METHODOLOGY

The SERVQUAL is founded on the view that customers' assesment of service quality is paramount. Major dimensions in the SERVQUAL model for determining the gap between customers (stakeholders) expectations and perceptions are:

1. **Tangibles** (facilities, equipment, appearance of personnel etc.)
2. **Reliability** (capability to provide the promised service accurately)
3. **Responsiveness** (willingness to provide prompt service and help customers)
4. **Assurance** (knowledge of personnel, ability to convey confidence and trust)
5. **Empathy** (attention paid for individuals)

The basics of SERVQUAL model:

$$\textit{Service Quality (Q)=Expectations (E) – Perceptions (P)}$$

Questionnaire for internal stakeholders – students and academic staff is going to be filled by university authorities (Deans, Rectors, members of councils in university, QA teams) and students. Every participants of survey will evaluate on Likert-type scale his/her expectations and perception in term of questions.

Questionnaire for external stakeholders – employers is going to be filled by representatives of external stakeholders and in addition by university authorities. The same Likert-type scale for expectations and perceptions in terms of questions.

Main research question

What are the stakeholder perceptions of service quality improvement initiatives in Ukrainian Higher Education Institutions?

Specific questions: (internal stakeholders – students)

• How do internal stakeholders (students) perceive the service quality improvement initiatives of higher education institutions?

• Which areas and priorities do stakeholders consider crucial in improving the service quality in higher education institutions?

• Are there any gaps between the expectations and perceptions of aspects or dimensions of service quality improvement initiatives?

• Is the SERVQUAL scale an appropriate and reliable measure of service quality in Ukrainian HEIs?

Specific questions: (external stakeholders – employers, local authorities, professional associations etc.)

- Are there any gaps between the expectations and perceptions of aspects or dimension for university – employers cooperation?
- Are there any differences in the expectations and perceptions of external stakeholders needs in the aspect of cooperation with university?
- Are there any differences in the expectations and perceptions of university staff needs in the aspect of cooperation with employers?
- What is the best platform (space) for cooperation in the eyes of employers and university authorities?

QUESTIONNAIRE (INTERNAL STAKEHOLDERS)

Structure of questionnaire in accordance to general concept of SERVQUAL model

Dimensions	Question
Tangibles	1-4
Reliability	5-10
Responsiveness	11-13
Assurance	14-19
Empathy	20-25

1. The equipment for education process is contemporary enough to provide quality service (labs, software, PCs, beamers etc.).
2. Buildings and premises are in adequate condition for education.
3. Academic staff appear professional and well prepared.
4. Teaching materials are available and up-to-date (study programmes, syllabuses of courses, students guides etc.)
5. Classes are organized in accordance with the schedule, there are no delays.
6. Dean's, Rector's office for students is open in accordance for students needs.
7. Staff provides adequate support and help for students.
8. Academic staff has precise records of all students' activities related to teaching field.
9. The grading criteria applied by Academic staff are fair and transparent.
10. Students are informed promptly about examination procedures, schedule for examination period, special events, additional seminars etc.
11. There exists, known for students, transparent procedure of resolving conflicts timely and promptly.
12. Academic staff is working and acting in accordance to the students' best interest.
13. Academic staff pays special and adequate attention to resolve students problems.
14. Academic staff has enough competences (including knowledge) in the teaching areas, communications technologies, pedagogical approaches etc.
15. Running study programmes are described in appropriate manner, learning outcomes are clear and well defined, the description is available and understandable for students.
16. Quality of education is at high level in institution.

17. Conduct of staff fills students with self-confidence.
18. Reputation and position of Faculty/University/Institute in the group of external stakeholders is adequate.
19. Academic staff provides professional answers to students questions.
20. Academic staff understands and interfere with students' needs (including special needs of people with disabilities)
21. Academic staff shows positive attitude towards students.
22. Academic staff treats students equally (man and women equal rights, national minorities, international students etc.) and with adequate respect.
23. Academic staff is available for consultation, supervision, conversation (office hours) etc. There exists schedule of office hours available for students. There exists platform to make contact students – academic teacher (e-mail boxes, IT system etc.).
24. Feedback from students is in use in improvement of education processes activities conducted by management of academic unit/faculty/institute, academic staff, university.
25. University/faculty/institute staff is polite, kind, professional and efficient in communications with students.

QUESTIONNAIRE (EXTERNAL STAKEHOLDERS)

1. University/Faculty/Institute is taking into account opinion of external stakeholders in its activity and opinions of external stakeholders are significant in the education process.
2. University/Faculty/Institute is really open (not only declaration) for cooperation with external stakeholders
3. The most difficult stage in creation of forms for cooperation with university is initiation of contacts with adequate university staff.
4. Needs of employers are very important for creation new study programmes, modernisation of existing programmes etc.
5. There exists clear and transparent mechanism of involvement employers in education process.
6. There exists efficient, well established system of organization of internships for students with involvement of stakeholders
7. Employers knows communications channels with academic staff and authorities of study programmes.
8. Existence of formal form for participation of external stakeholders in university management structure (advisory board, university council etc.). Influence and importance of this official body on university activity.
9. Attitude and will of university authorities to cooperation with employers is adequate.
10. Attitude and will of employers to cooperation with university is adequate.
11. Direct participation of representatives of employers in education (invited lectures, master classes, co-supervision of master thesis, delivery of topics for master thesis etc.) is adequate.

12. Employers can see long term profits from cooperation with university and influence of this cooperation on the quality of graduates.
13. Academic staff is convenient to necessity of cooperation and demonstrates this by positive attitude to cooperation with employers.
14. Employers understand the common need of cooperation with universities.
15. The best fields for cooperation with universities:
    - Creation and modification of academic programmes
    - Evaluation of curriculum
    - Evaluation of syllabuses
    - Invited lectures
    - Special classes for students
    - Internships programmes
    - Participation of representatives of employers in university advisory bodies
    - Supervision of Master thesis
    - Common research initiatives, programmes
    - Common applications for external money (government grants, EU grants etc.)
    - Common post diploma educational initiatives
    - Participation of representatives of employers in organization of non-curriculum activities for students (students scientific association, competitions for students, culture events)
    - Others