. 37

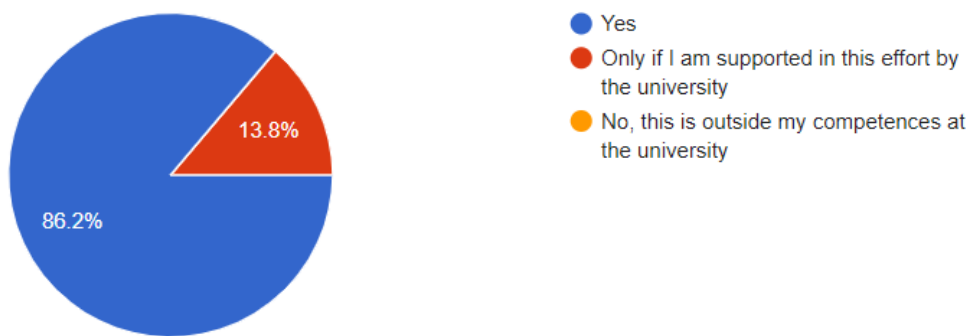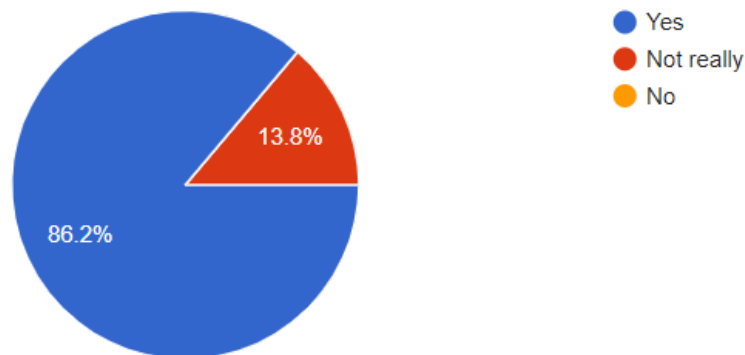The pie chart above shows an encouraging result where 86.2% of the respondents agreed that the INNOTAL project activities and the Talent Co-Creation Lab made them more motivated and prepared to involve students in live innovation projects and in other forms of collaboration with external stakeholders. On the other hand, 13.8% of them answered not really.

14. Do you think the results of the INNOTAL project, and in particular the Talent Co-Creation Lab, would make it possible to introduce more innovative teaching methods in your own teaching?

Yes: 93.1%

The INNOTAL project provided some new tools but the overall impact is limited: 6.9%
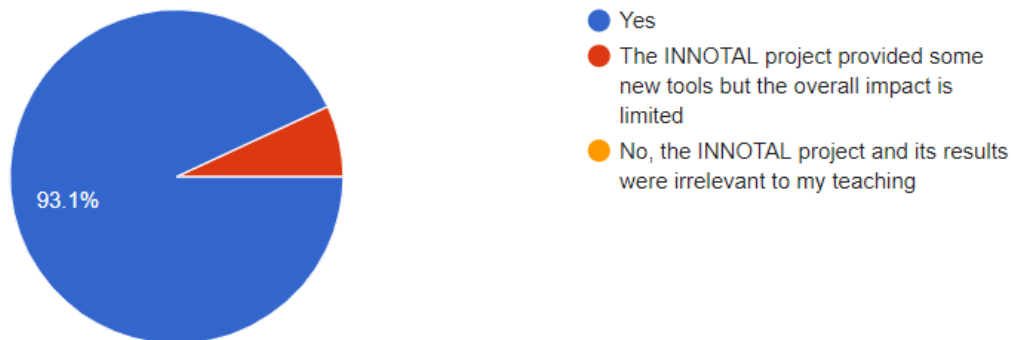

Fig. 38

Almost all of the respondents (93.1%) thought that the results of the INNOTAL project, and in particular the Talent Co-Creation Lab, would make it possible to introduce more innovative teaching methods in their own teaching. On the flip side, 6.9% of them believed that the INNOTAL project provided some new tools but the overall impact is limited.

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

- Further orientation should be conducted to really immerse us in the project.

- In order to achieve the objectives of the project with the current situation of COVID 19, I suggest that the University should focus more its financial support in the creation of laboratories that can simulate what then industry is using further increase the honing process of skills of our students.

- It would have been a better result if the project was made known and seriously implemented also in Lamut campus.

- Today, various agencies spearheaded by the DOST are pushing for Artificial Intelligence and Data Science in all fields, either social science, humanities, engineering, and other field. As one of the ASEAN Master Trainer in Data Analytics, based on data there are large gap of knowledge and skills in terms of Data Analytics in all the graduates nationwide. Hence, intensive research on the conduct of tracer study is needed by the university, not just getting the number of who has jobs and when they landed their job. Thanks in advance, if there will be a chance to be part of the project. Thank you.

- I think the promotion is lacking. Some students are not aware of this.

- Some are eager to hold this kind of project but their heart is not really for the graduates or soon graduates of the academe but just the budget that motivates them.

Summary and Conclusion

The INNOTAL Project has been running for 4 years now and was able to produce desirable outcomes that helped the Ifugao State University address the issue on graduate employability. One of its notable accomplishments is the establishment of the IFSU Career Development Center (ICDC) as per Board of Regents Resolution No. 189, Series of 2019, which aims to transform the graduates by developing their competencies, skills, values and behaviours to enable them to be fit for the working world. The ICDC comprises three major services with different functions: the Talent Co-Creation Lab (TCCL), the Internship and Traineeship Service (ITS), the Student-Community Volunteering Service (SCVS).

To map the final positions and perceptions of key project stakeholders within Ifugao State University's six campuses on issues relevant to the INNOTAL project, a Perception Survey was conducted. It is crucial to determine how the stakeholders feel or understand about the project to ensure steady progress and eventually improve the quality of the services and their results. In addition, the feedbacks can help outline any potential issues or improvements the project team might have otherwise missed.

The result of the survey reveals several noteworthy contributions of the INNOTAL project to the University's endeavours in developing the students' talents and improving their employability. More than half of the respondents affirmed that the Project INNOTAL increased the awareness and understanding of the University about the global trends and best practices for promoting graduate's employability and university-business cooperation (see fig. 1 & 26), likewise the weaknesses of the University in such cooperation and efforts (see fig. 2). Through the help of the project, the University also gained insights about the external conditions in the economy and society that may affect the employability of the graduates (see fig. 4).

Additionally, the project and its results have actually promoted stronger involvement of external stakeholders in the design, delivery and evaluation of study programs/courses and in the development of students' talents (see fig. 5 & 27) and have succeeded in creating a change-maker coalition at the University to pursue new approaches to student engagement in research and innovation and to further increase student exposure to the economy and society (see fig. 6). The project activities have managed to improve internal institutional dialogue and made institutional culture more in favour of stronger University engagement with external organizations (see fig. 7). Similarly, they contributed to developing (or improving) a practical and concrete University strategy and action plan for improving graduates' employability and links with business/industry (see fig. 8). More than half of the respondents stated that the INNOTAL project results will be sustainable and will continue to help the University's efforts (see fig. 15).

The abovementioned results are encouraging because they indicate that the majority of the stakeholders from different categories have become aware of the project and its results. Besides, there is a high percentage of willingness and support towards the project interventions and University's proposed strategy in improving graduates' employability (see fig. 9, 10, 14, 28 & 30). These efforts have provided direction and strategy to facilitate the introduction of viable changes and strengthened existing approaches for embedding employability across institutional activities (curriculum, teaching, research & innovation) (see fig. 12 & 25).

The stakeholders are considered the dominant drivers of these strategies pursued by the project and the institution, so their involvement is essential. The management and administration, the faculty, the students, and the external stakeholders, must have a sense of direction with something to look forward to in order to get and stay involved in the project. It is interesting to note that most of the stakeholders believed that the implementation of the above strategy will positively influence them and their jobs (see fig. 11 & 31). At the same time, the INNOTAL

project events or results have increased their motivation, willingness or ability to contribute to the University's employability strategy (see fig. 29 & 37).

Furthermore, a new pedagogy in teaching has emerged from the rapid changes and increased complexity of today's world called the student-centered learning. The INNOTAL project promotes a more student-centred approach to teaching and learning at the University especially in the delivery of entrepreneurship and innovation training (see fig. 13) which motivated the faculty to initiate such approach (see fig. 32). The majority of the stakeholders are motivated to design and deliver such training in the future (see fig. 33). The end result of the project will be a big help to the faculty in their teaching methods (see fig. 34 & 38), likewise for the students specifically as regards their employability, innovation capacity and their exposure to the external stakeholders (see fig. 35). The faculty, management and administration also expressed their eagerness to organize and facilitate the involvement of the students in live innovation projects and in other forms of collaboration with external stakeholders (see fig. 14 & 26).

However, more than half of the students felt confident and prepared to become involved in an innovation or research project only with support from the Talent Co-Creation Lab and from their professors (see fig. 20). The same is true when accepting challenging task related to research and innovation projects proposed by employer organizations (see fig. 21). Nevertheless, they believed that the lab will help them improve their confidence and preparedness (see fig. 22).

On the other hand, most of the students affirmed that the said project and Talent Co-Creation Lab have been important and useful initiative for them at the University (see fig. 16 & 19) and even gave them opportunity to improve their employability or learning (see fig. 17). They also thought more opportunities for participation in extra-curricular activities involving the industry or the public sector would improve their learning experience at the University or their employability after graduation (see fig. 18), for instance volunteering and community work (see fig. 23). It is also worth noting that there is a high percentage of students who would get engaged in volunteering activities (see fig. 24).

On the flip side, the survey also unveiled challenges and potential barriers that might occur within the course of the project (or after the project). There are still stakeholders who were not aware of the project or its outcomes (see fig. 9 & 30) and were not familiar with and felt uncertain about the University's proposed strategy in improving graduates' employability, what will be expected from them and how they can make a difference (see fig. 10, 12, 14 & 28).

Half of the respondents from the administration and management group also claimed that the effect of the Project is not sufficiently visible this time (see fig. 3 & 6). There are several possible explanations for this result. The Covid-19 upheaval has altered the operation of the Project and its activities, catalysing the transition from face-to-face interaction to online engagement. For example, in the Internship and Traineeship Service, the on-the-job training of the students was disrupted and they were forced to perform at the school instead. In the Talent Co-Creation Lab, the students cannot physically meet their mentors nor have practical activities with them because of the limited social mobility and other restrictions imposed by the ongoing virus outbreak. An innovation and knowledge flow management online platform, the OpenResearch E-Lab, was established to facilitate their collaboration. More issues were raised in the comment section which includes the lack of promotion and the need for orientation to immerse the stakeholders in the project.

Taken together, these results suggest the following actions: (a) leverage the network and reinforce project dissemination and exploitation activities; (b) conduct an effective and well-organized orientation for the stakeholders; (c) develop virtual learning activities to keep stakeholders engaged in the project, for instance, webinar and online training. Effective translation of the project activities, benefits and results to the stakeholders may influence positive outcomes.

Similarly, continuous consultation workshop with the stakeholders will motivate them to become and remain involved. If the project and its activities will be sustained even when the grant ends, this will lead to the fulfilment of target goals and desirable outcomes.

Overall, the outcome of the Final Stakeholder Perception Survey has shown strong support of the stakeholders for the INNOTAL Project initiatives and the University's efforts of improving graduates' employability. The majority of their perceptions about the project were positive. Nevertheless, keeping them motivated and meeting their expectations will certainly reduce the risk of any possible obstructions that may affect the project and its activities.