

## STRATEGIES FOR PLANNING YOUR ACTIVITIES

### Defining Goals

Planning is a process that begins with a goal. Once you have set a goal, you can identify the necessary steps to move toward it. Goals come in descending sizes, each of which informs the next: long-term goals (years), intermediate-term goals (months), and short-term goals (weeks and days).

Long-term goals are likely to be a combination of tangibles (e.g., faculty promotions) and intangibles (e.g., a satisfying personal life) that may change over time, making goal setting an ongoing process that you should revisit periodically. In defining your long-term goals, you are also defining yourself—who you want to be and how you want to be perceived.

Intermediate-term goals, such as publishing a paper, are often composed of many short-term objectives, such as preparing figures for a paper. Short-term goals are the ones written on your weekly and monthly calendars—the small, concrete, finite tasks that can swallow your time.

Write down all your goals, with each achievement tied to a specific time frame.

Putting your ideas into words can help refine your thinking and provide a concrete checklist to keep you on target.

### Long-term goals.

These goals can be achieved in three to five years. Before jotting down your long-term plans, first ask yourself where you want to be after this stage in your career. For example, if you are a postdoc, do you plan on an academic or applied position? At what type of institution—a research-intensive institution, teaching college, or other? Now ask yourself, "What will I need to accomplish to make myself competitive for that job?"

### Intermediate-term goals.

These goals can be achieved in six months to one year. For example, as a postdoc you should be thinking about the experiments needed to complete your next paper or to put together a poster. Completing publishable chunks is an essential intermediate-term goal for faculty. Other such goals are obtaining preliminary results for a grant, putting together a new course, and organizing a meeting.

### Short-term goals.

These goals can be achieved in one week to one month. They include preparing figures for the paper you're writing, completing an experiment, preparing reagents for the next set of experiments, or writing letters and making phone calls to secure a seminar invitation. If you find it hard to get organized, make a daily or weekly to-do list and check tasks off as you complete them.

اعتقد ان هذه النشرة وسابققتها قد توصل لدينا بعض المفاهيم الخاصة بالجودة والاداء مع تحيات مركز ضمان الجودة - جامعة اسيوط



CQAQA

مركز ضمان الجودة  
والتأهيل للاعتماد

# مركز ضمان الجودة والتأهيل للاعتماد

نشرة رقم (٥)

عنوان المركز :

المبنى الإداري بجامعة اسيوط

جناح (د) الدور الثاني

غرف (١٥، ١٦، ١٨)

اسيوط - ٧١٥١٥ - ج.م.ع

تليفون وفاكس: ٠٨٨ / ٢٣٧١٤٦٢

تليفون: ٠٨٨ / ٢٣٥٤٤٥٣

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في النشرة رقم (٤) استعرضنا مفهوم ادارة الجودة من سياسات وأهداف وهيكله الجوده ونستكمل الموضوع في هذه النشرة مع الإعتذار الى كون هذه النشرة باللغة الإنجليزية أيضا.

### **Integration and Externality**

The quality of education provided by a department depends upon effective integration of the departmental quality framework in a context provided by university quality management systems, external quality assessment and the requirement of professional discipline. There are three dimensions:

- a- Internal vertical relationships which link the department to the school, university and to peer networks (e.g. internal quality audit validation and course review processes)
- b- Internal horizontal relationships which link the department to other parts which have responsibilities for the quality of education, support the students learning experience or provide essential administrative services.

c- External relationships which link the department to peer and practitioner networks in its discipline, and which support the department in maintaining and enhancing the quality and standards of education. ( e.g. external program reviewers, NAQAAE or other professional accreditors).

### **Academic Standards**

The subject committee within the department is normally the operational level at which responsibility for academic standards is exercised. The department addresses these issues by establishing conditions conducive to appropriate standards in the context of the entire educational process.

Consideration of academic standards has two aspects; the construction of standards and the application of standards in the assessment of student learning. The first is a complex iterative process involving the individual and collective scholarship and expertise of academic staff, professional standards and the external relationships described above. This process is fundamental to the quality of education.

At the department level construction of academic standards should include:

- a-identification of explicit reference points and benchmarks of the construction of academic standards including comparability with similar programs elsewhere and, where appropriate, acknowledgement of the role of subject associations, professional bodies and employers in the setting of standards.

- b- Clear definition and articulation of academic standards in terms of the level of award and stage of study taking into account the aims and intended learning outcomes of the overall program of study.

- c- Communication to students of the standards expected of them, and their own responsibilities in fulfilling them.

- d- Provision of opportunities for all staff to develop and maintain an appreciation of the expected standards, the processes by which students achieve them, and good practice in the way this achievement is assessed.

*Hoping that these fliers 3.4 &5 would help us in redefining our views and developing good practices to achieve quality in education.*