

CoEP 13

PUBLIC ENGAGEMENT POLICY

1. Preamble

Public engagement is a new way of thinking about how governments, institutions, departments, stakeholders, communities and ordinary citizens can work together to achieve complex, societal goals through the establishment of a new relationship with valued partners, stakeholders, associates, etc. to identify problems, discover new thinking and to propose solutions. This is a departure from more traditional approaches to public engagement, which may lead to great potential for open and contested decision and policy making.

2. Objectives

The objectives of this policy are to promote multiculturalism and full participation by all members of the College community, partners, stakeholders and associates. To this end it is intended to develop and implement outreach and public engagement processes responsive of diverse cultural, social, religious, gender and economic identities and status. This policy is designed to increase equitable access to information, resources, admissions, employment and opportunities by all manner of people without discrimination or favour.

- It acknowledges the barriers and frustrations that students experience in accessing admission procedures.
- It recognizes diversity as both a strength and opportunity for national integration.
- It affirms that a healthy democracy requires public engagement that takes into account transparency in all matters of the College's dealings with the public.
- It explores effective public processes and fora with opportunities for communities to fully participate in the activities of the College.
- It opens the doors of the College to the outside community to take advantage of any engagement that will promote partnership and cooperation with the College.
- It identifies strategies to generate increased interest and involvement in creating partnership avenues with stakeholders and associate bodies.

3. Purpose

The College recognizes that public-private collaborations play a key role in enhancing the college's activities to provide quality teachers to work in basic schools in Ghana. The benefits to the College from such public-private interactions may include support, participation, collaboration and complementing the efforts of the College to achieve its

core mandate. This policy is therefore to regulate and guide the actions and reactions, as well as relationship between the College (its Departments, Units, staff, students, etc.) with all its partners, stakeholders, associates, etc. both locally, nationally and internationally; bearing in mind gender responsiveness, to protect the credibility and integrity of the College through:

- a) Identification of interests and roles to support the vision and mission of the College.
- b) Maximizing the potentials of the College to provide for the needs of the institution and the general public with gender and disability responsiveness.
- c) Commitment to share in decision making process that will result in the best interests of the College and the general public.
- d) Creating a conducive atmosphere for the public to share in ideas, knowledge, expertise and resources for the good of the College and its stakeholders.
- e) Opening avenues in dealing with conflicts affecting the healthy relationship between the college community, outside community and all stakeholders
- f) Establishing relationships with local, commercial and industrial enterprises within the private and public sectors and encourage their involvement in the development activities of the College that will move the College forward in a spirit of cooperation and collaboration.
- g) That as a public institution, the College opens up to the public and becomes accountable in all its dealings to avoid corruption, unfairness and discrimination in admission and employment procedures.

4. Scope/Application

This policy shall apply to members of the College Council, Management, Academic Board, Departments, Units, Staff, Students, SRC all persons or groups (stakeholders, partners and associates) who have direct dealings with the College:

- Ministry of Education
- Ghana Tertiary Education Commission (GTEC)
- University of Education - Winneba
- Ghana Education Service
- National Teaching Council
- Ghana Education Trust Fund (GETFund)
- College of Education Teachers Association Ghana (CETAG)
- College of Education Non-Teaching Staff Association of Ghana (CENTSA)
- College of Education
- District/Municipal/ Metropolitan Assemblies
- Traditional Rulers
- Civil Society Organizations and NGOs
- District Education Directorates and Partner Schools
- Catholic Arch-Diocese of Kumasi and other Religious Bodies
- Contractors, Suppliers and Visitors
- Alumni

- Parents, Guardians, Spouses, Dependents, etc.
- The community in which the College is situated
- Media

5. The Policy Statement

In the highly interdependent world of the 21st century, issues often cut across institutions, departments and policy fields and real solutions require collaboration. Public engagement can produce the collaboration and alignment required for effective operation.

The policy on Public Engagement is committed to ensuring that all stakeholders, partners, associates, etc. so defined in this document collaborate and complement the college to achieve its Vision and Mission.

6. Supporting Procedures

6.1 The content of this policy may include but not limited to some of the following issues:

The College's expectations from the public

- Supervisory roles e.g. by Ghana Tertiary Education Commission (GTEC)
- Representation in decision making procedures e.g. The College Governing Council
- Administrative support e.g. from the District Education Directorate
- Infrastructural support e.g. from The District Assemblies
- Donations and Infrastructural support e.g. GETFund
- Financial and material support e.g. from the Alumni and other donors
- Pastoral support e.g. from Religious Bodies
- Safety, security and moral support e.g. from the Traditional Council
- Visits e.g. from alumni, parents, guardians and relatives

6.2 The Public's Expectations from the College

- Care must be taken to ensure that this Public Engagement Policy is not dominated by those with vested interests, powerful lobbyists or "the usual suspects" who are aware of policy "opportunities". For this reason award of contracts should be open and made transparent through contestable competitive bidding.
- Where a contract bid cannot be fulfilled, the College or department responsible should respond immediately by providing feedback of appreciation and to explain why expectations of the contract could not be fulfilled.
- When an applicant, a student, past student or any other person comes to solicit information or assistance from the College, the request should be treated with respect and the urgency it deserves.

- The College should establish channels of communication where information could easily be made available to the public, especially on the College website. (This provision shall not affect issues that may be deemed confidential).
- The College must provide ways and opportunities to collect inputs from the public with the assurance that their input will be considered in the decision-making process.
- The College must provide ways and opportunities to engage the public in 'conversations' with assurance that their ideas, concerns, and aspirations will be reflected in the alternatives developed.
- The College must provide ways and opportunities for the public to contribute directly through advice, developing solutions and alternatives, and making recommendations regarding decisions or outcomes, with the assurance that their input will be strongly considered.
- The College must provide opportunities to the public to make decisions with assurances that they will be implemented.

7. Guiding Principles on Public Engagement

This is a general term used for a broad range of methods through which members of the general public and the surrounding community of the College premises shall become more informed about the duties and responsibilities of the College. Given that the work of the College is to promote the national interest, we are especially focused on how all stakeholders, partners and associates would be involved in decisions and policies to achieve the Vision and Mission of the College. These guiding principles are the values and philosophy to inform and guide public engagement planning and activities.

- Involving the public leads to better decisions
- Public engagement processes must be equitable
- Public engagement should be all inclusive
- The public should understand its role in the process of engagement
- The public should be informed on college activities to promote participation.
- Communication with the public should be effective
- Public engagement should be proactive
- Public engagement should ensure transparency and accountability of College dealings.

8. Responsibility for Implementation and Monitoring

- The College Management

9. Status

Revisions to be approved by the College Council, **date will be provided.**

The implementation of this policy shall supersede any previous version of the College engagement with the public.

10. Key stakeholders

- College Governing Council
- Management
- Staff
- Students
- Alumni

11. Approving Body

- College Governing Council

12. Initiating Body

- Academic Board and College Management

13. Definition of Terms

For clarity, the following terms have been clearly defined in the context of the document:

- **Associates:** any person or persons or institution who share in the core mandate of the College
- **Engagement:** an arrangement or an appointment intended to establish agreement between groups
- **Multiculturalism:** the policy of accommodating any number of distinct cultures or groups without prejudice or discrimination.
- **Partners:** people or institutions who play roles to champion the Vision and Mission of the college
- **Public:** relating to or concerning all the people of a country or community or relating to the organization and administration of a community.
- **Staff:** Employees of the College (Academic and Non-Academic Staff)
- **Stakeholder** refers to any person or group that has an interest in or is affected by the action or process in question.
- **Stakeholders:** someone or a group of people or any institution which has an interest in the affairs of the College
- **Students:** Successful applicants who gain admission into the college and are duly matriculated.

14. Related Legislation

- Harmonized Statutes for COE
- The Students' Handbook.

15. Related Policy and Other Documents

- St. Louis College, Policy on Conflict of Interest
- St. Louis College, Policy on Conflict Management and Resolution
- Whistle Blower's Act 2006 (Act 720) of Ghana

16. Effective Date

- Date will be provided

17. Review Date

- Date will be provided

18. Owner/Sponsor

- Academic Board

19. Author

- College Governing Council

20. Further Information

ST. LOUIS COLLEGE OF EDUCATION, KUMASI
P. O. BOX 3041, KUMASI GHANA.
TEL. 0322028081

21. Acknowledgement and References

- at-cpia-continuum_of_public_engagement_framework.pdf Strathcona
County Framework for Public Engagement (Doc 12681)
- [http://www.keepeek.com/Digital-Asset-
Management/oecd/governance/focus-on-citizens_9789264048874-
en#.WHSxhdd7XIU#page16](http://www.keepeek.com/Digital-Asset-Management/oecd/governance/focus-on-citizens_9789264048874-en#.WHSxhdd7XIU#page16)
- INCLUSIVE OUTREACH AND PUBLIC ENGAGEMENT GUIDE :
Seattle Office for Civil Rights, 810 Third Avenue, Suite 750, Seattle, WA
98104, (206) 233-5199 seattle.gov/rsji
- Public engagement in policy-making , Second Report of Session 2013–14 HC
75 [incorporating HC 663-i-iii, Session 2012-13] Published on 3 June 2013
by authority of the House of Commons London: The Stationery Office
Limited
- Public Engagement: A Primer from Public Agenda, Essentials no. 01/2008
www.publicagenda.org
- www.ca-ilg.org/WhatIsPublicEngagement July 2012

APPENDIX
STAFF PERFORMANCE APPRAISAL FORM

	U	N	S	A	E	Examples That Support Rating
Job Knowledge/Functional and Technical Skills: - Has achieved required level of knowledge and skills in administrative/professional/advisory procedures - Applies knowledge and skills to meet job requirements. - Keeps up to date in all relevant knowledge and skills areas to meet job requirements. - Observes job ethics						
Service Orientation: - Actively seeks information to understand staff/students circumstances, problems, needs, and expectations. - Shares information with staff/students to build their understanding of issues and capabilities - Responds quickly to meet customer needs and resolve problems - Seeks opportunities to improve the products and/or services to meet customer needs						
Interpersonal Communication: - Relates well with all people – up, down, and across – internally and externally to the College/Department - Establishes rapport; builds and maintains effective working relationships - Practises attentive and active listening - Uses diplomacy and tact; can diffuse high-tension situations comfortably - Demonstrates emotional intelligence						
Initiating Action: - Readily takes action consistent with College/Department objectives - Looks for and takes advantage of opportunities to act beyond what is required						

- Takes independent actions when appropriate - Volunteers readily - Suggests methods and procedures to improve departmental operation - Exhibits a sense of initiative.					
Organizing and Planning: - Prioritizes multiple activities and assignments effectively and adjusts as appropriate - Determines tasks and secures appropriate resources to get things done - Uses time effectively and stays focused to ensure work is completed - Meets commitments and deadlines consistently					
Quality of Work: - Accurately and carefully follows processes/procedures for completing work - Ensures a high-quality output of work (resulting in minimal acceptable/zero errors) - Attentive to all details and aspects of a job or process to ensure a complete, high-quality output					
Work Habits: - Conducts work within the established (and accepted) College/Department practice - Conducts work according to the established and approved work schedule - Demonstrates professionalism and workplace etiquette/ethics					
Decision Making: - Identifies issues, problems and opportunities and determines that action is needed - Probes all relevant sources to better understand problem, issue or opportunity - Analyses information and generates options for addressing issue, problem or opportunity - Chooses appropriate action by evaluating options and considering implications in a timely manner - Involves others as needed to ensure quality and commitment of decision					
Composure: - Maintains effective performance under pressure					

- Copes effectively and develops effective approaches to deal with pressure or stress - Presents a positive disposition and maintains constructive interpersonal relationships when under stress					
Leading Others: - Inspires and guides individuals towards higher levels of performance - Treats people with dignity, respect, and fairness - Creates a climate in which people want to do their best - Serves as a positive role model - Actively involves in community service - Operates with integrity, honesty and courage					
Mentoring Others: - Clarifies expected behaviours and levels of performance - Sets clear objectives and measures - Provides the necessary information, support, and resources for staff to be effective - Provides timely feedback and guidance on performance - Works with employees to reinforce effective efforts and progress or improve performance.					
Managing Performance of Others: - Works with individuals to set performance goals and expectations - Sets development plans - Monitors performance progress - Evaluates performance - Plans and conducts performance appraisal					

Key

Unsatisfactory (U)	Improvement Needed (N)	Successful (S)	Above Expectations (A)	Exceptional (E)
Employee has not demonstrated improved work performance under the period of review.	Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (eg. 12 months)	Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. This represents the expected level of performance as established by the supervisor.	Work is fully satisfactory and often exceeds performance standards.	Work performance consistently exceeds performance standards.

STUDENTS' APPRAISAL OF COURSES AND TEACHING

Preamble

This questionnaire seeks your opinion about teaching and learning in the College. The information you provide on this form will be kept strictly confidential. Do not write your name or registration number on the form. By completing this form, you would be providing this college with valuable feedback for improvement on the quality of education.

Please fill in the following as applicable

Date:

Name of Tutor:

1) Status of Tutor: Full-Time

Part-Time

2) Department:

3) Course Code and Title:

4) Mode of Presentation:

Entirely
ICT
Lecture

Entirely
Practical

Tutorial
& Practical

Lecture, Practical
and/or Seminar

Use of

& Tutorial

5) Semester:

First

Second

6) Number of students in Class

Please tick [☐] the appropriate option as applicable

7) The Tutor provided a comprehensive course outline at the beginning of the course.

Yes [☐] No [☐]

8) A list of recommended textbooks was provided on the course outline.

Yes [☐] No [☐]

ATTENDANCE

9) The Tutor met the class in out of the weeks (please indicate number of weeks).

10)	The Tutor was	Always on time [☐]	Usually 5-10 minutes late [☐]	Often 10 – 15 minutes late [☐]	More than 15 minutes late [☐]
11)	The Tutor.....	Stayed up to end of time [☐]	Left 5-10 minutes before time [☐]	Left before 10 – 15 minutes Time [☐]	Left more than 15 minutes time [☐]

INSTRUCTIONS FOR COMPLETING QUESTION 12 – 32

Please tick [✓] only one of the following responses in the table.

Note the meaning of the following responses:

Strongly Disagree (1): To a large extent you do **NOT** accept the statement as it applies to the course or the Tutor.

Disagree (2): To some extent you do **NOT** accept the statement as it applies to the course or the Tutor.

Agree (3): To some extent you do accept the statement as it applies to the course or the Tutor.

Strongly Agree (4): To a large extent you do accept the statement as it applies to the course or the Tutor.

COURSE CONTENT		Strongly Disagree	Disagree	Agree	Strongly Agree
12)	The course content was based on the outline provided				
13)	The course content is likely to be adequately covered				
14)	The course content was detailed				

MODE OF DELIVERY		Strongly Disagree	Disagree	Agree	Strongly Agree
15)	The Tutor demonstrated knowledge of the subject matter				

16)	The Tutor's delivery was well organized and systematic				
17)	The Tutor effectively communicated what h/she was trying to teach				
18)	The Tutor used class time to fully promote learning				
19)	The Tutor encouraged independent study				
20)	The Tutor encouraged critical thinking				
21)	The Tutor accepted other view points				
22)	The Tutor discouraged learning by rote				
23)	The Tutor encouraged application of the subject matter to real-life situations.				
24)	The Tutor was responsive to students' questions and concerns				
25)	The Tutor made room for questions and expression of opinions				

ASSESSMENT		Strongly Disagree	Disagree	Agree	Strongly Agree
27)	The Tutor provided an assessment plan at the beginning of the course				
28)	The Tutor followed the assessment plan provided				

29)	The tutor graded assignments/quizzes and were returned				
30)	The graded assignments were returned on time (after 2 weeks /within 2 weeks)				
31)	Assignments or quizzes were subsequently discussed in class or at tutorials				
32)	The Tutor was genuinely concerned with students' progress				

33) The Tutor gave [.....] number of assignments/quizzes (Please indicate the number) minimum of two.

Please indicate briefly:

a. TUTOR'S STRENGTH (S):

b. TUTOR'S WEAKNESS (ES)

c. YOUR VIEWS ABOUT RESOURCES FOR TEACHING AND LEARNING PERTAINING TO THIS COURSE:

d. ANY SUGGESTIONS:

