



QUALITY MATTERS

Theme: Teachers' Effectiveness in Assuring Quality Education

A Quarterly Newsletter of the Center for Educational Improvement and Quality Assurance (CEIQA)

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IN THIS ISSUE

From the Editorial Desk	1
Research Corner	2
Interview	7
Campus News	9

QUOTES OF THIS ISSUE

“Teachers have three loves; love of learning, love of learners, and the love of bringing the first two loves together.”

Scott Hayden

If you have comments and suggestions on this issue or want to contribute to the next issue, please contact our office,

Tel: 011-5537999 or 011-5538020 ext. 120, 0911679094

Email: ceiqa@smuc.edu.et

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as business and industry, government and non-government stakeholders and others about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

Tel. 251-11-5537999

P.O.Box: 1211

Email: ceiqa@smuc.edu.et

Web. <http://www.smuc.edu.et>

Addis Ababa, Ethiopia

FROM THE EDITORIAL DESK

Dear Reader,

Welcome to this edition of Quality Matters, Vol. 17, No. 68, December 2023.

This edition of Quality Matters focuses on “*Teachers' Effectiveness in Assuring Quality Education*”. Among many others, we purposely selected this academic issue due to the fact that effectiveness of teachers is the pillar of not only quality education but also any profession and/or any societal progress because almost all outcomes of a country are results of schools. These schools, whose levels surely vary from KG to tertiary, are supposed to entertain citizens in feeding them educational nutrition so that all spheres of life in a country in question are filled with erudite personnel. In light of this, it is vitally important to have effective teachers in every field of the teaching profession in order to attain the required quality education

We have invited a guest for an interview in line with our issue mentioned here above. His name is Dr. Messeret Assefa. He is currently an Associate Professor in the Department of Curriculum and Instruction at Addis Ababa University's College of Education and Behavioral Studies. We are pretty sure that you will be enjoying the interview with our esteemed guest.

Furthermore, in addition to our News Column, we have an article that gives an insight about how effective teachers are recruited and trained for the realization of quality education. All in all, we hope that you will enjoy this edition as usual due to its colorful presentations.

Good read!

RESEARCH CORNER

High Quality Teaching in Higher Education: A Challenge and a Possibility Quality in Higher Education

By Juanita Sapiano

Quality in higher education is a multidimensional term (Elton 1998, Krause, 2012) which cannot be easily defined (Brockerhoff, Huisman, & Laufer 2015). It is perceived differently by the stakeholders working within the education system (Dicker et al., 2018): while employers value most highly personal qualities, students and staff rate the quality of teaching and learning, feedback, and staff-student relationships as important factors in high quality teaching.

It is the aim of this paper to reflect upon the quality of the teaching and learning process in the higher education classroom, share the challenges which could be affecting this process, and suggest concrete applications of quality teaching initiatives which can be adopted in order to improve the quality of teaching, and thereby, the quality of students leaving higher education.

The roles of the main stakeholders and the setting in which they function

The teaching and learning process in a higher education classroom is a complex one which directly involves the dynamics taking place between the two main stakeholders – the lecturers and the students. In my attempt to raise awareness on our practices, in order to be able to audit our role in the classroom so as to improve the quality of our teaching, I can neither separate the lecturer from the student nor the teaching from the learning since one cannot exist or take place without the other as they are both mutually dependent on one another. It is this same dynamic nature of the teaching-learning process that makes the discussion on the topic tricky; separating the different workings of the process for discussion's sake can give the impression that they can function in isolation.

In my attempt to outline the challenges that could be hindering the quality of teaching in the higher education classroom, I would like to first start with an attempt not to define, but to look into the multifaceted roles of the main stakeholders, these being, I believe, the key factors which are impinging on the quality of teaching in higher education.

Lecturers

The key stakeholder in the teaching and learning process who can assure high quality teaching is definitely the lecturer. It is said that the good performance of students depends upon the effective teaching of their teachers (Sanders and Rivers, 1996) and, whilst keeping in mind that one of the challenges in educational research is that of measuring the teacher's effectiveness, one cannot but acknowledge that lecturers play a crucial role in this process; they are the main protagonists of the quality of teaching which takes place. It is with their quality and their competence that lecturers can enhance the teaching and learning that take place in the classroom.

Apart from pursuing excellence in their subject and in their teaching so as to assure quality education, lecturers working in higher education are encouraged to engage in other activities relating to the college and/ or university in which they teach. The ever changing demands being made on them could be affecting their performance and, in turn, the learning taking place. However, for the sake of the paper and its constraints, I have limited my discussion to the challenges lecturers face in the classroom.

The Role of the Lecturer

The role of the lecturer is a complex one, one which is definitely not limited to the actual teaching of one's subject and although a common perception is that the lecturer in the higher education classroom simply imparts knowledge on the students. The reality is that if high quality teaching is to be assured, the role of the lecturer should be much wider.

It is the multidimensional role of the lecturer who must function on so many levels in the classroom that could be affecting the teaching taking place. Unless lecturers recognize, accept, and embrace this role and the load it comes with, the quality of education cannot improve. Furthermore, for high quality teaching to take place, lecturers cannot remain distant from their audience. They need to play an effective role to understand, facilitate and improve the teaching and



learning. The importance of the interaction between the lecturers and the students cannot be emphasized enough. Besides, apart from the preparation and planning of lectures, which must take place with the students in mind, lecturers need to continuously make evaluations of the instruction and communication, of the learning taking place, during the actual delivery of the lecture. Lecturers need to check if their teaching is effective, if the message is reaching the students, which brings us to yet another challenge in the teaching-learning process: how and when this can be done, which will be tackled at a later stage. It is clear that the multifaceted role of the lecturer inside the classroom is one which necessitates the lecturer to go beyond the area of expertise and demands skills most of us might not even have had training in. Teaching in a high education setting is, without doubt, a challenge. The time and energy needed to deliver effectively could be affecting the attitude towards the students, and thereby, the quality of teaching taking place.

The Students

The other protagonists who could be impacting on the teaching-learning process at this level of education are the students themselves, our target audience, and if, as we have already established, lectures should be prepared and delivered with the students in mind, perhaps the biggest next challenge we face is getting to know them, how we are going to do it, and when. If we had to take a higher education college as an example, perhaps the only knowledge or assurance lecturers have about their students is that the great majority have completed secondary school and they have the entry requirements to attend college, and that most, though not all, have come to follow a course of study which leads to their certificate, diploma, or degree. Their role should be simple: to follow the program of studies, attend lectures, hand in assessment tasks, study, and sit for exams by the end of which their efforts are rewarded. If one had to stop here, then, the role of the lecturer would be straightforward: a homogeneous audience of students with the same objective.

This is not, however, the reality lecturers are faced with in the higher education classroom: the audience cannot be more heterogeneous. Students come from different backgrounds, have experienced learning environments which are equally diverse, have different preferred learning patterns, varied abilities, skills, interests, and are at a level of maturity which

varies from student to student. A good number juggle between school life and work, and/or other commitments. Furthermore, the fact that the students we work with are at the critical and sensitive age between puberty and adulthood, it is not surprising that understanding their needs and frame of mind can be baffling.

The quality of teaching and learning can never be of high quality unless we learn how to 'listen' to the students. Teaching cannot be successful unless we address their needs and/or learn about what motivates and engages them in the lesson. Getting to know the students can be a challenge but it is definitely not impossible. Lecturers need to evaluate the students' reactions to what is being taught, look for cues, and read their body language. Forming a relationship with the students is one way of overcoming this challenge. The reality is that lecturers can no longer walk into a class and deliver the contents without engaging students if they want effective teaching to take place and if high quality teaching is to materialize.

The Higher Education Classroom Setting Lectures: large group teaching

Another aspect that could be affecting the quality of teaching taking place in higher education is definitely the structure within which learning occurs. Lectures, which mainly consist of classes with relatively large groups of students, are one of the main structures in which the teaching-learning is done in higher education.

Large classes can be a challenge for both the lecturer and the students. Firstly, apart from the expertise in the subject being taught, lecturers need confidence, skill, mastery, and awareness of the surroundings, of the learning in process (or not) for high quality teaching to take place. Secondly, forming a relationship with the students in classes with a large number of students can be a daunting task for some. Another reason why the teaching-learning process could be affected is because it can take students some time to adjust to these new classroom settings, and in the process lose focus and interest, which can have repercussions on the whole program of study. It is up to the lecturers to generate and maintain interest, and engage students in a lecture setting. This can definitely be a challenge, one which needs to be addressed if lecturers are to assure high quality teaching in higher education. Another challenge for the lecturer, though less frequent in

higher education, could be the disruptions in the class. We know that the use of technology has almost become a must, and the continuous use of gadgets by students during lectures can be a distraction to students and lecturer alike.

Seminars and Tutorials

Seminars and tutorials are two other classroom settings offered in higher education to provide effective reinforcement to large group teaching. They also present opportunities for lecturers to provide a space where students' ideas and intellectual development may be nurtured by way of discussion and reflection. Small group teaching is also an ideal setting to get to know the students. Unlike the lecture, seminars and tutorials should not be the place for 'input' but rather a place for guidance (Fry, Ketteridge, & Marshall, 2008). The latter can prove to be a challenge for lecturers who are reluctant to take a step back from lecturing, and who feel the need to continuously 'impart knowledge'. Students need 'spaces' where they can show lecturers that they are learning; seminars and tutorials are the spaces where this can be done. The type of feedback given to students on the tasks assigned can also be a challenge which could be affecting the learning process. Lecturers have doubts about how much and how feedback should be given, whether it should be written or delivered face to face, or both. To provide written feedback is time consuming but definitely worthwhile if done properly.

However, once again, we have doubts on whether our students take the feedback on board, whether they get disheartened by the amount of feedback or the grade given. How effective the feedback lecturers give their students is, will remain a mystery unless lecturers take a step further and ask students for their opinion on the feedback they are given, on the teaching and learning process.

Factors affecting the quality of teaching

The role of the lecturer, the students' cohort, the dynamics between the two, the demands made on the students and the lecturers, the feedback given and the setting in which learning takes place in higher education, could be contributing to the quality of teaching. I have established that in today's context, walking into a higher education classroom and imparting knowledge for a whole hour will not result in high quality teaching and learning. A teacher-centred

classroom is not conducive to effective teaching and learning. Rather, an effective higher education teacher is one who is focused on the learning taking place in the classroom.

I have attempted to raise awareness of some of the challenges involved in the process. In the following section, I will suggest ways in which the quality of the teaching and learning process in the higher education classroom can be improved.

Suggestions for Quality Teaching Practices Get to know the students

One practice I have been using in both small and large classes in order to get to know the students is to distribute a short questionnaire in the very first week of the program of study. The main aim is to make the students think about the choice they have made, to see why the students have chosen to further their studies in the subject and if they have an idea as to what the program of study entails. It always turns out to be a good ice breaker which raises the students' awareness about their attitude towards the subject they will be studying. It also provides the lecturer with information about the audience: insights into students' conceptions are one of the foundations of successful curriculum development, class teaching, and valid assessment methods (Ramsden, 1992).

Make students aware of the learning taking place

Another practice which could improve the quality of teaching in class is to make students aware of the learning which is taking place. At the beginning of the program of studies, lecturers should provide students with an overview of the course of study, project the syllabus together with the learning objectives which they must be able to master by the end of the two-year course. 'Ticking' the skills/ topics they master on the way is also a good way to show students that they have progressed and how closer they are to the end. Some of the students might have chosen the subject being taught without any idea of what it involves; I have found that showing them which skills they have grasped, where they are heading to and the skills left to master is a good way to encourage focus, confidence, achievement, and direction.

Check students' understanding

Another practice which is conducive to enhancing

learning is that of continuously checking if students understand. We have already established that students can get lost unless engaged in the subject, how easy it is that they remain passive listeners, that they become invisible in a large class. It is with this awareness in mind that I find myself asking, at intervals, if students are following, if they are lost and whether I can move on to the next step in my lecture.

Give students time to process information and show what they have learnt

Providing students with time to think in order to be able to process the information, and, where necessary, apply the new skills, are also practices to be encouraged. It is the responsibility of lecturers not only to create opportunities for students to show that they have learned a concept or skill but also to provide feedback on their performance. In this way, both the lecturers and the students can act on the feedback given. This also sheds light on the importance of frequent assessment tasks; leaving the latter to the end of the term can be too late. Feedback should be sought by both stakeholders regularly if high quality learning is to be assured.

Break lectures into smaller chunks

One other practice I have been adopting in these last few years is to make sure that one-hour lectures are broken down, as far as possible, into smaller chunks, alternating between delivery of new material, semi-informal discussions, and short tasks to check understanding. Lectures during which I talk for the whole hour have become a rarity in my teaching. In this way, I try to make sure students are actively involved in the learning process.

Repeat success criteria, important theories, diction

Another successful approach is that of constantly reminding students of the success criteria for assessment. While delivering my lectures, I also put emphasis on, and make sure that I frequently use diction and phrases which students are encouraged to use in their writing.

Remind students about brain processing

Students also need to be constantly reminded that the learning of content and that of skills requires different brain processing. It is important to engage students,

to bring to their attention the process the brain goes through to learn skills etc., so as to facilitate retention. A misconception on the part of many students furthering their higher education is their belief that a subject consists only of large amounts of factual knowledge or a mastery of steps or rules, and that, in order to become the expert, all one needs to do is add knowledge to one's existing store. It is the responsibility of the lecturer to challenge and change such limited conceptions, and to ensure that their teaching, the curricula they design, and the assessments they set, take students into more stretching areas such as critical thinking, creativity and synthesis. (Biggs, 1999).

Focus on what the students do

The main focus should be on what the students do. Students must be actively involved and engaged if learning is to take place. It is through their output, tasks and assessments assigned that lecturers can make sure that students have learned, that the learning objectives have been met. It is then up to the lecturer to 'align' (Biggs, 1999) the teaching and approaches to the feedback elicited from the students' output/performance.

Ask for feedback

Finally, a practice which has become standard in my teaching is to ask students for feedback on the teaching and learning which takes place during my lectures, seminars, and tutorials. This is done through the use of a structured questionnaire. The responses provide an insight into the teaching and learning, what appealed to students, what worked, and what could have been done better. The questionnaire also provides students with opportunities to make suggestions on what could be done to further improve the quality of the teaching and learning. The feedback is taken on board, and future lectures and methodologies are modified accordingly to maximise the quality of teaching. This can be a challenge for a number of lecturers. However, if students are to be provided with high quality education, their feedback should be sought.

Discussion and Conclusion

This paper was written with the awareness that researchers are still struggling to understand the causal link between the lecturers' engagement in teaching and the learning which takes place, and that institutions

still find it difficult to demonstrate the direct impact of the lecturers on the quality of education students get in higher education. However, my years of experience in the classroom, literature, and the data collected from feedback I receive from students on the teaching and learning that take place in my lectures, all point to a number of factors which could be attributed to the quality of teaching in the higher education classroom. The discussion was limited to a number of factors which could be affecting the quality of teaching in the higher education classroom.

I have convincingly argued that the teaching-learning process is a dynamic process which cannot be easily assessed since it combines various determinants, among which the skills of lecturers, the students' experience, the quality of the relationship between students and the lecturer, the students' engagement, the tasks and feedback given and the setting in which learning takes place. It is the nature of this dynamic process which makes teaching at this level challenging.

High quality teaching in a higher education classroom can be challenging but not impossible. Among the critical components for high quality teaching we find: teaching methods and strategies used to facilitate student learning, a student-centred classroom, interactions which encourage interest, engagement and confidence and tasks assigned to check students' learning. The study also highlights the importance of the constant need for feedback to be able to review methods, pedagogies, and the learning taking place in the classroom. Ultimately, high quality teaching is possible if the teaching that is done in the higher education classroom, is planned and delivered with the valuable data collected from the students' feedback in mind, hence the importance of regular and appropriate evaluation on which to make future decisions. For high quality teaching in a higher education classroom to materialize, for effective learning to take place, lecturers are encouraged to align their practices to what the students do (Briggs, 1999).

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INTERVIEW



Messeret Assefa, (PhD)

Our special guest for this issue of Quality Matters, Vol. 17, No. 68, is Dr. Messert Assefa, from Addis Ababa. He is a distinguished academician and Associate Professor in the Department of Curriculum and Instruction at Addis Ababa University's College of Education and Behavioral Studies. His accolades include the World-Wide Esteemed Man of the Year 2000 Diploma from ABI, USA, and the 2024 World's International Excellence Award in Research and Development for Research-Based Writing from Exceller Publisher, India, and Author of the Book entitled "Sex: Untold Stories". With extensive administrative experience, he has held leadership positions such as Director of Harar Teacher Training Institute, Dean of Students and Director of Research and Publication at Nazareth Technical College, Associate Dean at Addis Ababa University's College of Education, and Cross-Border Dean at JIGDAN College and New Global College, and President at Bright College, all in Addis Ababa. He takes great pride in his contributions to teacher licensure and postgraduate teaching and research, both locally and internationally.

QMs: Thank you dear Dr. Messeret for your precious

time with us. To begin with, I would like to introduce you to our focus of discussion in this issue of our Quality Matters, Vol. 17, No. 68. It is "Teachers' Effectiveness in Assuring Quality Education in HEIs". As we all know, to assure any quality of education, it is vitally important that we have to maintain the effectiveness of teachers first. With this regard, how do you define teachers' effectiveness and quality education?

Dr. Messeret: Teachers' effectiveness is defined by their ability to facilitate student learning and foster academic success, going beyond mere exam results. Quality education, on the other hand, is characterized by a holistic approach that integrates continuous professional development (CPD) and targeted improvement goals. Effective teachers engage in ongoing learning that aligns with broader educational objectives, leading to improved academic outcomes and school-wide enhancement.

QMs: How do you explain the relationship between teachers' effectiveness and quality education?

Dr. Messeret: Effective teachers are crucial to delivering quality education because they are deeply

involved in professional development and set meaningful goals for their practice. Research, such as the NFER report, shows that teachers with autonomy over their professional development are more satisfied and committed to their roles.

This autonomy leads to higher engagement, accountability, and better student educational experiences.

QMs: What activities should an effective teacher engage in to ensure quality education?

Dr. Messeret: Effective teachers should focus on targeted improvements and meaningful changes rather than trying to address too many areas at once.

They should engage in reflective practices like ‘Learning Walks’ rather than just formal ‘Lesson Observations’. This approach fosters a collaborative environment where constructive feedback and continuous professional growth lead to enhanced teaching practices and better educational outcomes

QMs: What are the major challenges in ensuring teachers’ effectiveness in HEIs?

Dr. Messeret: Major challenges include: -Large class sizes can reduce individual attention.

Insufficient resources and outdated curriculum materials. Heavy workload and administrative burdens. Limited opportunities for professional development. Inadequate salary and compensation can impact motivation. Addressing these challenges requires systemic changes to support teachers effectively.

QMs: How do you describe teachers’ effectiveness in the Ethiopian educational system, particularly at HEIs?

Dr. Messeret: Teachers’ effectiveness in Ethiopian HEIs can be enhanced by aligning professional development with the specific context of the institutions. An effective approach involves a cycle of reflection, review, and adjustment. By fostering

ongoing dialogue between teachers and evaluators, institutions can support professional growth and improve teaching quality, which ultimately benefits students’ learning experiences.

QMs: What measures can be taken to improve teachers’ effectiveness and enhance quality in Ethiopian HEIs?

Dr. Messeret: To improve teachers’ effectiveness in Ethiopian HEIs should focus on professional development as a central element of performance management. Emphasizing skill development and ongoing learning over performance metrics can lead to more motivated and capable teaching staff. Encouraging a supportive environment that values continuous improvement will help to better educational outcomes.

QMs: What are some of the key qualities of effective teachers in Ethiopia?

Dr. Messeret: Effective teachers in Ethiopia should exhibit: High Expectations: Believing in students’ potential and driving them to achieve more. Empathy: Understanding and addressing students’ needs and challenges. Creativity: Utilizing innovative teaching methods and resources. Classroom Management: Maintaining an organized and conducive learning environment. Communication: Being transparent and authentic in interactions. Positive Outlook: Demonstrating enthusiasm and a constructive attitude towards students’ growth.

QMs: Before we conclude, are there any additional points you’d like to highlight about teachers’ effectiveness and quality of education?

Dr. Messeret: The relationship between teachers’ effectiveness and the quality of education is a cornerstone in educational discourse. It’s a complex interplay of various factors, but the core relationship is undeniably positive and influential. Core Relationship: At its core, the more effective a teacher is, the higher the quality of education students receive. Maximize student learning: They employ strategies

that cater to diverse learning styles, ensuring students grasp concepts thoroughly. Create positive learning environments: They foster a conducive atmosphere where students feel safe, engaged, and motivated to learn. Inspire and motivate students: They ignite a passion for learning, encouraging students to reach their full potential. Develop critical thinking skills: They equip students to analyze information, solve problems, and make informed decisions. These elements collectively contribute to improved student learning outcomes, higher satisfaction, and a positive institutional reputation, to link the quality of teaching directly to the quality of education provided.

QMs: Thank you dear Dr. Messeret once again for having you with us and we are so sure and happy that our readers will have got the necessary perception about the subject we have been discussing in our session of the interview.

CAMPUS NEWS

Annual Plan Preparation and Implementation Training

On Friday, June 28, 2024, the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University conducted a half-day training session on annual plan preparation and implementation at the Syndicate Room, Mexico Campus.

Ato Shegaw G/Medhin, Director of CEIQA, led the meeting, in his discussion emphasizing on the critical role of planning in guiding the University's daily activities and resource allocation. He gave the details of steps and tools which are involved in plan preparation, implementation, and revision at SMU. According to his explanation, key elements of the annual plan include defining desired outcomes, outlining steps to achieve these goals, setting timelines, assigning responsibilities, and identifying required resources. He also stressed the importance of using the University's five-year strategic plan, previous year's performance reports, and Government regulations as vital sources for preparing annual plans.



The plan preparation process at SMU is consultative, involving inputs from all members of offices and/or departments of the institution. Once a draft plan is prepared, it is reviewed by CEIQA for technical accuracy. After incorporating feedbacks from concerned bodies, the revised plan is submitted back to CEIQA, after which the office organizes an annual plan review session with all planning heads and the top management. This session, scheduled for the end of September, ensures that all plans are aligned and comprehensive.

Ato Shegaw also explained the purpose and timing of plan revisions, typically conducted after mid-year monitoring. Revisions may be necessary to add new

activities, cancel unfeasible ones, adjust budgets, or update indicators based on new insights. The revised plans are submitted to pertinent top management for approval in the mid of April and get finalized by the end of the same month.

Reporting is another crucial aspect of the planning process at SMU. All planning units must produce various reports, including activity reports, monthly performance reports, and annual performance reports. These reports serve as a means of verification and help track progress toward the University’s goals.

The meeting was concluded with an interactive discussion, where participants asked questions and shared their views and experiences on planning and reporting. Suggestions included considering awards for high performers, maintaining the format for annual performance reports, and utilizing technology like One Drive and Microsoft 365 for documentation and reporting.

Evaluating Progress: A Mid-Year Review of QECs

St Mary’s University’s Center for Educational Improvement and Quality Assurance (CEIQA) held a meeting on June 15, 2024 at the Syndicate Room, Mexico Campus, to assess the half-year performance of its Quality Enhancement Committees (QECs). The session, led by CEIQA’s Director Shegaw G/Medhin, featured a detailed presentation by Nibretu Kebede (PhD), who reported on the progress of 14 QECs.



After the presentation, members were engaged in a hot discussion to examine their successes and challenges

they encountered during their plan accomplishment. The discussion brought to light the essential need for CEIQA to enhance its support mechanisms, particularly through orientations focused on documentation and reporting methodologies. The participants also suggested the integration of SWOT analysis into the reporting structure to enrich the reporting process and to provide a more comprehensive strategic outlook.



The session was concluded immediately after Wondwosen Tamrat (PhD), the President of St. Mary’s University, addressed the audience by acknowledging the diligent efforts of CEIQA and that of the QECs. In his speech, the President underscored the critical importance of learning from diverse committee practices and the need for a continuous evolution of the evaluation framework. He emphasized the necessity of a standardized reporting and assessment system, adaptable enough to allow for the reformulation of plans by the CEIQA office whenever it is required.

“A good teacher is like a candle-it consumes itself to light the way for others.”

Mustafa Kemal Atatürk

“It’s the teacher that makes the difference, not the classroom.”

Michael Morpurgo

“To this end, the greatest asset of a school is the personality of the teacher.”

John Strachan



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- ◆ Master of Commerce

Short Term Training

- ◆ Business, IT, and Education areas
- ◆ Certified Quality Manager
- ◆ Certified Quality Engineer
- ◆ ISO 9001:2015 Quality Management System
- ◆ ISO 31000:2015 Risk Management
- ◆ Supply Chain Management
- ◆ Quality Professional
- ◆ ISO 9001:2015 Auditor
- ◆ ISO 9001:2015 Lead Auditor
- ◆ Quality and Productivity areas
- ◆ Entrepreneurship
- ◆ and more

Address:

Tel: +251 11 554 6669 (Graduate Studies)
+251 11 553 8017 (Undergraduate Regular/Ext.)
+251 11 550 4762/63 (Undergraduate Distance)
+251 11 550 3140 (International Program)

Fax: +251 11 558 0559