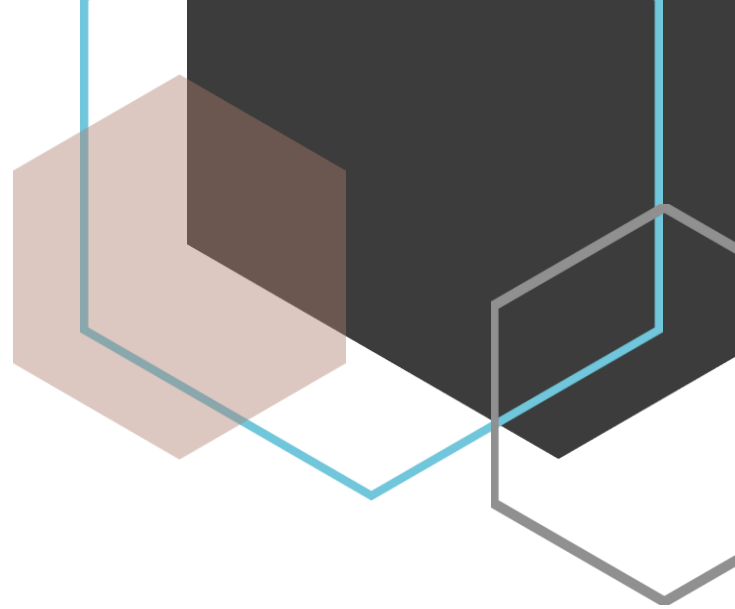




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FINAL STAKEHOLDER PERCEPTION SURVEY

Results

BENGUET STATE UNIVERSITY, PHILIPPINES



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

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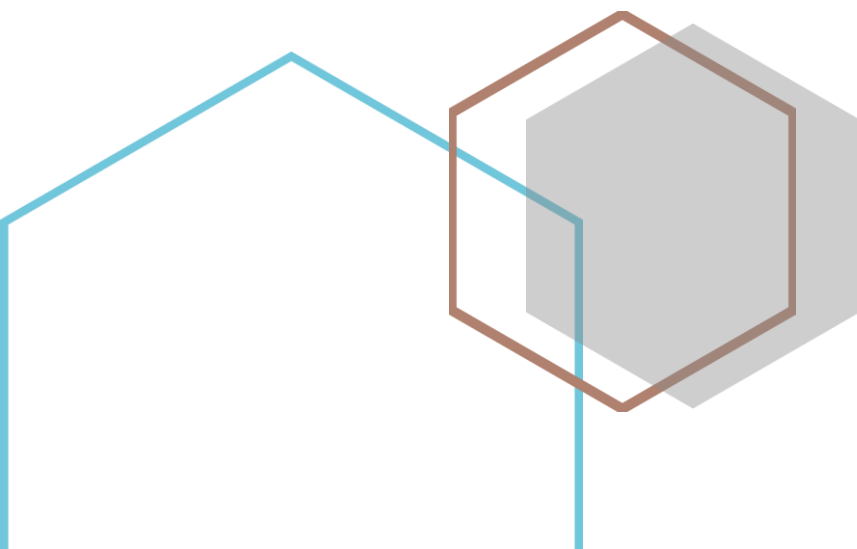




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Each INNOTAL Partner University in Asia has carried out a final survey campaign aimed at mapping the perceptions of key University stakeholders on issues of relevance to the project. The survey has also aimed at analysing the perceived impact of the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

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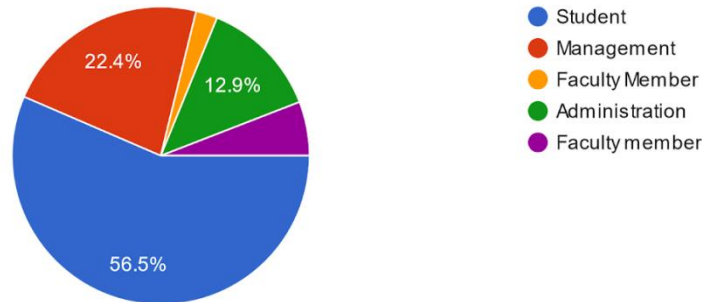
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Introduction

The survey was conducted in the second half of 2021. There were 85 responses, distributed as 56.5% students, 35.3% management and administration, and 8.3% faculty members.

Your Position

85 responses



Survey Results

Summary of results: Students

There were a total of 54 respondents under the students' section. More than two-thirds of the respondents agreed to the following statements: The Talent Co-Creation Lab is important and useful for the students (87%), gives opportunity to improve employability or learning (79.6%), provides more opportunities for participation in extracurricular activities involving industry or the public sector, would improve their learning experience at the University or their employability after graduation (83%), and personally useful (79.6%). The Lab makes them feel confident and prepared to become involved in an innovation or research project (69.8%) but 24.5% feel that they need support from the Talent Co-Creation Lab and their professors. Majority (58.5%) are confident and prepared to accept challenging tasks related to research and innovation projects proposed by employer organizations but 37.7% need support from the Talent Co-Creation Lab and their professors. Majority (59.6%) agree that the INNOTAL Project activities were useful in making them more confident and prepared to cooperate with employers and to accept challenging tasks related to research and innovation projects.

Students agree (83.3%) that volunteering and community work could improve their skills and employability and 96.3% would engage in volunteering activities.

Some comments given were:

“The INNOTAL and Co-Creation Lab is helpful to train students and improve their skills. The participation of students in any activity organized by the INNOTAL can enhance their potential.”

“The INNOTAL and Talent Co-Creation Lab staff are very helpful and attentive to students.”

“Most students do not have the high level of confidence to hit this opportunity and top knowledge in this such activities, so as one of the participants it is such a rare opportunity for us to become a part of this kind of activities. However, the members of this project should not expect such high expectations because students do have the limit of intellectual capacity.”

“The topics are good and it's a good experience to us as students to gain more knowledge about business.”



“I appreciate the INNOTAL training activity because it will help me mould myself to be more active on extra-curricular activities like this. Also, engaging on this kind of activities will help me on decision-making as a student so that in the future I can apply it on business matters.”

Summary of results: Management and Administration

There were a total of 30 respondents under this section and they responded positively to all questions. About 88% of them think that the INNOTAL project has made the university generally more aware of global trends and best practices for promoting graduates' employability and university-business cooperation and 12.2% said it is so “to some extent”. A large part (83.7%) of respondents said that the 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; 16.3% said yes “to some extent”, but that the effect is not sufficiently visible at this time.

The majority (53.1%) agreed that there are some weaknesses and areas for future improvement in the university's cooperation with business and in the efforts to promote student employability. 46.9% said that they were relatively happy with their performance in these areas but the INNOTAL project brought ideas for further improvements. According to 75 % of respondents, the project helped the University better understand and monitor the external conditions in the economy and society that may affect the employability of the graduates, and 25% said that they were doing this anyway, but the project brought further improvements. So far, 46.9% said that the project introduced processes such as the Talent Co-Creation Lab, promotion of stronger involvement of external stakeholders in the design, delivery and evaluation of study programs/courses and in the development of students' talents where they did not exist before; 53.1% said the project supported already existing such processes at the university. However, 73.5% recognized that the Talent Co-Creation Lab has created an impetus for more student involvement in research and innovation but some 26.5% said that the effect is not sufficiently visible at this time. The success 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 must be sustained. 77.6% of the respondents agreed that the INNOTAL project activities managed to improve internal institutional dialogue and make institutional culture and make it more in favour of stronger University engagement with external organizations, but some (22.4%) respondents said that it was to a limited extent.

Most stakeholders agree that the INNOTAL project has contributed to developing (or improving) a practical and concrete University strategy and action plan for improving graduates' employability and links with business/industry (62.5% of respondents), while some (37.5%) said it mostly only helped further develop the existing strategy. A large majority (79.6%) of the respondents support the Project's proposed strategy to embed employability across all institutional activities; however, 20% think the strategy is a good one but it is not yet clear what the concrete implications will be. As such, 81.3% would like to get involved in implementing the strategy since they also agree (87.8%) that it will have a positive impact on their jobs even if others (12.2%) think the positive impact may be limited.

Almost all (89.8%) of the respondents think that the INNOTAL plans for facilitating the uptake of entrepreneurship and innovation training across more disciplines and through extracurricular activities are viable and relevant at the University, even if 10.2% think these are timely and relevant but they might be difficult to implement at the university in the near future. The project facilitated the promotion and the acceptance of a more student-centred approach to teaching and learning at the University, in which 65 % agreed gave impetus to such an approach where it was not sufficiently accepted before, while 19% said it mostly only supported already existing efforts



to do so. Thus, 87.5% said they would support future efforts to promote even more student participation in University research and innovation projects, if these projects also involve external stakeholders since such efforts would be very beneficial. With the 81.3% who agreed that the project brought new ideas and created brand new initiatives that are likely to be sustainable, the results will continue to help the University improve the employability of graduates and cooperation with business.

Below are the comments from the respondents:

“This Project is challenging for us to implement because of the restrictions brought by the Covid-19 Pandemic globally, but some of the deliverables were conducted online.”

“This webinar was very informative.”

“Have a more detailed introduction of the INNOTAL Project in a vernacular setting, as it was hard to grasp the idea about the topic thoroughly.”

“They are all good! I hope all of these plans will become successful in the following days (in the future). All the best!”

Summary of results: Faculty members

There were 5 who responded under the faculty section. The respondents are in Business Management, Psychology Assessment, Teacher Education, and Veterinary Medicine. The large majority (80%) agree that the INNOTAL project activities have contributed to the University's strategic plans, ability, and capacity to guarantee the employability of our graduates. This gave a new impetus to new initiatives that did not exist before, and resulted in a coherent strategy. They all agreed (100%) that the project had an overall positive impact as it 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. There were 80% who agreed that involving external stakeholders more actively in the design, delivery, and evaluation of study programs and courses or developing student talent would be beneficial for students, as it ensures that they are better prepared for work and it is worth the additional effort. However, 20% agreed with this only on the condition that there would be clear rules and limits to the external involvement so that academics could retain their academic freedom.

The majority (60%) were willing to contribute to future University efforts to increase the employability of students and to improve the development of their talent, but 20% will do so only if their workload is thus not significantly increased, and another 20% would like to see what exactly these efforts will entail before getting involved. There were 80% who fully agreed that the project events or results increased the motivation, willingness or ability to contribute to the University's employability strategy but 20% agreed “only to some extent”. More (80%) respondents fully agreed to support the INNOTAL project's proposed strategy to embed employability across all institutional activities (curriculum, teaching, research & innovation), while 20% think the strategy is good but it is not yet entirely clear what its concrete implications will be. Anyway, everyone agreed that the above strategy will have a positive impact on them and their jobs.

80% agree that the project motivated or helped them to introduce a more student-centred approach in teaching but 20% said they still need more university support. All of them said they are willing to design and deliver innovation and entrepreneurship training in the future and that the results of the project will help them. All of them also think the results of the 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. Thus, 80% of



them are willing to organize and facilitate the involvement of their students in live innovation projects and in other forms of collaboration with external stakeholders but 20% would be willing only if supported in this effort by the university.

While 80% were more motivated and prepared to involve students in live innovation projects and in other forms of collaboration with external stakeholders, 20% were not. While 80% think the results of the project, and in particular the Talent Co-Creation Lab, would make it possible to introduce more innovative teaching methods in their own teaching, 20% said the project provided some new tools but the overall impact was limited.

Concluding remarks

Overall, there was a positive stakeholder response to the project. However, the implementation of more activities were disrupted by the Covid-19 pandemic that started in March 2020 which restricted travel and face-to-face transactions including suspension of classes which still happens whenever there are spikes in Covid-19 cases until today. The impact and visibility of the Talent Co-Creation Lab will be significantly increased after the restrictions on face-to-face activities are lifted and classes resume on campus.

