Quality Matters

Volume 2 No. 8 July 2008 A Quarterly Newsletter of the Center for Educational Improvement, Research and Quality Assurance

St. Mary's University College.

In this Issue

From the Editorial Desk(P 2)

News Items (P 3)

Research Corner (p 4)

Interviews (P 5)

Perspective (P 7)

Forthcoming events (P9)

Fun Corner (P 10)

"Quality is doing the right things not doing things right"

Peter Drucker (1909-2005)

This newsletter is published every three months by SMUC's Center for Educational Improvement, Research and Quality Assurance. The Objective of the newsletter is to inform the SMUC community as well as interested public, private, non-governmental stakeholders about the activities and endeavors of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

Tel.251-11-5 53 80 01/537998

P.O.Box:1211

Email: CEIRQA@ SMUC.edu.et

http//www.smuc.edu.et

Anter January Expenses

Student Satisfaction Survey completed

Center for Educational Improvement, Research and Quality Assurance (CERIQA) of St. Mary's University College finalized its third-round survey on student satisfaction. The survey is an annual assessment of students' satisfaction with regard to type and extent of services of the university college.

The survey is conducted to examine the perceptions of students, their values and satisfaction with the services offered by SMUC. This is done with the intention of eliciting possible suggestions about the betterment of institutional service delivery that could enhance quality of the education in the University College.

The study covered 602 randomly selected students of the degree programme enrolled in five departments; Marketing, Management, Accounting, Law, and Computer Science under the regular and extension divisions. The design of the study employed a stratified sampling frame. Thus, in order to select individual respondents, every 10th person was picked from the exhaustive list of students in each department on the basis of a systematic random sampling.

According to Ato Mesfin Tekleab, lead researcher of the project, such a study is one of the tools institutions employ to assess the degree of students' satisfaction with respect to academic, administrative and psycho-social support offered which help them take quality enhancement measures for enhanced learning outcomes.

It was also learnt that the complete report of the results of the survey will be published as a monograph of CERIQA.

1

From the Editorial Desk

In the last two decades, African universities have been weakened by the socio-economic predicaments facing their respective countries. In most African countries, university lecturers often cannot afford to live on their wages and must seek additional employment; a fact that inhibits their ability to research, publish, and generally give full attention to their profession. Researches and teachings are, thus, often carried out in isolation, suffering from inadequate support and lack of information as well as adequate resources. Nonetheless, research activities benefits teaching and the vice versa. In this regard, almost everywhere, a sense of urgency accompanies the perceived need to strengthen and support the teaching-research nexus.

Yet few universities have the finance to train faculties and provide opportunities for enhancing skills in research and publishing. This has hampered higher learning institutions of the continent in giving full attention to linkages between research and teaching. In short, all too often, there exists a trade-off in the pursuit of educational institutions that can invigorate and embolden research for curriculum design and making education relevant as well as focused to local developmental needs.

While this is a serious problem in many countries of Africa, it is nowhere more important to strengthen the capacity of higher education institutions so as to make policy-oriented research than in Ethiopia.

This is in part due to the fact that a great deal of highly innovative work is going undocumented, and chronic developmental and humanitarian ills afflict the country. As consensus builds among scholars on the need to nurture teaching-research nexus in educational institutions, universities are critical to grounding this undertaking on their studies and research. Also, since this endeavor is costly, strong support is important for strengthening such key agenda of development.

Virtual Links

Ministry of Education

Web site: http://www.moe.gov.et

Higher Education Relevance and Quality Agency (Ethiopia)

Website: www.higher.edu.et

PROPHE- Programme for Research on Private Higher Education

Website: www.albany.edu/dept/eaps/prophe/

International Network for Quality Assurance Agency in

Higher Education (INQAAHE)

Website: http://www.inqaahe.org

Quality Assurance Agency for Higher Education (UK)

Website: http://www.qaa.ac.uk

Center for International Research on Higher Education

Website: http://bc.edu/bc_org/avp/soe/cihe

Quality and Standards Authority of Ethiopia

Website: http://www.qsae.org/

International Institute for Capacity Building in Africa

Website: http://www.eric.ed.gov

International Network for Higher Education in Africa

(NHEA)

Website: http://www.bc.edu

International Network for quality assurance Agencies in

higher Education

Website: http://www.inqaahe.nl

News Items

Survey of Employers underway

Recently employability has become increasingly recognized as a priority within Higher Education (HE) settings. The dynamic labor market at this time of globalization requires universities to collect relevant data from employers of their graduates in order to ascertain the level of institutional effectiveness in preparing their students for the world of work.

The Entrepreneurship Office of St. Mary's University College is currently undertaking a survey research on employers of SMUC graduates. According to Dr. Girma Mitiku, head of the office, such a study is one of the valuable tools to ascertain the relevance and effectiveness of its programmes and courses in preparing students for the world ahead. The study, which covers some 3, 826 employers from the private and public sector, NGOs, and regional international organizations, is planned to assess what knowledge areas, skills and experiences are considered most valuable to successful performance in today's global market. Also, the study seeks to trace the perceptions of employers on the efficiency of the University College in educating students to meet the ever-changing needs of the labor market.

The findings of the research project are presumed to help the University College to focus on the actual means by which the institution may actively enhance employability and work-place competence of students during their time at the university through curriculum based activities.

Quality Assurance Special Interest Group (SIG) held its third Workshop

Quality assurance Special Interest Group (SIG) of pioneer and newly established universities met for three days, May 30 to June 2, 2008. The consultative workshop organized by EQUIP, an educational quality improvement programme working with HERQA, is meant to facilitate joint efforts of academic institutions of the country for the enhancement of quality educational service delivery in higher education settings.

The workshop is the third of its kind since the Dutch-Government–Funded project of establishing Academic Development and Resource Centers (ADRCs) has phased out and the project is handed over to the higher education institutions themselves.

This time, members of the Quality Assurance SIG addressed issues of the strategic direction for the mandates and responsibilities of ADRCs (Academic Development and Resource Centers) in Universities. Issues of quality care manuals and instruments were also addressed in the workshop.

Research Corner

Title: Enhancement of Quality in Teaching and Learning: Implications to Ethiopian Private Higher Education.

Researcher: Yohannis Woldetensae, Ph. D.

Research Type: Analytical

Date of Publication: August 18 & 19, 2006 (a paper presented at the 4th National Annual Conference on Private Higher Education Institutions).

The new context of autonomy and accountability in the Ethiopian higher education institutions brings more duties and responsibilities that require a system of quality assurance and enhancement across the country. The focus on academic accountability changes the traditional teaching practices of these institutions. The changes are not just in the substance of what is being taught, but more importantly, in the views about and the ways, in which it should be taught, learnt and evaluated. Thus, there is a strong need for higher education institutions of the country to revise their approaches to learning and be committed to the improvement of their instructional methodologies.

In this regard, quality enhancement is an effective tool for improving instructional methods at college and university levels. This will ultimately help institutions stay competitive and be on a continuous improvement curve.

This paper presents basic features of quality assessment procedures used for continuous improvement of the teaching-learning process and provides a conceptual framework for such practices.

Also, the paper highlights strategies to be used to ensure quality of education that has a positive impact on students' learning. Finally, the paper identifies good pedagogical practices and better ways of instruction that are important for improving the quality of education in higher education settings.

Generally, the paper emphasized on the importance of quality enhancement in order to provide students with quality education, and ensure market share and a return on educational investments.

Dutch Students Visit

A team of 12 students and 3 teachers from the University of New Business School Amsterdam, the Netherlands, made a visit to St. Mary's University College late in April, 2008.

The visit is the second of its kind since the project of promoting Ethiopian organic coffee in the Netherlands is initiated by the New Business School Amsterdam and St. Mary's University College.

Students of Marketing Department in St. Mary's University College and their teachers took part in the project. Apart from promoting Ethiopian coffee in the Netherlands, which ultimately benefits Ethiopian coffee growers, the project offers students with opportunities of pragmatic approach to learning.

In an interview held with the Assistant Academic Dean of SMUC, Ato Misganaw Solomon, it was learnt that the project also aims to enhance the capacity of the universities through staff-student exchange programmes between the New business school Amsterdam and St. Mary's University College.

Interview

This column features interviews of people including government officials, policy makers, educators, and presidents of universities or colleges as well as students on quality related issues.

In this edition of the newsletter we present the view of Prof Kate Ashcroft, an independent consultant working with Vrjie University, Amsterdam on Ethiopian and Zambian Universities.



Background

After her first degree, Prof Kate Ashcroft started her working life as a primary school teacher and then deputy head teacher in England. After about ten years she had become an advisory teacher in primary science for her region. Also, she took various part-time and evening in-service courses and finally her higher degree. After a while, she started teaching as Principal Lecturer at Oxford Brooks University and then moved to Westminster College, Oxford, where she was head of the School of Education. Later on she moved to the University of the West of England as Dean of the Faculty of Education before she was promoted into university management, first as Assistant Vice Chancellor and then as Deputy Vice Chancellor of the University of Wales Institute, Cardiff. She also worked for a while as a senior manager in the Higher Education Funding Council for England.

She then came to Ethiopia as Management Advisor to the Minster and Vice Minister of Education and Acting Director of the HESC.

At present she is an independent consultant working with the Vrjie University, Amsterdam on contracts in Zambian and Ethiopian Universities and she is a visiting professor at the University of Wales Institute, Cardiff and the University of Northampton.

What do you think should be the relationship between teaching and research?

The relation of teaching and research depends upon what you believe are the purposes of universities. These purposes include both the creation and transfer of new knowledge and practice.

These purposes, the creation and transfer of new knowledge and practice imply that universities must serve the development needs of the country by challenging and changing the ways that things are done. Universities are not just about providing the workforce for the economy and society as it exists, but also about shaping it into what it could and should be. This purpose requires lecturers to research and communicate the international knowledge, and also to interpret and recreate that knowledge in the light of Ethiopia's development needs, and so teaching in universities must be at the cutting edge of available knowledge. This means that teachers must be very well informed about recent and relevant research in their subject. One of the best ways of developing this knowledge is to engage in such research. If a teacher undertakes research and puts the outputs of his or her research up for scrutiny by experts in the subject, for instance through presenting findings at a conference or going through the peer review process before publication in a reputable journal, the lecturer, university managers and students can be confident in his or her intellectual credibility. In addition, this process of peer review, will ensure that the lecturer remains the sort of life-long learner that universities need.

The intellectual engagement of the instructor in both research and teaching enables the university to take its place as an agent for change. Part of the job of those within universities is to research, create and teach new ways of improving economic and social problems. It is also there to create tomorrow's leaders of men and women. In the Ethiopian context, this implies that research that is applied to practical problem solving and to policy making within the country should be particularly valued. In the end, it is the job of the teacher/researcher in universities to direct their activities to the development needs of the country and the ways that higher level knowledge creation (through research and intellectual speculation) and knowledge transfer (to students and the community) can help to meet these needs.

How do you evaluate the teaching/research nexus in the country?

I find that research in Ethiopia is generally at an early stage of development. This means that teaching is seldom developed through or informed by research. Instructors copy the material that they themselves were taught rather than developing new knowledge for themselves or seeking out research knowledge in their subject through the internet and other means. This means that an instructor may reproduce knowledge gained by his or her

masters tutor, who in turn may have gained this knowledge 20 years ago during his or her higher degree programme in a foreign country. The knowledge transferred by these means to students or the community is unlikely to either be at the cutting edge nor relevant to Ethiopia's problems today.

There are a number of obstacles to Ethiopia developing a real research agenda.

The first is that there is poor understanding of the principles and traditions of research methodologies. There is a lack of understanding about different ways of conceptualising knowledge and of the advantages and limitations of particular research methods. This leads to the use of inappropriate research methods (for example, a questionnaire to instructors to find out whether students benefit from a particular teaching method), a disregard for research ethics (for example publicly naming a management team as poor in communication on the basis of a flawed survey of staff opinion) and trivial findings because quantitative is valued over qualitative analysis, even where 'counting' will tell you very little. There is a rather primitive view that if you can do a statistic test, and the test says your results are significant, you have 'proved' something.

The second is a lack of funding for research. There is no seed-corn funding for research in many subjects and in many public universities to 'buy' instructors out of teaching and provide minimum expenses to undertake small scale research, so there is no structured way for staff to get started. You cannot bid for research funds without establishing your credibility in research first. In the social and policy areas, even funds to compete for are vanishing scarce. This leads to an over reliance on easy to access research material (in my subject, education, usually students or instructors) and easy and quick research methods (such as the questionnaire). This means that the important questions that require more effort and sophistication are not researched. In education, such questions might include, what teaching methods are best to develop particular subject skills in school children, how can children's attitudes and behaviour be changed so that they behave in ways that make the spread of HIV/ AIDS less likely and how do those teachers that are most successful in enabling their student learn, use and interact with material delivered through the plasma screens.

The third reason is a lack of research groupings and societies that are funded and operate across the universities to bring instructors in particular disciplines together to share and disseminate their research finding and methodologies. It is unlikely that I would have become a successful researcher without the British Educational Research Association which nurtures and supports talent through its activities, annual conference and its publications. This support is given by experienced members of the association and is rigorous and critical, so that sloppy thinking and conclusions are challenged, but in a way that sharpens thinking and understanding, rather than discourages the novice researcher.

What do you think should be done to strengthen the teaching research nexus?

There should be a climate at national level and in universities that values teaching and research equally and expects that teaching will be informed by research. The ways that this could be achieved relate to the question above.

Firstly, since all instructors teach but few engage in research, more funds should be given to research to enable staff to have the time and incentive to develop quality investigations and later bid for funding. Secondly, institutions and Government should seek funding and

support to establish subject associations that support the development of teaching methods and research within broad subject areas. Thirdly, Ethiopians should learn from the rest of the world about different and modern approaches to research and the philosophical underpinning of various forms of knowledge. They should become more demanding and discriminating about what constitutes 'validity', and in the social sciences at least, start to value 'validity' over reliability. This would enable them to realise why it is that (for example), although the finding that heart attacks in 1950s USA increased in line with telephone usage is based on reliable data, the conclusion that telephones cause heart attacks would not be valid. Validity in qualitative research cannot be established through statistical tests. It has to come through other means, such as triangulation of results. Qualitative research can often inform policy and change. Quantitative research generally describes the world as it is. This is useful, but qualitative research indicates how it might be changed to make a better future. A better understanding of qualitative research methods and appropriate forms of validity and knowledge is essen-

Ethiopian institutions should start to be more demanding of their staff. It is in the contract of most instructors that they do research, but this demand is not followed up through appraisal. A system of performance incentives might help (though attempts to instigate such performance related pay in public universities have not been successful), as might more demanding management. In the UK, in many universities, not to undertake research and publish at least one paper a year in a peer reviewed journal is considered a dereliction of duty. At the very least, instructors who go for further training should be expected to publish their research output (perhaps, one paper for each year of study).

Finally, once higher degree training or other support for research has been given, it should be an expectation that the instructors will lead others in the review and upgrading of the curriculum in the light of their studies and that they should conduct research seminars for their peers.

Any other remarks?

Research and teaching are only two of the missions of modern universities: community service is equally important. In Ethiopia, this is conceived as extension programmes, which in most of the world would be considered as part of the 'teaching' mission.

More sophisticated conceptions of community service are yet to be properly developed in Ethiopia. In more developed countries, this third mission activity takes many forms, and these forms are dependent upon and enriched by the teaching and research missions. For example, short courses focused on organisational needs of the client feeds off the teaching function; consultancy services develop from research; spin off companies can grow from both teaching and research.

In my last university we combined these forms of community service in some innovative ways. For example, in one scheme, masters degree students were teamed with an industrial or commercial organisation that wanted to improve a product or process. The student would undertake an assessment of the possibilities for streamlining or improvement with the support of his or her tutor, research alternatives and finally develop ways that the product or process could be made better. The programme was supported by fees from the organisation and subsidised by the Regional Development Authority. All parties gained: the university gained credibility and fees; the industrial or commercial knowledge. In addition, the student also

Continued to page 9

Perspective

Benefits of Cooperative Learning (CL)

Cooperative Learning (CL) is an instructional strategy that employs a variety of motivational techniques to make instruction more relevant and students more responsible" (Forsyth and McMillan, 1994).

Markos Mezmur (M.Sc)

Introduction

General guidelines for classroom emphasizes on challenging, engaging and informative activities. Building of enthusiasm and a sense of responsibility in learners are also the core elements in this guideline. To this end, well-developed instructional strategies such as Cooperative Learning (CL) offer many potential benefits to learners.

The definition of CL as a motivational strategy includes all learning situations where students work in groups to accomplish particular learning objectives and are interdependent for successful completion of the objective. In this regard, Forsyth and McMillan (1994) emphasize intrinsic motivation as a key element in teaching and learning, noting that successful intrinsic motivation develops attitude, establishes inclusion, engenders competence, and enhances meaning within diverse students.

How can CL be a positive motivator for a diverse student population? This article is an attempt to answer this question.

Developing attitude: creating a favorable disposition toward the learning experience through personal relevance and choice.

A primary benefit of CL is that it enhances students' self esteem which in turn motivates students to participate in the learning process. Cooperative efforts among students result in a higher degree of accomplishment by all participants. Students help each other and in doing so build a supportive community which raises the performance level of each member. This in turn leads to higher self esteem in all students (Webb, 1982).

Cooperation enhances student satisfaction with the learning experience by actively involving students in designing and completing class procedures and course content. Effective teams or groups assume ownership of a process and its results when individuals are encouraged to work together toward a common goal, often defined by the group. This aspect is especially helpful for individuals who have a history of failure (Johnson and Johnson, 1990).

CL promotes mastery while passive acceptance of information from an outside expert often promotes a sense of helplessness and reliance upon others to attain concepts. In a typical college classroom emphasizing lecturing, there is little time for reflection and discussion of students' errors or misconceptions. With the CL paradigm students are continuously discussing, debating and clarifying their understanding of the concepts.

CL reduces classroom anxiety created by new and unfamiliar situations faced by students. In a traditional classroom when a teacher calls upon a student, he/she becomes the focus of attention of the entire class. Any mistakes or incorrect answers become subject to scrutiny by the whole class. In contrast, in a CL situation, when students work in a group, the focus of attention is diffused among the group. In addition, the group produces a product which its members can review prior to presenting it to the whole class, thus diminishing prospects that mistakes will occur at all. When a mistake is made, it becomes a teaching tool instead of a public criticism

an individual student.

Test anxiety is significantly reduced (Johnson and Johnson, 1989). CL provides many opportunities for alternate forms of student assessment (Panitz and Panitz, 1996). This situation leads to a reduction in test anxiety because the students see that the teacher is able to evaluate how they think as well as what they know. Through interactions with students during each class, the teacher gains a better understanding of each student's learning style and how s/he performs and an opportunity is created whereby the teacher may provide extra guidance and counseling for the students.

CL develops positive student-teacher attitudes (Johnson & Johnson, 1989). The level of involvement of all the participants in a cooperative system is very intense and personal. Teachers learn about student behaviors because students have many opportunities to explain their actions and thoughts to the teacher.

Lines of communication are opened and actively encouraged. Teachers have more opportunities to explain why policies are established and the system allows students to have more input into establishing policies and class procedures.

The empowerment created by the many interpersonal interactions leads to a very positive attitude by all parties involved. CL sets high expectations for students and teachers (Panitz and Panitz, 1998). Being made responsible for one's learning and for one's peers presumes that one has that capability.

By setting attainable goals for groups and by facilitating group interaction, teachers establish high expectations which become self fulfilling as the students master the cooperative approach, learn how to work well together in teams, and demonstrate their abilities through a variety of assessment methods. CL Establishes inclusion, creating a learning atmosphere in which learners feel

respected and connected to one another. CL creates a strong social support system. CL techniques use students' social experiences such as warm-up exercises and group building activities to encourage their involvement in the learning process. The teacher plays a very active role in facilitating the process and interacting with each student while moving around the class and observing students interacting (Cooper et. al. 1985). Teachers may raise questions with individuals or small groups to help advise students or explain concepts.

In addition, a natural tendency to socialize with the students on a professional level is created by CL.

Students often mention offhandedly that they are having difficulties outside of class related to work, family, friends, etc. Openings like this can lead to a discussion of those problems by the teacher and student in a non-threatening way due to the informality of the situation, and additional support from other student service units in such areas can be a beneficial by-product (Kessler & McCleod, 1985).

References

Cooper, J. et.al. (1985), "Cooperative Learning and College Instruction: Effective use of Student Learning Teams." Sacramento: California State Foundation.

Johnson, R. T., and Johnson, D. W. (1990), "Using Cooperative Learning in Math." In N. Davidson (ed.) Cooperative Learning In Mathematics, Menlo Park, CA: Addison Wesley Publishers.

Panitz, T., and Panitz, P. (1998), "Encouraging the Use of Collaborative Learning in Higher Education." In J.J. Forest (ed.) Issues Facing International Education: Garland Publishing.

Forsyth, D. R. and McMillan, J. H.(1991)."Practical Proposals for Motivating Students." In R. J. Menges & M. D. Svinicki (eds.) College Teaching: from Theory to Practice. New Directions for Teaching and Learning # 45. San Francisco: Jossey Bass.

Kessler, R., and McCleod, J.(1985) "Social Support and Mental Health in Community Samples." In Cohen and Syme (Eds.) Social Support and Health. New York: Academic Press.

Continued From page 6

Other remarks...

gained, because report constituted his or her thesis and if they did a good job, they were nearly always offered employment in the organisation.

Under another scheme, all undergraduate students had the opportunity to take an 'enterprise module' which would count as part of their programme. As part of their module, they would research and develop a business plan for an enterprise to be started after they had gained their degree. The best of these would enter a competition judged by local businesses and those that won (generally two or three each year) would be provided with start up funding by the local businesses (or the Regional Development Agency) at a modest level, and the university would provide small premises and expert support and advice from its lecturers for a start up period. Many of these small enterprises became successful businesses, regenerated the local economy, created employment and, after the start up period, provided a source of rental income to the university.

Both of these schemes were developed by staff in the university, who sought the sponsorship, developed the programmes and were rewarded by promotion when they were successful. The first scheme grew out of the research function and the second out of the teaching programme. They indicate the synergy that should be evident in a vibrant university between teaching, research and community service.

Forthcoming Event

The Sixth National annual Conference, on Private Higher Education Institution, August 30, 2008 in UNECA hall.

"Nurturing the Teaching Research Nexus in Private Higher Education Institutions" will be the theme for the upcoming sixth national annual conference of St. Mary's University College. The conference is to be held on August 30, 2008. Presentations made at the conference shall deal with the six sub themes of the conference: Teaching Research Nexus: (1) encouraging collaborative learning and student research in private higher education institutions: (2) Quality Education and Research: (3) Promoting Research Quality and Productivity: (4) University-Industry linkage through research: (5) Upholding good academic practices; and (6) Cross cutting themes like gender, environment and HIV/ AIDS. Interested presenters are encouraged to give this some thought now in the preparation for their submission.



"Class, I have good news: just received a grant to study the reaction of students to bad grades."

Fun corner

Tips for research work from the research office

Don't Panic too often;

Only write on one side of the paper;

Be nice to librarians- especially in inter- library loan;

Remember that your supervisor is a busy person-If she/he is

not a busy person change your supervisor;

Find out how you work best;

Read your degree regulations;

Always have a couple of things you can work on;

Read some thesis from your university in your area;

Budget for typing and binding;

Plan ahead;

Photocopying is not the same as reading;

Keep planning structure;

Put your reference books on the bibliography;

Get a good typist- or buy/ use a word processor;

Don't think it will be perfect...;

Read your supervisor thesis;

Be prepared to rewrite your early drafts;

Write your introductions first; write the readers last;

Put conventions on cards for you and your typist;

Keep full bibliographical details;

Have someone comment on your style at an early stage;

Set yourself short term goals...;

If you are not meeting them, work out why;

Allow plenty of time for writing up;

Step back from time to time;

Overdo footnotes at first; they are easy to take out;

With each piece of work ask, "is it worth doing it?";

Don't begrudge time spent reading very widely;

Find out early on about submission and presentation details;

Talk to people about it;

Think of it as a meal ticket;

Keep writing...,and writing...,;

Reading one more book won't solve all your problems;

Buy a book on punctuation;

Use your research to make contacts;

Use a card index for references, etc;

Keep a research diary;

Make sure your bibliography is comprehensive;

If you set something aside for a while,;

Make notes about how you plan to continue with it;

Using quotations doesn't make the idea true;

And you can usually write it better yourself;

Don't begrudge time spent thinking;

Label your diagrams properly;

Find a typist who has done your sort of work before;

Don't be afraid to be imaginative;

Organize an efficient filing system;

Remember that a thesis needs to have a thesis;

It is very important to run out of excuses for not writing;

The world is full of unfinished thesis;

Remember, purple clashes horribly with lots of colour.

Soure: the Internat

If you have comments on this issue of the newsletter or would like to contribute to future issues please contact our office on 011 553 8001 Ext 145 Or email: CEIRQA@SMUC.edu.et

Managing Editor

Markos Mezmur

Page satup

Tiruminch Abebe

Center for Educational Improvement, Research

and Quality Assurance (CEIRQA)

St. Mary's University College

(SMUC)

Tel. 251-115-53 80 01/53 79 98

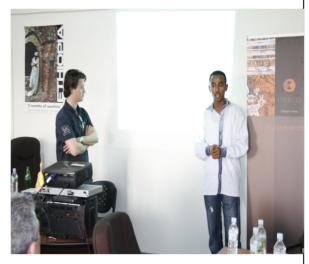
P.O.Box:1211

Email:CEIRQA@ SMUC.edu.et

Photo Gallery

Dutch students' visit.











We would like to welcome participants for the sixth national annual conference on private higher education institutions at UNECA on August 30, 2008.

Center for Educational Improvement, Research and Quality Assurance (CEIRQA)

Research Grant Schemes

Funding Information

The center for Educational Improvement, Research and Quality Assurance has got three research grant schemes in place. Thus, both faculty and non-faculty may apply for one of the three research grant schemes toward supporting for their research undertakings.

- SMUC Research fund;
- Faculty research fund;
- Graduate and Undergraduate student research fund.

SMUC Research Fund

This scheme is intended to promote outstanding and professionally recognized contributions in the form of original research leading to publication. Eligible faculty members will receive a fund for this scheme.

Eligibility

Eligibility applies to all members of the university college.

Application Deadline

Application deadlines are December 31 and June 30 each year.

Faculty Research Fund

The faculty research fund scheme will be a competitive scheme which is designed to contribute to the university college's strategic research objective of increasing the number of research-active SMUC staff.

The scheme is established to encourage research inactive members of staff to become research active by focusing specific support on the individual.

Eligibility

Applicants must be full-time faculty members at SMUC.

Application Deadline

Application deadlines for this scheme are December 31 and June 30 each year.

Student research fund

This research scheme is meant for undergraduate and graduate students who are preparing their research project as partial fulfillment for the requirement of their first and second degree. The area of their research projects should, however, be aligned with SMUC's research interests.

St. Mary's University College