



**ASHESI
UNIVERSITY**

FACULTY POLICY HANDBOOK

2021/2022



1 TABLE OF CONTENTS

2	<u>WELCOME MESSAGE FROM THE EXECUTIVE COMMITTEE</u>	6
3	<u>APPLICATION OF HANDBOOK.....</u>	7
4	<u>PREAMBLE</u>	8
5	<u>OUR MISSION</u>	9
5.1	ASHESI'S LEARNING GOALS.....	9
6	<u>FACULTY ORGANIZATION AND GOVERNANCE</u>	11
6.1	ORGANIZATIONAL CHART	11
6.2	TEACHING FACULTY	12
6.3	ADMINISTRATORS WITH FACULTY RANK.....	12
6.4	FACULTY RANKS' DESIGNATION	13
6.4.1	SEE ALSO SECTION 10.1.3 FACULTY RANKS APPOINTMENT.....	13
6.5	ACADEMIC COUNCIL AND COMMITTEES	14
6.5.1	ACADEMIC COUNCIL	14
6.5.2	QUALITY ASSURANCE COMMITTEE.....	14
6.5.3	ACADEMIC PROGRAMMES COMMITTEE	15
6.5.4	OTHER COMMITTEES	17
6.6	FACULTY MEETINGS.....	17
6.7	ACADEMIC FACULTIES AND DEPARTMENTS	17
6.7.1	HEADS OF DEPARTMENT.....	18
6.7.2	DEPARTMENTAL MEETINGS.....	20
7	<u>FACULTY TEACHING LOAD.....</u>	21
7.1	FULL-TIME TEACHING LOAD.....	21
7.1.1	FULL-TIME FACULTY SCHOLARSHIP AND SERVICE LOAD	22
7.1.2	CO-TEACHING OPTIONS	23
7.2	TEACHING OUTSIDE OF ASHESI	24
8	<u>RESEARCH.....</u>	26
8.1	GRANT REVIEW PROCESS	26
8.2	HUMAN SUBJECTS RESEARCH COMMITTEE.....	26

8.3	RESEARCH BONUS	27
8.4	VISITING SCHOLARS	27
8.4.1	REMOTE VISITING TEACHING SCHOLARS.....	29
9	<u>FACULTY DEVELOPMENT AND EVALUATION.....</u>	30
9.1	PURPOSE AND GOALS OF FACULTY DEVELOPMENT.....	30
9.2	NEW FACULTY ORIENTATION AND DEVELOPMENT	30
9.3	EXPECTATIONS FOR FACULTY DEVELOPMENT	30
9.4	TEACHING AND INSTRUCTIONAL DEVELOPMENT	32
9.4.1	TEACHING AND LEARNING WORKSHOPS AVAILABLE	32
9.5	RESEARCH SKILLS DEVELOPMENT	32
9.5.1	RESEARCH AND PUBLICATION WORKSHOPS AVAILABLE	34
9.6	LEADERSHIP DEVELOPMENT	34
9.6.1	LEADERSHIP DEVELOPMENT WORKSHOPS AVAILABLE	34
9.7	POLICY FOR FACULTY SEEKING A PH.D. OR OTHER TERMINAL DEGREE	35
9.8	FACULTY SELF-ASSESSMENT	36
10	<u>GOVERNING RULES / REGULATIONS FOR APPOINTMENTS AND PROMOTIONS.....</u>	38
10.1	FACULTY APPOINTMENTS	39
10.1.1	NEW APPOINTMENTS – FULL-TIME FACULTY.....	39
10.1.2	NEW APPOINTMENTS – PART-TIME AND ADJUNCT FACULTY.....	39
10.1.3	FACULTY RANKS APPOINTMENT.....	40
10.2	SEE ALSO 5.2 FACULTY RANKS’ DESIGNATION.....	41
10.2.1	RENEWAL OF APPOINTMENT.....	41
10.2.2	EMERITUS FACULTY	41
10.3	FACULTY PROMOTION PROCESS	41
11	<u>HOLIDAYS, TRAVEL FOR CONFERENCES & WORKSHOPS, LEAVE OF ABSENCE, SABBATICAL LEAVE, MATERNITY AND PATERNITY LEAVE.....</u>	53
11.1	STATUTORY PUBLIC HOLIDAYS	53
11.2	ATTENDANCE AT CONFERENCES/SEMINARS/WORKSHOPS	53
11.3	REQUESTS FOR LEAVE TO TRAVEL OUTSIDE GHANA.....	54
11.4	SABBATICAL LEAVE.....	54
11.5	LEAVE OF ABSENCE	54
11.6	MATERNITY AND PATERNITY LEAVE.....	54
11.6.1	GUIDELINES FOR MATERNITY AND PATERNITY LEAVE	55
12	<u>EXPECTATIONS OF FACULTY</u>	57

12.1	ATTENDANCE	57
12.2	CONDUCT OF CLASSES	57
12.2.1	COURSE SYLLABUS AND CONTINUOUS ASSESSMENT EXPECTATIONS	57
12.2.2	REGULAR CLASS MEETINGS AND ATTENDANCE	58
12.2.3	TARDINESS AND LATE WORK.....	58
12.2.4	UPHOLDING ACADEMIC HONESTY	59
12.2.5	REVISION DAYS AND FINAL ASSESSMENTS.....	60
12.3	PEER OBSERVATION	61
12.4	COURSE EVALUATIONS	61
12.5	INTERNAL AND EXTERNAL MODERATION	61
12.6	GRADING AND SUBMISSION OF GRADES	63
12.7	ACADEMIC ADVISING	63
12.8	WORKING WITH FACULTY INTERNS	65
12.8.1	CLASSROOM ENGAGEMENT:	65
12.8.2	GRADING/MARKING	66
12.8.3	ADMINISTRATION	66
12.9	WRITING OF ACADEMIC REFERENCES	66
12.9.1	GENERAL PRINCIPLES	66
12.9.2	GUIDELINES.....	67
13	ACADEMIC GUIDELINES	68
13.1	GRADING SYSTEM	68
13.2	SCHOOL CALENDAR AND SEMESTER SCHEDULES	69
13.3	REGISTRATION	69
13.4	ADD/DROP PERIOD	70
13.5	AUDITING A COURSE	70
13.6	COURSE CODES AND PREREQUISITES	71
13.7	STUDENT COURSE LOAD	71
13.8	GROUP WORK	71
13.9	STUDENT CLASS ATTENDANCE AND DECORUM	71
13.10	LATE SUBMISSION OF ASSIGNMENTS	72
13.11	FINAL EXAMINATIONS	73
13.11.1	POLICY FOR MISSING EXAMS.....	73
13.11.2	REGISTRY RECORDS.....	74
13.12	REQUEST FOR REMARKING	74
13.13	MINIMUM GRADE REQUIREMENTS, EXTRA CLASSES, AND REPEAT CLASSES	74
13.14	LATE DROP	75
13.15	INCOMPLETE GRADE	75
13.16	ACADEMIC STANDING	76
13.16.1	PROBATION	76

13.16.2	DISMISSAL.....	76
13.17	WITHDRAWAL	76
13.18	DEFERRAL OF STUDIES.....	77
13.19	READMISSION GUIDELINES FOR STUDENTS	77
<u>14</u>	<u>ETHICAL STANDARDS AND EXAM HONOUR CODE</u>	<u>78</u>
14.1	ACADEMIC FREEDOM AND RESPONSIBILITY	78
14.1.1	ACADEMIC GRIEVANCE PROCESS	78
14.2	CODE OF ETHICS.....	80
14.3	STANDARD CITATION PRACTICES	80
14.4	SUBMISSION OF THE SAME WORK IN MORE THAN ONE COURSE	81
14.5	ACADEMIC DISHONESTY	81
14.6	EXAMINATION HONOUR CODE AND EXAMINATION RULES	82
14.6.1	EXAMINATION CODE OF CONDUCT.....	82
14.6.2	EXAMINATION RULES	83
14.6.3	IMPLEMENTATION OF THE EXAMINATION HONOUR CODE	84
14.6.4	OBSTRUCTION OF THE EXAMINATION HONOUR CODE PROCESS.....	84
14.6.5	GENERAL PRACTICES AND PROCEDURES	84
14.7	PROCEDURE FOR ACADEMIC MISCONDUCT CASES.....	85
14.7.1	INFORMAL RESOLUTION FOR MINOR ACADEMIC INFRACTIONS.....	85
14.7.2	JUDICIAL PROCESS FOR MAJOR ACADEMIC INFRACTIONS	86
<u>15</u>	<u>GRADUATION REQUIREMENTS.....</u>	<u>88</u>
<u>16</u>	<u>ACADEMIC HONOURS</u>	<u>90</u>
16.1	GRADUATION HONORS	90
<u>17</u>	<u>FACULTY CODE OF CONDUCT.....</u>	<u>91</u>
17.1	WORKPLACE BEHAVIOR	91
17.2	SEXUAL HARASSMENT	91
17.3	ALCOHOL AND DRUG ABUSE	91
17.4	INTELLECTUAL PROPERTY	92
17.4.1	INTELLECTUAL PROPERTY OF OTHERS.....	92
17.4.2	YOUR INTELLECTUAL PROPERTY	92
17.5	INFORMATION TECHNOLOGY	92
17.6	OBSERVING AND REPORTING INFRINGEMENT OF CODE OF CONDUCT	92
<u>18</u>	<u>PROFESSIONAL AFFILIATION TO ASHESI.....</u>	<u>93</u>

<u>19</u>	<u>PERFORMANCE MANAGEMENT.....</u>	<u>94</u>
<u>20</u>	<u>TERMINATION OF APPOINTMENT</u>	<u>95</u>
<u>21</u>	<u>STATUTORY REQUIREMENTS</u>	<u>96</u>
<u>22</u>	<u>OTHER POLICIES AND PROCEDURES</u>	<u>97</u>
<u>23</u>	<u>REMOTE TEACHING AND LEARNING</u>	<u>98</u>
23.1	STUDENT EMAILS AND MOBILE MESSAGES TO INSTRUCTOR	98
23.2	A 24/7 ACADEMIC AFFAIRS HOTLINE.....	99
23.3	IT SUPPORT CENTRE.....	99
23.4	SUBMISSION GUIDELINES FOR TECHNICAL DIFFICULTIES	99
23.5	INSTRUCTOR GUIDELINES FOR TECHNICAL DIFFICULTIES	100
23.6	ATTENDANCE VERSUS PARTICIPATION	101
23.7	HEUTAGOGY (SELF-MOTIVATION AND DIRECTION)	101
23.8	CHEATING AND PLAGIARISM.....	102
<u>24</u>	<u>YOUR FEEDBACK</u>	<u>103</u>
<u>25</u>	<u>ACKNOWLEDGEMENT OF RECEIPT OF FACULTY AND ACADEMIC GUIDELINES</u>	
	<u>HANDBOOK</u>	<u>104</u>

2 WELCOME MESSAGE FROM THE EXECUTIVE COMMITTEE

Greetings! Welcome to employment with Ashesi University. You have joined one of Africa's finest universities and we are thrilled with your decision. Your employment with the University is a significant factor in our overall success, and we hope you will find your experience challenging and rewarding.

This handbook provides an overview and introduction to the university policies and academic guidelines that will shape your faculty employment at Ashesi. Please take some time to familiarise yourself with the resources that will position you for success.

Should you need more detailed information about any of the issues outlined in this handbook, we encourage you to contact your Head of Department or the Provost for assistance.

Again, welcome to Ashesi!

The Executive Committee

3 APPLICATION OF HANDBOOK

This handbook is intended to provide a broad outlook of university policies for Ashesi University teaching faculty and administrative staff with faculty rank. These policies herein contained are contractual and binding on all faculty ranked members of the University. Where there are exceptions, the appropriate note shall be made. Faculty must read other documents such as the Student Handbook and must also adhere to all decisions/directives communicated by the university.

Fulltime faculty must also read the employee handbook, as conditions stated in there are also applicable to them.

The provost reviews and administers the policies and procedures in consultation with the Academic Council and the Executive Committee. However, in difficult situations of interpretation or implementation the Executive Committee has ultimate responsibility.

The handbook will be reviewed periodically by the Provost and Academic Council. Any revisions to this handbook shall be endorsed by the Executive Committee and President of the University.

Should you need further information or assistance regarding this faculty handbook, please contact your Head of Department or the Provost.

Many members of the University community have assisted in editing this volume, and it is our hope that readers will find the *Faculty Handbook* a useful guide. Questions and suggestions are welcome and should be addressed to the Office of the Provost, provost@ashesi.edu.gh, or extension 2001.

4 PREAMBLE

Ashesi University places great value on freedom of expression, individuality, and innovation. It also recognises the responsibility to protect its name as well as the structures and values of an academic community. It is therefore important that faculty always sustain the vision and values of Ashesi as well as help build an educational and social community where the rights of students, faculty and staff are respected.

Students are entitled to an atmosphere conducive to learning and to an even-handed treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to teach or in any way discriminate against students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in the course.

Student evaluation and the award of marks must always be based on academic performance and not on matters irrelevant to that performance, such as personality, race, religion, political affiliation, or personal beliefs.

5 OUR MISSION

Ashesi University's mission is to train a new generation of ethical and entrepreneurial leaders in Africa. The ultimate role of faculty is to prepare students to transform Africa. Therefore, the University's academic programmes, extracurricular offerings and school policies are designed to nurture excellence in Scholarship, Leadership and Citizenship, not only within students but also within the faculty and administration, to facilitate the transformation that Ashesi seeks.

5.1 Ashesi's Learning Goals

In October 2009, members of Ashesi faculty and staff met to assess Ashesi's curriculum, evaluate its relevance to the industry and society in general and set learning goals the curriculum should address. The learning goals were updated in 2017 based on feedback from employers. The Ashesi Learning Goals emanate from the mission of the institution and the pillars of Ashesi which are scholarship, citizenship, and leadership. The aim of having learning goals is to ensure that each student imbibes the institution's values. The learning goals are a set of attributes which we hope our students will acquire during their four-year education at Ashesi. The responsibility of training students with these attributes is placed on faculty and staff and will be implemented through academic and non-academic activities. Faculty are requested to specify at least three learning goals that they will specifically address in the syllabus of every course.

Learning Goals	Objectives
Ethics & Civic Engagement	An Ashesi student is an ethical, responsible, and engaged member of his/her community. <ul style="list-style-type: none">• Demonstrates concern for others• Has the courage to take ethical action• Does the right thing when nobody is looking
Critical Thinking & Quantitative Reasoning	An Ashesi student is able to apply critical thinking and quantitative reasoning to approach complex problems. <ul style="list-style-type: none">• Demonstrates skills in data analysis and modelling• Analyses problems from multiple perspectives• Has awareness of a broad range of concepts and ideas that have personal, local, and global significance
Communication	An Ashesi student is an excellent and informed communicator in a variety of formats
Leadership & Teamwork	An Ashesi student is adept at leading and functioning in teams. <ul style="list-style-type: none">• Demonstrates confidence and humility

	<ul style="list-style-type: none"> • Has good interpersonal skills and engages fully with members of a team • Is organized and able to plan and follow through on complex projects • Takes responsibility as a team member who contributes fully to the performance and outcomes of the team
Innovation & Action	An Ashesi student is proactive, takes intellectual risks, and demonstrates an entrepreneurial spirit.
Curiosity & Skill	<p>An Ashesi student is inquisitive, confident, has a breadth of knowledge, and has attained a high level of mastery in his/her chosen field.</p> <ul style="list-style-type: none"> • Probes deeply and continuously in his/her chosen field • Keeps an open mind • Demonstrates awareness of local, global, and multi-cultural issues
Technological Competence	An Ashesi student is an effective and flexible user of technology.
Professionalism	<p>An Ashesi student:</p> <ul style="list-style-type: none"> • Honours contracts and commitments, and adheres to professional standards • Is respectful of people, time, and resources • Executes responsibilities with excellence • Takes ownership of his/her own development and decisions

6 FACULTY ORGANIZATION AND GOVERNANCE

6.1 Organizational Chart



The faculty consists of persons in the following categories:

- The President; Provost and any Associate Provost(s) or Deans of the University.
- All full-time faculty even when on leave.
- Temporary full-time faculty appointed for one year or more.
- Temporary full-time and part-time (adjunct) faculty on appointment for one year or less.
- Visiting faculty from universities both home and abroad.
- Full-time faculty on sabbaticals for one year or more.

Members of the instructional support staff (e.g., Faculty Interns, etc.) are not members of the faculty, though they assist faculty in the performance of their duties.

5.1.1 Definitions

The term faculty is customarily used in academic and public culture to refer to educational personnel whose primary task is teaching. This definition is also used at Ashesi University. However, as with many other institutions, Ashesi, in addition to its teaching faculty, grants faculty rank to other academic affairs personnel.

6.2 Teaching Faculty

Teaching faculty are those members of the University holding faculty rank whose fundamental responsibilities are the instruction of students, professional activities, and, where appropriate for their type of faculty appointment, scholarly or artistic forms of expression that are the basis of a university community. Teaching faculty members are subject to professional and institutional expectations outlined in this Faculty Handbook. The University typically employs faculty through an annual Letter of Agreement (Contract) which specifies nine months of service during an August-May period.

Teaching faculty performance is assessed using two self-evaluations (Ashesi Faculty Self-Evaluation Phase I and II) each year. The teaching faculty annual review process includes the Department Head and Dean. Phase I is formative and Phase II is summative based on the academic year. The two phases of assessment provide faculty the opportunity to state and reflect on their teaching, scholarship, and service. The formative phase guides professional effectiveness during the academic year and the summative phase guides the following academic year. Completed faculty self-evaluations are included in promotion applications. An additional assessment, the Report for Teaching Faculty (formerly the Annual Report for Teaching Faculty), which describes teaching, scholarship (appropriate to faculty appointment), and professional/University service activities of the preceding year is included in the faculty promotion application. Furthermore, such faculty members are normally eligible to formal review by the Promotions Committee at various points during their careers at the University.

6.3 Administrators with Faculty Rank

Administrators with faculty rank are members of the University holding faculty rank whose positions include oversight for the University as well as management of its broader educational goals and programs. The category of administrators with faculty rank includes those members who are at the position of Provost or above, Deans and Associate Deans and Heads of Departments.

Administrators with faculty rank are typically employed through annual contracts, which specify a June-May period of service. Their duties are specified formally in official position descriptions maintained by the University but may also include other responsibilities as assigned by the President or the Board of Trustees. They are subject to annual performance evaluations include formal judgments rendered by their pertinent supervisor, the provost, and the President.

The President of the University conducts an annual evaluation of the provost. The Board of Trustees conducts an annual evaluation of the President.

6.4 Faculty Ranks' Designation

Faculty appointments shall be made to the following positions: Assistant Lecturer, Lecturer, Senior Lecturer, Associate Professor and Professor based on the applicant's academic qualifications, volume and quality of his/her research, publications, and work experience. See also [Section 10 - Governing Rules/Regulations for Appointments and Promotions](#).

- **Assistant Lecturer:** Designation shall apply to persons with a research Master's degree with little to no teaching or professional experience at university level.
- **Lecturer:** Designation shall apply to persons with a Ph.D., or to persons with a Master's degree and 2 years university teaching experience or significant industry experience.
- **Senior Lecturer:** Designation shall apply to persons with a research Master's degree, Ph.D., or terminal degree in the field, with significant accomplishment in the areas of teaching (5-7 years' experience at university level), scholarship (3-5 publications, preferably in a high quality, peer – reviewed, top-tier journal and a grant or grant applications), and service to the University or the broader community.
- **Associate Professor:** Appointment and promotion to this rank is limited to holders of a Ph.D. or terminal degree in the field and shall be made based on excellent teaching (often 10 years or more), scholarship and research (3-5 publications as Senior Lecturer, preferably in a high quality, peer – reviewed, top-tier journal and grant(s)), as well as contribution to the intellectual life of the University or the country.
- **Professor:** Appointment or promotion to this rank shall be made after a minimum of ten full years (usually 15 years or more) in academic service and based on the applicant's internationally acknowledged scholarship in his/her field plus his/her contribution to the intellectual life of the University or country, e.g., 3-5 publications as Associate Professor, preferably in a high quality, peer – reviewed, top-tier journal, and grants, etc. Promotion to the rank of full Professor is not given to all Associate Professors, but only for those academics who have achieved outstanding research records in their fields.

6.4.1 See also [Section 10.1.3 Faculty Ranks Appointment](#)

6.5 Academic Council and Committees

6.5.1 Academic Council

The Academic Council develops and decides academic policies and approves candidates for graduation. The Academic Council also approves faculty and faculty intern personnel policies. Hiring sub-committees of the Academic Council are formed as necessary to hire for open positions.

The Academic Council is chaired by the provost. Members are the President, the Provost, any Associate Provost(s) or Deans, the Chief Operating Officer, Heads of Departments, and the Chair of Academic Programmes Committee. The Academic Registrar shall attend meetings but will have no voting rights. The Academic Representative on the Ashesi Students Council shall attend meetings to provide insights on select agenda items but will have no voting rights. Other senior faculty members may be appointed to be members by the provost in consultation with the Council.

At meetings of Academic Council, two-thirds of the voting members will constitute a quorum.

If a new or modified policy is within a single academic programme or office, then no additional approval is required. If a new or modified policy spans multiple academic programmes or offices, then recommendation of this new or modified policy is brought to the Faculty Meeting for final approval. If a new or modified policy has financial implications, it must be approved by the Executive Committee.

All communications to the Academic Council concerning personnel matters are to be held in strict confidence by members of the Council.

6.5.2 Quality Assurance Committee

The Quality Assurance Committee is a committee of the Academic Council. It is chaired by the Quality Assurance Officer of the University, and membership includes the Provost, any Associate Provost(s) or Deans, the Academic Registrar, the Accreditation Liaison of the University, the Research Administrator and Quality Assurance Coordinator, the Chief Operating Officer, and at least one nomination from the faculty from each academic department serving two-year terms.

The Quality Assurance Committee has the responsibility of ensuring that the University maintains acceptable teaching and learning processes. The Quality Assurance Committee appraises curriculum reviews, pre- and post-moderation reports, Ghana Tertiary Education Commission GTEC (formerly NAB) accreditation reviews, performance reviews, examination, and final grade distributions, and/or any other issues pertaining to quality that Academic Council or members of the Quality Assurance Committee choose to bring forward. It has

advisory responsibility for maintaining facilities on campus in terms of growth, IT and academic spaces which includes classrooms, faculty, and staff offices.

The Quality Assurance Committee meets at least twice per semester. It reports findings and recommendations regularly to the Academic Council, and to the faculty, other departments, and the Executive Committee on an as-needed basis.

6.5.2.1 Student Status Sub-Committee

The student status sub-committee is constituted each semester and consists of the Academic Registrar, the Provost or Associate Provost, and a faculty representative from the Quality Assurance Committee, and consults with the Dean of Students and Community Affairs. The student status sub-committee reviews students' progress toward acquiring a degree at the end of each semester, decides on the warning and probation status of students, and decides on the dismissal of students. The student status sub-committee is charged to follow documented policy for deciding student status; however, when circumstances seem to warrant, the committee is empowered to exercise discretion for exceptions.

The student status sub-committee reports to the Academic Council and the Quality Assurance Committee, but no approvals are necessary.

6.5.2.2 Readmission Sub-Committee

A readmission committee is constituted each semester in which previously dismissed students have applied for readmission to Ashesi before the documented deadline. The readmission sub-committee will consist of the Director of Admissions, the Provost or Associate Provost, and a faculty representative from the Quality Assurance Committee. The readmission sub-committee may invite personnel such as the counselor, academic advisor, former lecturers of the student, where necessary, to contribute to the discussion. The readmission sub-committee reviews the readmission applications and makes the readmission decisions. The readmission sub-committee is charged with making decisions based on the quality of the readmission application, the reasons for initial dismissal, the likelihood of success if re-admitted (including evidence of real change), and past track records of similar readmission cases. However, when circumstances seem to warrant, the committee is empowered to exercise discretion for exceptional cases.

6.5.3 Academic Programmes Committee

The Academic Programmes Committee is a committee of the Academic Council. It is chaired by a faculty elected from the ranks of the committee, and membership includes the Provost, any Associate Provost(s) or Deans, the Heads of Department, and at least two at-large nominations from the faculty, serving two-year term.

The Academic Programmes Committee studies international best practices related to all aspects of the academic programmes, including and especially curriculum development, major programme development, and course changes or development. The Academic Programmes Committee may initiate systematic reviews of general education requirements, academic guidelines, and departmental reviews, and consider other academic or curriculum matters.

A major function of the Academic Programmes Committee is to review proposals for new courses and curricular changes. The procedure for reviewing significant changes to existing courses, new courses, and new curricular aspects are as follows:

- For a significant change in a course or a new course, the course syllabus is typically brought by the head of the relevant department to the committee. It is recommended that the Head of Department have at least two faculty peers at Ashesi, or at other comparable institutions, review the proposed syllabus and primary textbook(s) and give feedback on the content, structure, rigour, Ashesi's learning goals, etc., prior to submission to the Academic Programmes Committee. This feedback should be incorporated into the proposal before it comes to the Academic Programmes Committee. The Academic Programmes Committee will review the proposed syllabus and New Course Development Form, and either recommends approval of the course or not. If approved, the course name, number, and description are sent to the Academic Registry.
- For a new component of the core liberal arts and sciences curriculum, or a new major programme, the Academic Programmes Committee works with the provost to develop the component of the curriculum or the major programme. The development typically includes a committee consisting of Ashesi faculty, external faculty from comparable institutions, and representatives from local industry.

Approval of Academic Programmes Committee actions is as follows:

- For elective courses, final approval is done by the Academic Programmes Committee.
- For changes within major programme requirements with little to no impact on other departments or programmes, the Academic Programmes Committee sends the recommendation to the Academic Council for final approval.
- For substantial changes in major programme requirements that have implications for other departments, the Academic Programmes Committee sends the recommendation to the faculty for review at a faculty meeting.
- For changes in core liberal arts and sciences requirements, the Academic Programmes Committee sends the recommendation to the faculty for review at a faculty meeting.
- For the introduction of new major programmes, final approval must be sought from the Academic Council, the Executive Committee, and the University Board of Directors.

All changes or new curricular elements that have financial or strategic implications is discussed with the Executive Committee before pursuing the change or new curricular element and must be approved by the Executive Committee after development.

6.5.4 Other Committees

Other committees with faculty membership currently within Ashesi include:

- Research Committee
- Library Committee
- Human Subjects Review Committee, the Institutional Review Board (IRB) of Ashesi
- Ashesi Judicial Committee
- Marketing Committee
- Promotions Committee (open to Associate Professor rank and above)
- Community Engagement Committee

Service to Ashesi, the community and beyond is described in annual faculty self-assessments and discussed at that time with Heads of Departments. All full-time faculty members are expected to serve Ashesi either by actively participating in a Council or Committee, or in some other tangible way. Additionally, faculty are encouraged to serve and impact the community beyond Ashesi.

6.6 Faculty Meetings

Faculty meetings are chaired by the provost. Full-time faculty not on leave are expected to attend all faculty meetings so that a meaningful consensus can be reached on the various questions that come before the meeting. Faculty members teaching part-time are invited to attend and participate as frequently as they are able but must attend at least two meetings in a semester. Other members of the Ashesi community may be invited to attend faculty meetings when deemed necessary by the President or the Provost; the Dean of Student and Community Affairs, the Head Librarian, the Academic Registrar, the Director of Human Resources, amongst others, are included in this category of persons.

Faculty meetings are normally held on the third Wednesday of every month from August to May inclusive. Emergency and additional meetings may be called when needed.

Decisions at faculty meetings are made by seeking consensus. When consensus is not possible, then decisions may be passed by a 2/3rds majority.

6.7 Academic Faculties and Departments

The Academic Programme is organised in the following Academic Faculties and Departments:

(1) Faculty of Business, Humanities and Social Sciences

Department of Business Administration	
Degree Programmes	B.Sc. Business Administration
Department of Humanities and Social Science	
Non-Degree Programmes	Liberal Arts Core Courses

(2) Faculty of Engineering and Computer Science

Department of Engineering	
Degree Programmes	B.Sc. Electrical and Electronic Engineering B.Sc. Computer Engineering B.Sc. Mechanical Engineering
Department of Computer Science and Information Systems	
Degree Programmes	B.Sc. Computer Science
	B.Sc. Management Information Systems

Faculty who teach courses offered through several departments or who have a joint appointment in multiple departments may be asked to attend meetings of both departments. Departments may choose to hold joint meetings (e.g., Electrical and Computer Engineering and Mechanical Engineering).

6.7.1 Heads of Department

The provost shall, in consultation with the faculty of the academic departments and the Academic Council, and, with the approval of the Executive Committee, appoint heads of the various academic departments. Normally, the appointment is for a three-year term with an expectation of rotation, where practicable, at the end of that term. A Head of Department can hold office for a maximum of two (2) consecutive terms, after which new leadership will be sought. Whenever possible, heads of departments should hold the rank of Senior Lecturer or above. When a Head of Department vacancy is anticipated or occurs, full-time faculty in the department will be invited to apply for the role by sending a formal request to the provost including:

- A statement of why the candidate believes s/he would make a good Head of Department, including proven leadership and administrative abilities, and a statement about how the candidate plans to balance teaching and research with administrative duties.

- The candidate's vision for the department and/or university, including any retro-grounded and forward-looking goals.
- The candidate's c.v.

New heads of departments will be appointed by the provost after confirmation by the Academic Council and approval by the Executive Committee.

The duties of heads of academic departments include:

- Advise faculty (both junior and senior), both formally and informally, during the annual self-assessment process.
- Promote faculty research.
- Provide liaison to various University offices, including and especially the Office of the Provost and the Academic Registry.
- Develop and update (with colleagues) the departmental curriculum, facilitating improvement when necessary.
- Prepare and administer departmental operating budgets.
- Ensure prompt submission of departmental final grades of students.
- Guide faculty (both junior and senior) through the reading and interpretation of the semester evaluations of their students.
- Provide support and guidance for students enrolled in the department's courses.
- Maintain records for the department.
- Arrange for the supervision of student capstones.
- Arrange for major academic advisors.
- Serve on the Academic Council and Academic Programmes Committee
- Organize and chair at least two department meetings each regular semester
- Work with the Provost and the faculty in the department to develop teaching assignments for upcoming semesters
- Promote a collegial and transparent environment, especially with respect to reviewing colleagues' syllabi and course materials, and sitting in on colleagues' classes, especially with new and adjunct faculty; personally, sit in on new and adjunct faculty classes periodically or as warranted.
- Seek development as needed in the areas of curriculum development, theories of teaching and learning, quality control, academic planning, and administration, and managing and developing people.
- Review c.v.'s of applicants for faculty or other support positions in the department and take a lead role in interviewing and evaluating candidates for hire. Advise on renewal of appointments, promotions, leave dates, sabbatical requests, and other management issues for existing personnel.
- Manage internal pre- and post-moderation and liaise with the academic registry to facilitate any external post-moderation. Facilitate external reviews of the department on a periodic basis.

- Advise faculty in the department on potential issues of plagiarism and academic dishonesty.
- Perform any other function as directed by the Provost or the Executive Committee of the University.

6.7.2 Departmental Meetings

Departmental meetings shall be held periodically, and the Head of Department shall communicate to the departmental faculty and the provost the dates, time and agenda for such meetings. Each department shall hold at least two meetings during a semester. Emergency meetings can also be held as and when the need arises.

7 FACULTY TEACHING LOAD

7.1 Full-Time Teaching Load

The salary for full-time faculty at Ashesi reflects about 75% of a faculty member's actual time. It is expected that faculty will use the other 25% of their time for additional teaching, funded research, consulting, or other academic activities. This is not applicable to part-time lecturers.

Teaching Salary is based on the approved teaching units per year. Teaching units are calculated based on scholarship,

$$\begin{aligned} \text{Teaching Units} = & \left(\frac{1}{3} \times (\text{lecture hours per cohort}) * (\text{lecture cohort factor}) \right) \\ & + \left(\frac{1}{6} \times (\text{lab hours per cohort}) * (\text{lab cohort factor}) \right) \\ & + \left(\frac{1}{18} \times (\text{capstone or independent units supervised}) \right) \end{aligned}$$

Where:

- **Lecture hours per week** = the number of hours of regular class meetings (not discussion sections or lab) in a week for 1 cohort of the class. Most classes at Ashesi meet two days per week for 1.5 hours each, so typically this value is 3 hours.
- **Lab hours per week** = the number of hours of lab in a week, in the case where the faculty oversees the lab for the class. This value is typically 1.5 for computer science labs and 3 for many engineering labs.
- **Cohort factor** = $(1 + 0.75 * (\text{number of cohorts} - 1))$. Thus, for one cohort of a course, the cohort factor is 1. For two cohorts of the same course, the cohort factor is 1.75. For three cohorts of the same course, the cohort factor is 2.5. In the case of one very large cohort (e.g., more than 90 students), the cohort factor can be increased from 1 to up to 1.5.
- **Capstone/independent study units supervised** = 2 for each thesis project (2-credit capstone over two semesters), 1.33 for each applied project (1-credit capstone preceded by a semester of preparation), and 1 for all other independent studies supervised. It should be noted that, regardless of capstone units supervised, it is expected that all faculty would be second readers for a number of capstone projects that are not their own such that the second-reader workload is equally distributed across the faculty.

Approved teaching bonus will be paid to eligible full-time faculty who teach above the approved teaching load. For temporary hires/adjuncts, if an extra teaching load became necessary during the semester, then the appropriate rate of pay shall be discussed and paid accordingly.

The total teaching units for full time faculty is 5.2.

Additionally, scholarship, research, service (innovation and impact) units expected of full-time faculty, are 0.8 to 2.0.

7.1.1 Full-Time Faculty Scholarship and Service Load

7.1.1.1 Scholarship:

Annual expectations of full-time faculty include ongoing scholarly self-development such as conducting research and writing for scholarly publication, conferences, cases, books, book chapters, etc. Scholarly outcomes per year are rated as follows:

Descriptor	Rating	Publications
Excellent	(5)	Published 2 or more peer reviewed publications, OR published 3 or more other publications
Very Good	(4)	Published 1 peer reviewed publication, OR published 2 other publications published
Good	(3)	1 peer reviewed publication submitted, OR 2 or more other publications submitted for publication (1 published or accepted for publication)
Satisfactory	(2)	1 other publication published
Effort expended	(1)	1 other publication submitted

When both the publication alternatives are met, use the next upper level of rating.

Note: “other publication” is used to represent non-peer -reviewed publications such as a published case study, accepted conference paper, scholarly book, chapters in edited scholarly book collection, poster presentation, grant submissions, grant awards.

7.1.1.2 Service:

Each year all full-time faculty members are expected to serve Ashesi and the greater community. The number of Service Hours a year is categorized as follows:

- a) Very active = 67 – 100 hours
- b) Active = 34 – 66 hours
- c) Low Active = 0 – 33 hours

Descriptor	Rating	Number of Hours per Year of Service
Excellent	(5)	>80
Very Good	(4)	61 – 80

Good	(3)	41 – 60
Satisfactory	(2)	21 – 40
Effort expended	(1)	1 – 20

The Service Hours calculations are applicable in varying contexts. For example, being on one committee that meets once a week for a 15-week semester for 2hrs is 30hrs of service for the semester. For a year, it would be 60 hours (assuming the committee meets weekly for 15 weeks each of the two semesters).

7.1.1.3 Load calculation for Scholarship and Service

Faculty's professional responsibilities, in addition to teaching, include scholarship and service.

At Ashesi, scholarship and service together make up to two units of faculty's total professional responsibility load. According to the promotion document faculty responsibilities of Teaching, Scholarship and Service ought to be 50%, 35%, and 15%, respectively.

Scholarship (35%) to Service (15%) is a 70:30 ratio with respect to the 2 units allotted to the two.

In converting the rating to units, the formula would be:

$$\left(\frac{\text{scholarship units}}{5} \times 0.7 + \frac{\text{service units}}{5} \times 0.3 \right) \times 2$$

If a faculty member scores good (3 rating) at scholarship and satisfactory (2 rating) at service, the overall units for scholarship and service would be 1.08

If it is the reverse and a faculty member scored satisfactory (2) at scholarship and good (3) at service, the overall units for scholarship and service would be 0.92

If a faculty member is satisfactory at both the scholarship and service unit score would be 0.8. Consequently, a unit score of 0.8 is the minimum expectation for scholarship and service. The highest unit score attainable is 2.

The scholarship and service unit score combined is separate from the expected 5.2 units for teaching.

7.1.2 Co-teaching options

The three types of faculty co-teaching options at Ashesi are described below:

1. **Even Split:** There is a clear and even split in the division of contributions to instruction of the faculty involved. The faculty member who is not teaching does not come to class, does not grade work assigned during that period, and is not involved with students or the course, till he or she is teaching, e.g., one faculty member teaches for the first half

to Mid-Term and the second faculty member teaches after the mid semester break till semester end, or teaching is done in alternate weeks, or for alternate concepts, etc.

Course Load Assignment for Even Split is 0.5 teaching units each

2. **Custom Split:** In this co-teaching arrangement each faculty member contributes at a different level. The two faculty members decide with the HOD before the start of the semester, the level of course load assignment for each, e.g., a veteran and novice faculty member may split the teaching 0.4 and 0.6, or 0.7 and 0.3.

Course Load Assignment for Custom Split is predetermined together with HOD

3. **Advanced Split:** This occurs in tandem and interwoven often interdisciplinary teaching. This option of co-teaching is applicable when the course is a combination of two or more highly discipline specific concentrations and so no one instructor alone has the total skill set needed. This option is necessary for certain courses where students require multiple perspectives, in real time, to achieve learning outcomes, e.g., courses such as Foundations of Design and Entrepreneurship (design thinking and business), Entrepreneurship capstone (business and other discipline), and Research Methods (quantitative and qualitative). Both faculty members start and finish the semester together – co-creating and identifying nexuses and synergies. Both faculties are in class concurrently, where one may lead the teaching, but both lead the conversation, both provide support to students in and out of the class, and both grade throughout the semester.

Course Load Assignment: 0.75 each

7.2 Teaching Outside of Ashesi

Full-time faculty at Ashesi are not permitted to teach at other institutions during the regular semesters unless prior approval has been obtained by applying through the Head of the Department to the Provost and the Director of Human Resources.

Full-time faculty must disclose if they are undertaking outside work during the regular semesters (August-December or January-May) and the approximate time commitment of their outside work. Full-time faculty must also disclose to the Provost and HR Director if they are teaching at another university, even if the teaching takes place outside of the regular semesters (mid-May to mid-August).

Ashesi has structured the teaching bonus pay to allow faculty who choose to teach a higher load to do so at Ashesi. Whenever possible, the University encourages that extra work done by full-time faculty be extra teaching or funded research at Ashesi or consulting outside of regular semesters (mid-May to mid-August).

Temporary/adjunct faculty must disclose to the Provost, Head of Department and HR Director if they are teaching at another university during the regular semesters (August-December or January-May)

8 RESEARCH

Many faculties engage in active research projects. Externally funded research grants are especially encouraged. Research projects may also receive internal funding from Ashesi University. Projects which involve two or more faculties are also particularly encouraged.

Each department can grant a course release a semester to a faculty member who has a particular research project they are working on, to complete a particular milestone of the project. The course release is dependent on available faculty to cover the release. To be granted a course release, faculty must submit a proposal to the Head of Department; at the end of the semester where the release was granted, faculty must submit a short report detailing their accomplishment(s) during the semester.

An overall budget for internally funded grants will be determined at the beginning of the year and the provost, in conjunction with the Research Committee and Executive Committee, will consider grant requests submitted within the budget allocated.

8.1 Grant Review Process

All research grants applications, externally or internally funded, must go through an internal peer-review process coordinated by the Research Administrator, that includes the Research Committee and/or the provost. Draft proposals are developed by the Principal Investigator in tandem with the Research Administrator and other key stakeholders

Research proposals must be approved and signed by a member of the Executive Committee; an overall budget for internally funded grants will be determined at the beginning of the year and will accommodate proposals submitted within the budget.

8.2 Human Subjects Research Committee

All research involving human subjects, which is to be conducted by faculty or students from Ashesi University, must be approved by the Human Subjects Review Committee. This committee is the Institutional Review Board (IRB) of Ashesi. The purpose of this review is to ensure that the research activity is conducted with the safety of the human subject as its highest priority. The criteria for this review are in strict accord with international standards for the protection of human participants in academic research. All research to be conducted by students, faculty staff or research affiliates from other institutions must be approved prior to primary data collection or project initiation.

Human subjects' approval must precede submission of all research applications to any sponsor for funding of the research effort. This applies to funding requests for internal or external resources, domestic and international applications. This policy applies to all applications including those to for-profit, not-for-profit, governmental, or charitable organizations.

The committee will respond to each proposal within four weeks following its review. If the committee determines that a submission involves vulnerable populations or greater than minimal risk, the applicant will have an opportunity to modify the research design, sampling strategies, process or format of data collection, or any other concern that is raised by the committee. Appeals can be formally addressed by the Provost with the Chair of the Human Subjects Review Committee. If an appeal is approved, the full committee will revisit the proposal and will entertain all concerns of the Principal Investigator. In the event that an appeal is also denied, the proposal must be closed for further consideration unless methodological and ethical issues are adequately addressed in the form of a new submission.

All submissions must be in digital form IRB@ashesi.edu.gh. The submissions must be approved with signature from the chair of the committee. Submissions are accepted on an ongoing basis.

All submissions must be made using the Ashesi University *Human Subjects Review Form*. The form is found on the website. Applications that are incomplete will be returned to the applicant and will not be forwarded to the committee for review. Applicants are advised to be mindful of schedules and time requirements for the review process and are urged to submit proposals as early as possible.

The Bio-Ethics Research Committee is a sub-unit of the Human Subjects Review Committee and will follow the same guiding principles outlined.

8.3 Research Bonus

Ashesi University has an established bonus pay incentive for faculty to perform and publish rigorous, peer-reviewed research. Currently any bonus paid is upon recommendation of the Research Committee and approval by the provost.

8.4 Visiting Scholars

Ashesi University gets requests from visitors who do not hold academic appointments at Ashesi but who would like to use its facilities as a base from which to conduct research in Ghana. Ashesi recognizes the benefit of having visiting scholars from other institutions engage in research and exchange ideas with the Ashesi community. To accommodate the needs of these individuals and to recognize their contributions to Ashesi's intellectual life, the university may give the designation of Visiting Scholar to such visitors who do not otherwise have appointments at Ashesi. Eligible individuals who wish to be Visiting Scholars must be faculty or graduate students at a recognized university or research lab and be actively engaging in research at or around Ashesi. Visiting Scholars must have a bachelor's degree as a minimum, and usually a master's or higher degree. The Visiting Scholar designation is not for individuals who come to guest lecture, give a short workshop at Ashesi, engage in a very short research cycle at Ashesi or in Ghana, such as administering one or a set of surveys to research

participants at or around Ashesi, although such visitors may also be welcome at the invitation of an Ashesi faculty or staff member.

An individual wishing to be a Visiting Scholar at Ashesi must have an invitation from a full-time faculty member who will act as the scholar's faculty sponsor while at Ashesi. The individual must send a formal letter of request to the provost indicating the faculty sponsor and details of the proposed engagement at Ashesi, including estimated dates, an overview of the research project, and any requests for resources from the university. The Visiting Scholar status would be approved after the individual's credentials and project are verified, and any potential resource or other impact is approved by the Head of Department or Dean, and the Provost. Not all requests may be approved. Potential Visiting Scholars should note that Ashesi is relatively remote from Accra, with a portion of the journey on a bad road and should realistically assess whether Ashesi's location is really conducive for the proposed research.

It is expected that Visiting Scholars will engage in the intellectual life of the university. This may be done in multiple ways, such as including Ashesi faculty and students in portions of the Visiting Scholar's research; guest lecturing; attending department, faculty, and research meetings upon invitation from the chair; hosting one or a series of scholarly seminars; attending Ashesi cultural and scholarly events; co-advising student research; and planning cultural or other events for Ashesi.

Visiting Scholars will be given a campus ID so that s/he may be identified as associated with Ashesi by our security, faculty, staff, and students; the Ashesi ID must be surrendered to the HR department when the Visiting Scholar period has completed. Visiting Scholars will be given access to wireless Internet connections throughout the campus and will be able to access library resources such as the facility (during normal library hours), e-resources, journals, and books. It may be possible to provide Visiting Scholars with shared desk space in a shared adjunct office, but space is not guaranteed to Visiting Scholars. Visiting Scholars should not expect to use university resources such as secretarial services, computers, printers, mail services, telephones, office supplies, or equipment without the express permission of the Head of Department, Dean, or Provost. Under no circumstances will Visiting Scholars at Ashesi be paid a stipend or given housing or transportation. If the Visiting Scholar would like to teach in addition to engage in research, then the individual is advised to apply as an adjunct lecturer, which would be the appropriate designation for such an engagement. In that case, the individual would undergo the normal hiring process for adjuncts, including giving a teaching simulation for faculty, staff, and students.

If the Visiting Scholar's research involves human subjects, s/he will need to have the project approved by Ashesi's Human Subjects Review Committee, which acts as the university's Institutional Review Board (IRB). If the Visiting Scholar's research includes work in a lab, the use of the lab must be pre-approved, and the scholar must abide by Ashesi's policies and basic professional standards concerning laboratory safety and the handling and disposal of

hazardous materials. It is very important that Visiting Scholars conduct their research in a safe and professional manner.

Visiting Scholars are required to abide by all university rules and regulations that govern employees and faculty of Ashesi. Visiting Scholars must also be aware of culturally sensitive and potentially offensive issues, and not do or publicly say things that may harm the reputation of Ashesi. Visiting Scholar designation at Ashesi is a privilege, not a right, and an individual holds this status at the pleasure of the university. The designation may be revoked at any time by the University at its sole discretion, even during the approved term of appointment.

Ashesi can write a letter of invitation to help the scholar obtain a visa to enter Ghana; however, the Visiting Scholar will not be considered an employee or student of the university. The visiting scholar will apply for a tourist or business visa. Obtaining the initial visa, and any necessary visa extensions, will be the sole responsibility of the visiting scholar.

Visiting Scholars may not claim an Ashesi University affiliation for the purpose of applying for grants and contracts and should not represent themselves in their publications and correspondence as having an Ashesi affiliation. However, they may list the courtesy designation on their curriculum vitae.

8.4.1 Remote Visiting Teaching Scholars

Capitalizing on the new normal, faculty outside of the daily commuting distance of Ashesi may apply to teach a course remotely. Applicants who are contracted to teach for a semester receive full payment after their grading submissions at the end of the semester.

Remote Visiting Teaching Scholars may not claim an Ashesi University affiliation for the purpose of applying for grants and contracts and should not represent themselves in their publications and correspondence as having an Ashesi affiliation, without approval from the office of the provost. However, they may list the courtesy designation on their curriculum vitae.

9 FACULTY DEVELOPMENT AND EVALUATION

9.1 Purpose and Goals of Faculty Development

The ultimate aim of faculty development is to enable faculty members to grow and excel as accomplished educators and scholars and thereby create a vibrant community that values, promotes and rewards learning, fosters student success, lifelong learning and institutional excellence and prepare students to transform Africa.

Ashesi shall create an environment for faculty to develop by organising and funding various activities, programmes and in collaboration with other relevant institutions. Faculty development seeks to achieve the following goals:

- Achieve excellence, leadership, and sustained innovation in teaching.
- Promote excellence in research and share new knowledge and insights with academia and industry.
- Develop leadership capabilities that enable faculty members to influence the growth of the institution, colleagues, and the wider community.
- Engender sustained growth of faculty members in their disciplines and new areas of relevance and interests.

9.2 New Faculty Orientation and Development

Ashesi University shall organise orientation seminars for all new faculty at the beginning of their employment. New faculty are required to attend the new faculty seminars. The seminars will seek to socialize new faculty into the academic profession and the Ashesi community and its philosophy, values, and approaches. The faculty will also be made aware of Ashesi's expectation regarding teaching and learning as well as steps for academic advancement. These new faculty seminars address:

- necessary information regarding employment at Ashesi, including the employee handbook and the faculty handbook.
- expectations of the liberal arts-based teaching and learning environment.
- Ashesi's academic guidelines, ethical standards, and honour code.

New faculty are mentored by the department head or another member of the department. New faculty are assigned to co-teach courses their first semester when possible. New faculty who do not already have a lot of teaching experience are counselled into participating in pedagogy workshops whenever possible, funded through the departmental faculty development budget.

9.3 Expectations for Faculty Development

Because the sustained growth of faculty members is imperative to the success of the University, Ashesi provides training and development opportunities to assist faculty in their

roles as teachers, scholars, mentors, and professionals. Faculty must participate in training and development programmes as reasonably determined by the University from time to time, which may be of an academic and non-academic nature. Examples include training on ethical standards, sexual harassment, diversity training, inclusive teaching practices, scholarship, and pedagogy.

At the end of each academic year the Provost's Office sponsors a Faculty Development seminar, focused on one aspect of teaching, typically in June. Examples of recent Faculty Development seminars include:

- **2021:** Faculty in the OSUN network led sessions on Rubric Development and How to Teach Critical Thinking
- **2020:** Dr. Erica Kaufman, Director of the Bard College Institute of Writing and Thinking, led faculty on processes for improving student writing & thinking. Additionally, she and her team introduced faculty to strategies for writing to learn in the STEM disciplines.
- **2019:** Faculty from Arizona State University and KNUST together with a few Ashesi University faculty, led faculty and staff of Ashesi and KNUST through a set of workshops on publication success and effective grant proposals.
- **2017:** Professor Clif Kussmaul from Muhlenberg College led an introductory workshop on POGIL (Process Oriented Guided Inquiry Learning) and included sessions on the Scholarship of Teaching and Learning.
- **2016:** Faculty from The College of Wooster led Ashesi faculty through a set of workshops on research, mentoring, and advising.
- **2015:** Professor Benjamin Linder of Franklin W. Olin College of Engineering led faculty in activities and discussions on design thinking, student motivation, and active teaching and learning techniques.
- **2014:** Professor John Bean, author of the book *Engaging Ideas*, worked with faculty in a workshop on developing rubrics for evaluating capstone projects

Due to the valuable nature of these professional development seminars, full-time faculty are expected to attend the Ashesi Faculty Development Seminar if they are in the country, and temporary/adjunct faculty are cordially invited.

In each monthly faculty meeting, there are typically one or more reports on new pedagogies or tools for teaching, and faculty are encouraged to volunteer to present their experiences at faculty meetings or at other, special sessions. For example, an instructor presented his experience of using Khan Academy materials for enriching the teaching of mathematics, and two faculty presented their experiences of using a flipped classroom pedagogy in Statistics.

In addition, faculty are expected to be professionally active and to seek local, regional, and international conferences and workshops that facilitate their continual teaching and/or research development. Each department has some funding for faculty to attend local and

international conferences and workshops, including those focused on teaching practices and pedagogy. For full-time faculty, departments are generally able to fund local and regional conference and workshop attendance, and for each faculty member attempt to fund attendance at one international conference or workshop in his or her field per annum. Faculty are encouraged to contact their Head of Department well in advance if they would like to attend an outside workshop or conference related to their professional role as a faculty member at Ashesi to determine if full or partial funding is available.

9.4 Teaching and Instructional Development

Ashesi shall, through its academic departments or the Provost's Office sponsor faculty members to attend teaching and learning workshops that focus on developing faculty teaching skills in the areas of course design, teaching strategy/pedagogy, developing rubrics, assessment and feedback, grading, reflection, presentation, and class facilitation, learning theory and style and the use of information technology.

Ashesi also has in place faculty peer teaching observation and review system where the academic heads of departments, the provost, and occasionally, other faculty members visit and observe their colleagues teaching in class. Colleagues whose teaching sessions are observed are given constructive feedback to enable them to improve.

9.4.1 Teaching and Learning Workshops available

Some of the teaching and learning workshops Ashesi recommends to faculty are:

- Teaching and Learning in Higher Education Workshop by West Africa Building Environment Conference (WABER) Professional Education
- Franklin W. Olin College of Engineering Summer Institute, Meeting the Needs of the 21st Century: Designing for Student Engagement

Faculty are encouraged to find other suitable teaching and learning workshops and resources and share them with other faculty as appropriate.

9.5 Research Skills Development

This area of faculty development seeks to enable faculty to excel as scholars and contribute to knowledge in their disciplines and share insights as well as transfer technology to industry and the wider community. In addition to funding relevant approved research projects and studies, Ashesi shall sponsor faculty to attend seminars/workshops or organize activities to help faculty:

- Develop personal faculty academic and research goals.
- Develop scholarship practice: reading and writing.

- Design and implement research projects and produce work for publication: designing research studies, collecting and analysing data, drawing sound conclusion, writing and presenting results, writing for publication.
- Develop skills to write and publish case studies about companies and institutions operating in Africa.
- Develop skills for supervising students' thesis and independent studies and academic advising.

In addition, Ashesi, is developing an undergraduate research program, to equip participating undergraduate students with relevant graduate level research skills, to support faculty research and collaborate with faculty on publications.

Each department has some funding for faculty to attend local and international conferences and workshops, including those in the faculty member's area of research interest. For full-time faculty, departments are generally able to fund local and regional conference and workshop attendance, and for each faculty member attempt to fund attendance at one international conference or workshop in his or her field per annum. Faculty are encouraged to contact their Head of Department well in advance if they would like to attend an outside workshop or conference to determine if full or partial funding is available. Each department can also grant a course release a semester to a faculty member who has a particular research project they are working on, to complete a particular milestone of the project.

There are multiple ways to remain intellectually active on campus as well. The provost has instituted a bi-monthly research seminar where Ashesi faculty and staff present their scholarly work to faculty and staff for comments and inputs before they publish or disseminate to the wider community. The provost also conducts a faculty research series where faculty discuss research concepts for their research self-development intent on establishing a Research and Intellectual Community. Faculty are given opportunity to work on their scholarship during designated research-intensive days, when their Faculty Interns serve as instructor substitutes. At least once each semester, faculty are invited to participate in a 3-day research boot camp away from campus distractions. The Business Administration department also runs the Ashesi Economic Lecture Series every semester where scholars within and outside Ashesi are invited to present their research and papers to the Ashesi community. All departments regularly host outside scholars to speak at Ashesi.

The Provost and President have also encouraged faculty to form research clusters. These are teams voluntarily constituted around common research interests, that seek to hone their research skills, exchange ideas, conduct joint studies and publish together. Faculty are also encouraged to seek another faculty member or scholar with whom they can meet regularly to discuss their research and publication development.

Senior faculty members (senior lecturer, associate professor, or higher) are eligible for one semester sabbatical leave with pay after every six years of continuous teaching at Ashesi.

Faculty are encouraged to apply for sabbatical when they are eligible and use the time to deepen their existing research initiatives or launch a new one. See [**Section 11.4 - Sabbatical Leave**](#), for more information.

9.5.1 Research and Publication Workshops Available

Some of the research and publication workshops Ashesi recommends to faculty are:

- Writing for Academic Publication by West Africa Building Environment Conference (WABER) Professional Education
- DAAD PhD Proposal Writing Workshop
- SoTL Workshops

Faculty are encouraged to find other suitable research and publication workshops and resources and share them with other faculty as appropriate.

9.6 Leadership Development

Ashesi shall encourage, nurture and support faculty members to aspire to leadership roles in academia. Leadership roles such as departmental heads, deans and provost require knowledge in curriculum development, theories of teaching and learning, quality control, academic planning, and administration, managing and developing people.

Ashesi shall sponsor faculty members in leadership positions to attend workshops, seminars, or conferences to hone their skills in the following areas:

- Leading, articulating, promoting and captivating vision
- Curriculum planning and managing curriculum change
- Coordinating multidisciplinary teams and consensus-building
- Designing and leading academic quality assurance and improvement
- Developing junior colleagues as teachers and scholars

9.6.1 Leadership Development Workshops Available

Some of the Academic Leadership courses/workshops Ashesi recommends to faculty are:

- Senior Academics Professional Development Programme by West Africa Building Environment Conference (WABER) Professional Education
- Academic Leadership Academy at Pennsylvania State University
- Franklin W. Olin College of Engineering Summer Institute, Facilitating Change that Sticks: Becoming an Effective Educational Change Agent

Faculty are encouraged to find other suitable leadership development workshops and resources and share them with other faculty as appropriate.

9.7 Policy for Faculty Seeking a Ph.D. or other Terminal Degree

All faculty who do not have a Ph.D. or terminal degree in their field are encouraged to work toward a Ph.D. in their field. Full-time faculty with master's-level degrees that are not terminal are strongly encouraged to seek a Ph.D. (or other terminal degree in their field) due to National Accreditation Board standards and is required for promotion to the ranks of Associate Professor and Professor. Promotion to Senior Lecturer without a Ph.D. is possible only in the case of significant, peer-reviewed, published research.

To help faculty to obtain a Ph.D., a limited fund is available yearly for reimbursement of tuition expenses incurred by full-time faculty working toward a Ph.D. degree. Tuition-only is reimbursable, although other expenses incurred as part of undertaking research may be eligible for reimbursement through the research fund (held either in the department or at the Office of the Provost) or on a case-by-case basis. To access the funding, full-time faculty must have continuously worked at Ashesi for over two years.

At the end of the calendar year, eligible faculty wishing to get reimbursed for tuition spent toward a Ph.D. degree during the calendar year must submit receipts from the Ph.D. granting university's accounting office. The fund will be split between those seeking tuition reimbursement, up to the equivalent of USD \$5,000 per faculty. Such faculty will be given one course release per year, and every effort will be made to make their teaching load and schedule fit the needs of the Ph.D. program. Faculty accessing the Ph.D. tuition reimbursement while continuing to teach at Ashesi must agree to continue working at Ashesi for one year after the Ph.D. is granted for each year tuition reimbursement is accessed; if leave is taken while tuition reimbursement is accessed, then the faculty must agree to work at Ashesi for two years after the Ph.D. is granted for each year tuition reimbursement is accessed and s/he is on leave. Generally, it is expected that faculty receiving Ph.D. tuition reimbursement continue teaching at Ashesi throughout the Ph.D.

Senior faculty who have worked at Ashesi for over 5 years and who have held significant leadership positions at Ashesi (e.g. Head of Department, chair of significant committees, lead on significant projects) may apply for additional funding outside the Ph.D. development fund. Such applications will be considered on a case-by-case basis and will be approved only in the presence of additional funding provided by the Ashesi University Foundation. Senior faculty wishing to access these funds should contact the provost well in advance, so that such funding may be identified and secured, if possible. In this case, either tuition reimbursement or payment directly to the Ph.D. granting university will be made, up to a yearly maximum limit equivalent to the faculty member's annual salary (depending on the available funding). As with other Ph.D. tuition reimbursement, faculty will be given one course release per year; faculty must agree to continue working at Ashesi for one year after the Ph.D. is granted for each year tuition reimbursement is accessed; and if a semester-long or year-long leave is taken while tuition reimbursement is accessed, then the faculty must agree to work at Ashesi

for two years after the Ph.D. is granted for each year tuition reimbursement is accessed and s/he is on leave.

In all cases, if Ph.D. funding is accessed and a Ph.D. degree is not obtained within a reasonable period of not more than six years, the cumulative amount reimbursed or paid on the faculty's behalf, in U.S. Dollar equivalent, will be subject to collection by Ashesi.

On a case-by-case basis, Ashesi may support faculty who are actively pursuing terminal degrees in a variety of other ways (all of which may be subject to a promise of employment at Ashesi for a specified period upon completion of the degree):

- More paid course releases per year to pursue coursework and/or research
- Unpaid leave of absence for a semester or more
- Travel or other research expense reimbursements

9.8 Faculty Self-Assessment

So that personnel have a structured opportunity to reflect on the year's experiences and so decisions may be systematic and equitable, a process for evaluating teaching faculty has been developed. This system provides for the periodic collection of information regarding faculty performance based on the University mission in the areas of teaching, contributions to the life of the University, scholarship, and professional activity for impact. The process provides for multiple evaluations to give a broad and fair base of information for evaluation. It is not necessary that all evaluations be completed, but that the evaluation be comprehensive and substantive.

Full-time faculty are required to assess themselves each year via a self-evaluation two-part process. The self-assessment is used primarily as a formative evaluation tool, in which the faculty member critically reflects on and evaluates his or her own performance in the areas of teaching, scholarship, and service to the University. Each faculty member is expected to set goals and work to achieve those goals each year to grow in their professional development. The self-evaluation is also summative in certain instances, for example for merit pay increases or when the faculty member is seeking a contract renewal or promotion. (See [Section 10 - Governing Rules/Regulations for Appointments and Promotions](#)).

The faculty self-evaluation portfolio which should include an updated CV is submitted electronically to the Head of Department and Department Coordinator before the first day of classes of the academic year (in August). The Head of Department then sets a meeting to discuss it with the faculty member. During or after discussion, the Head of Department completes the summative evaluation forms covering teaching, scholarship, and service. The Head of Department adds any comments s/he would like, and both the faculty member and the Head of Department sign the form, which is forwarded to the provost. The provost then reviews the form, consulting with the Head of Department as necessary. If there are any areas

of concern, the provost engages the faculty member in a discussion to help improve his or her performance in any of the areas of teaching, scholarship, and service.

10 GOVERNING RULES / REGULATIONS FOR APPOINTMENTS AND PROMOTIONS

Faculty members are hired and evaluated on Teaching, Scholarship, and Service according to the attributes outlined in *The Ashesi Way*.

TEACHING	SCHOLARSHIP	SERVICE
<p>An Excellent Teacher:</p> <ul style="list-style-type: none"> • Influences students’ grasp of critical thinking and communication skills, key concepts, and investigative procedures of the discipline. • Consistently strives for deeper expertise in pedagogy and theories of teaching and learning. • Engages with colleagues on initiatives for curricular development and improved student learning, sharing their knowledge and skills, engaging the talents and experiences of others, and helping colleagues become more successful. • Reflects on their teaching practice, setting ambitious yet attainable goals for improvement and innovation every year. 	<p>An Excellent Scholar:</p> <ul style="list-style-type: none"> • Influences the research field. • Consistently strives for deeper expertise in the research area. • Asks questions that broaden the conversation and connects with others in their chosen fields. • Continues to build skills and engage in professional development throughout their career. 	<p>An Excellent Citizen and Leader:</p> <ul style="list-style-type: none"> • Influences the institution, colleagues, and broader community. • Consistently strives to merge the institution’s values and mission into their work inside and outside the classroom. • Takes the initiative and goes beyond the call of duty. • Recognizes the long-term implications of decisions and actions.

Accomplishment in teaching is required for any renewal of contract; accomplishment in the areas of teaching, scholarship and service are necessary for promotion in all cases.

10.1 Faculty Appointments

10.1.1 New Appointments – Full-time Faculty

Advertisements for new full-time faculty needs are developed by the relevant Head of Department in conjunction with the Provost and Director of Human Resources. The Director of Human Resources will advertise open positions.

For each open full-time position, a sub-committee of the Academic Council, consisting of the Provost, Associate Provost or Dean, the relevant Head of Department, technical faculty, and the Director of Human Resources, is formed to vet curricula vitae and interview candidates. The Director of Human Resources shall arrange the interviews; input from additional faculty members may be sought at the interview stage. After a successful interview, the applicant will subsequently make a seminar presentation to a select representative number of the campus community. Depending on the years of experience and rank of the candidate a conversation, an interview with a teaching simulation, or a combination may be conducted. The Director of Human Resources shall compile evaluations and recommendations from the interview and seminar once all candidates for the position are interviewed. A recommendation to hire a candidate is made by the sub-committee of the Academic Council. Candidates are approved by the President and/or Executive Committee.

New faculty with little to no university-level teaching or academic experience will typically enter at the level of Assistant Lecturer (with a Master's) or Lecturer (with a Ph.D.). Experienced faculty new to Ashesi will enter Ashesi at their rank from their previous institution, or its equivalent. During the first year at Ashesi, faculty are expected to develop their pedagogy and work at becoming an excellent teacher, and then begin to formulate a research programme.

Ashesi welcomes experienced faculty who have retired from other universities, recognising that they bring valuable leadership qualities and experience to the faculty.

In considering taking an appointment with the University, faculty must ensure that they can complete the duration of their contract.

10.1.2 New Appointments – Part-time and Adjunct Faculty

For temporary/adjunct faculty, hiring needs are also developed by the relevant Head of Department in conjunction with the Provost/Associate Provost/Dean and Director of Human Resources. The Director of Human Resources will advertise open positions if time allows or will reach out to known suitable candidates otherwise. A curriculum vitae is typically submitted to the Director of Human Resources who shall refer it to the appropriate Head of Department for consideration and processing. If it is determined by the Head of Department and Provost that the applicant is qualified for an open position, the Director of Human Resources shall arrange an interview and if successful, the applicant will subsequently make

a seminar presentation to a select representative number of the campus community. Depending on the years of experience and rank of the candidate, a conversation, an interview with a teaching simulation, or a combination may be conducted. If the candidate has taught at Ashesi previously, the interview and seminar may be waived. A decision to hire temporary/adjunct faculty is made by the Provost and relevant Head of Department based on need.

In considering taking an appointment with the University, faculty (whether full-time or temporary/adjunct) must ensure that they can complete the duration of their contract.

10.1.3 Faculty Ranks Appointment

Faculty appointments shall be made to the following ranks: Assistant Lecturer, Lecturer, Senior Lecturer, Associate Professor, and Professor based on the applicant's academic qualifications and experience.

- **Assistant Lecturer:** Persons with a research Master's degree and without significant university teaching experience are appointed to the rank of Assistant Lecturer.
- **Lecturer:** For the appointment of a Lecturer, persons with a research Master's degree and with significant university teaching experience and/or Ph.D. credits; or a research higher university degree, a Ph.D. shall be required, with some relevant university teaching experience, and some evidence of service.
- **Senior Lecturer:** Appointment to Senior Lecturer is typically done by promotion or by transferring into Ashesi with the Senior Lecturer rank at another university. A researched higher university degree shall be required, with at least four years full-time teaching experience (equivalent outstanding professional service may be substituted for some of the teaching experience). Appointment and promotion to this grade shall be considered based on significant performance in the areas of teaching quality; research, contribution to knowledge, and publications; academic leadership; inventiveness; and service.
- **Associate Professor:** Appointment to Associate Professor is typically done by promotion or by transferring into Ashesi with the Associate Professor rank at another university. Appointment and promotion to this grade shall be made based on excellent teaching, scholarship accomplishment in the candidate's field, as well as significant contribution to the intellectual life of the University or the country. Applicants should have five plus or minus two additional high-quality peer-reviewed publications and show evidence of an on-going research agenda.
- **Professor:** Appointment or promotion to this rank shall be made after an additional four years at Ashesi and based on the applicant's internationally acknowledged scholarship in his/her field and contribution to the intellectual life of the University or country, or by transferring into Ashesi with the Professor rank at another university. The rank of Professor is reserved for exceptional world-class scholars.

10.2 See also 5.2 Faculty Ranks' Designation

10.2.1 Renewal of Appointment

Renewal of appointment is contingent on satisfactory completion of the duties of a faculty member at the given rank, completion of duties and conditions specified in the contract, and adherence to the University's rules and regulations, as well as the corporate ethos described in "The Ashesi Way" above. Accomplishment in teaching is required for any renewal of contract. For each faculty contract renewal, a sub-committee of the Academic Council is formed consisting of the Provost or Associate Provost or Dean, the relevant Head of Department, Chief Operating Officer, and the Director of Human Resources for decision. Contract renewals are subject to Executive Council approval.

Every appointment renewal should be completed three months before the expiry of the contract. In case of a lapsed contract, it is assumed that the contract is renewed for an additional academic year.

10.2.2 Emeritus Faculty

Upon retirement, a faculty member at the rank of Senior Lecturer, Associate Professor or Professor may be named an Emeritus Faculty. Being made an Emeritus Faculty is an honour and is not given to all retiring faculty. It allows the Faculty member to continue a relationship with the institution s/he is leaving.

Below are special privileges of an Emeritus Faculty:

- Library privileges, including access to digital resources
- Continued membership of the department and faculty. This is without vote in the Faculty. It is up to the individual departments whether departmental voting rights are extended to the Emeritus Faculty.
- Right to use the University name in applying for research grants
- Continued use of University internet (but no IT support services)
- Continued use of University email and print mail services
- Listing in the University catalogue as Emeritus Faculty
- Invited to march in graduation

10.3 Faculty Promotion Process

Faculty promotion policies are intended to align with the values of Ashesi University to the allocation of faculty members' time and energy, provide clear pathways for professional growth, and ensure an equitable and transparent process. As a teaching-oriented undergraduate liberal arts and sciences institution, Ashesi places utmost importance on excellence in teaching. In addition, as an institution of higher learning, Ashesi also values scholarship, understanding that deep intellectual growth comes through cultivating a

research career. Lastly, Ashesi recognizes service both to Ashesi and to the greater Ghanaian and African community. It is in the context of these three areas, teaching, scholarship, and service, that faculty are expected to grow as professional teachers and scholars at Ashesi and are considered for promotion.

Promotion from Assistant Lecturer to Lecturer: A faculty member hired as an Assistant Lecturer who subsequently earns a Ph.D. is awarded the rank of Lecturer without going through the promotion process. Alternatively, an Assistant Lecturer can apply for promotion to Lecturer with a master's degree and a minimum of 2 years of teaching at the rank of Assistant Lecturer. Proficiency in teaching and evidence of some scholarly pursuits and service to the University are expected for promotion to Lecturer.

Promotion from Lecturer to Senior Lecturer: A Lecturer is eligible to apply for promotion to Senior Lecturer after their 4th year at Ashesi. After the initial year at Ashesi, Lecturers are expected to attend professional meetings and be publishing at least one peer reviewed paper (or equivalent) per year. If this expectation is followed, faculty should be ready for promotion to Senior Lecturer within 4-6 years. Three to five high quality, peer-reviewed publications are expected for promotion to Senior Lecturer, as well as excellence in teaching and evidence of service.

Promotion from Senior Lecturer to Associate Professor: Promotion from Senior Lecturer to Associate Professor is available only to holders of a Ph.D. or terminal degree in their field. Faculty may apply for promotion to Associate Professor after 4 years at the Senior Lecturer rank. Three to five additional peer-reviewed publications are expected for promotion to Associate Professor, as well as continued excellence in teaching and a growing sense of service to the University or the greater profession or community.

Promotion from Associate Professor to Professor: An Associate Professor may apply for promotion to Professor after a minimum of four years; and three to five additional high-quality peer-review publications are expected. Promotion to the rank of full Professor is not given to all Associate Professors, but only for those academics who have achieved outstanding research, teaching, and/or service records in their fields.

At each promotion level, consideration will be given to grant-seeking endeavours and participation in grant attainment and implementation.

Faculty who believe they are ready for promotion should seek the advice of the Provost. Faculty will submit a promotion portfolio to the Provost by September 1 consisting of the following at a minimum:

- An updated curriculum vitae (c.v.)

- Statement(s) that comprehensively address growth in teaching, scholarship, and service to the University or the greater profession or community since appointment to the current rank
- Copies of any scholarly published work to be evaluated as part of the promotion process
- Their most recent Faculty Performance Evaluation Form both formative (short form) and summative (long form)

Other documents the candidate finds relevant for the consideration of his/her promotion may also be submitted. Submission of all materials must be in both electronic and paper form. Scholarly work must meet the standards of the discipline and can include peer reviewed journal articles or book publications, major consultancy reports, funded grant proposals, important case studies, organisation of significant academic conferences, selective conference papers, significant creative works, such as art, dance, music, film, or literature, etc. Further, the statement(s) must include evidence of an on-going research agenda.

The submitted promotion application dossier will be assessed on teaching, scholarship and service using specified metrics and weights.

Ashesi is a teaching institution first and subsequently the weights for promotion consideration are as follows:

Teaching - 50% Scholarship -35% Service-15%

Teaching

Teaching is allotted a total of 100 points. Thirty of those points are associated with student evaluations per semester of the last three years leading up to the application. Faculty are assessed on select measures. Other teaching factors make up the 70/100 points considered.

Student Evaluation (30/100)	Other Teaching factors (70/100)
<p>The 8 measures selected from student course evaluations are:</p> <ul style="list-style-type: none"> • The instructor’s preparation for teaching • Clarity of lecture presentations and explanations • Encouragement of student participation • Promptness in returning graded work • Instructor’s ability to answer questions • The respect accorded me by the instructor • Interacting with the instructor outside of class 	<p>Faculty Outcomes & Impact <i>Faculty can pick 3 or more of the following to showcase: (30)</i></p> <ul style="list-style-type: none"> • Capstone Supervision • Quantity • Quality (AIR -worthy, typical Final grade, Acceptance to conferences) • Professional Certifications related to and implemented in teaching (max. 2) • Professional Development in Teaching and implemented in teaching (max. 2) • Professional Development in Discipline and implemented in teaching (max. 2)

<ul style="list-style-type: none"> The way the grading system and rubrics helped me understand what I needed to work on <p>In addition, the following measure is used as a flag for integrity: In this course, my classmates and I maintain a high degree of integrity with respect to graded work.</p>	<ul style="list-style-type: none"> Develop Case Study for teaching (max. 2) Develop instructional manuals (max. 2) Developing teaching content (co-creating instructional material with other professionals, inserting graduate level material) (max. 2) % Of students engaged in research/entrepreneurship/project outside program requirement Averaging 3.5 or higher on course evaluations Peer evaluation Cohesiveness and dynamism of course syllabi Consistent favourable Pre-moderation outcomes Other (Justify as contributing to or as evidence of teaching effectiveness)
	<p>Faculty Outputs for Teaching: (20)</p> <ul style="list-style-type: none"> Innovative Teaching (6) Incorporation of Ashesi Learning Goals (7) Incorporation of discipline standards/objectives (7)
	<p>Faculty Inputs for Teaching: (20)</p> <ul style="list-style-type: none"> Mandatory Annual Professional Development in June (10) Faculty Retreat in January (5) March Professional Development (2.5) August Professional Development (2.5)

*Note: Will be considered in calculation

Scholarship

Scholarship is also a total of 100 points. High quality peer reviewed journal publications make up 60/100 points. In some pure sciences, such as computer science, peer reviewed conferences are the equivalent of peer reviewed journal articles. Other scholarly works make up 40/100.

Peer-Reviewed Journal publications (60/100)	Other Scholarly Work (40/100)
<p>Considerations for rating include:</p> <ul style="list-style-type: none"> Position of Authorship Appraisal of Journal/ Conference/Publisher 	<p>Faculty may choose a minimum of 4 of the following to include in the application dossier:</p>

<ul style="list-style-type: none"> • Assessment of Content, Methodology and Professional Writing • Contribution to Knowledge (the faculty member's IP _ Index of Research Productivity over a five-year sum, IA _Index of Research Activity over two years, and H - Index _ a combination of productivity and impact index). 	<ul style="list-style-type: none"> • Published Case Study • Accepted conference paper • Scholarly Book • Chapters in Edited Book Collection • Poster presentation • Panel presentation/discussion • Facilitation of conference/workshop • Discussant moderator • Blog, opinion piece, newspaper article • Development of novel teaching tools, methods, pedagogy • Grant submissions • Grants Awarded • White Papers • Patents • Inventions • Technical Reports • Instructional Manuals • Instructional Technology products • Raising Funds for Research • Conducting research • Research collaborations • Reviewing research journals • Ground-breaking research • Developing a journal • New product development • Participation in Research Opportunities available • Theatre Plays • Exhibitions • Other (Justify as contributing to or as evidence of scholarship)
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Service

For *Service and Impact* (100 points total) faculty will record time spent, type of contribution and impact, where feasible.

Time Spent	Variety of Possible Contributions
On average each year faculty who spend	<ul style="list-style-type: none"> • Committee Member (Ashesi and beyond) participation

<ul style="list-style-type: none"> 67-100 hours in service would be classified as very active; those who spend 34-66 hours would be active; and 0-33 would be limited. <p>Evidence can include timesheets; justified approximations based on service output; etc.</p>	<ul style="list-style-type: none"> Attending & participating in Faculty Meetings Faculty lead positions Student club advisor/patron/promoter Journal reviewer and conference submission reviewer Serving on Boards Faculty mentoring Volunteering Expertise, e.g., Contributions to open-source repositories, radio, and public appearances, e.g., TV/radio interviews, representing Ashesi or Discipline, Consulting pro bono Leading projects Participating in recruiting new hires, e.g., interviewing Completion and use of self-evaluations to improve Other (provide rationale)
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Vertical and Horizontal Promotions

Vertical promotions result in a change in rank and require faculty to apply when eligible. Horizontal promotions are merit based and are conferred at the recommendation of colleagues and supervisors and usually results in an increase in annual salary. The faculty rank remains the same.

Rank	Step	Starting Points, Vertical, and Horizontal Promotion points		
Assistant Lecturer - I	1	<ul style="list-style-type: none"> Master's No PhD credits/No Univ. Teaching BA/HSS Starting Salary 		
Assistant Lecturer - I ₁	2	<ul style="list-style-type: none"> Master's No PhD credits/No Univ. Teaching ENG/CS Starting Salary 	<ul style="list-style-type: none"> Master's PhD credits/Univ. Teaching BA/HSS Starting Salary 	
Assistant Lecturer - AI ₁	3		<ul style="list-style-type: none"> Master's PhD credits/Univ. Teaching ENG/CS Starting Salary 	

Assistant Lecturer – AI₂	4			
Lecturer- A	5	<ul style="list-style-type: none"> • PhD • No Univ. Teaching Service • BA/HSS Starting Salary 		
Lecturer- B_{A1}	6	<ul style="list-style-type: none"> • PhD • No Univ. Teaching Service • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • PhD • Service • 1-3 yrs. Univ. Teaching • And 1-2 publications* & grants • BA/HSS Starting Salary 	
Lecturer- B_{A2}	7		<ul style="list-style-type: none"> • PhD • Service • 1-3 yrs. Univ. Teaching • And 1-2 publications* & grants • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • PhD • Service • 3- 5yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary
Lecturer- B_{A3}	8			<ul style="list-style-type: none"> • PhD • Service • 3- 5yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary
Lecturer- B_{A4}	9			
Senior Lecturer - B	10	<ul style="list-style-type: none"> • PhD • Service • 5-7 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary 		

Senior Lecturer - D_{B1}	11	<ul style="list-style-type: none"> • PhD • Service • 5-7 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • PhD • Service • 7-9 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary 	
Senior Lecturer - D_{B2}	12		<ul style="list-style-type: none"> • PhD • Service • 7-9 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • PhD • Service • 9-11 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary
Senior Lecturer - D_{B3}	13			<ul style="list-style-type: none"> • PhD • Service • 9-11 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary
Senior Lecturer - D_{B4}	14			
Associate Professor - D	15	<ul style="list-style-type: none"> • PhD • Service • 11-13 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary 		
Associate Professor - P_{D1}	16	<ul style="list-style-type: none"> • PhD • Service • 11-13 yrs. Univ. Teaching 	<ul style="list-style-type: none"> • PhD • Service* • 11-13 yrs. Univ. Teaching 	

		<ul style="list-style-type: none"> • And 3-5 publications* & grants • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • And 3-5 publications* & grants • BA/HSS Starting Salary 	
Associate Professor - P_{D2}	17		<ul style="list-style-type: none"> • PhD • Service* • 11-13 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • PhD • Service* • 13 -15 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary
Associate Professor - P_{D3}	18			<ul style="list-style-type: none"> • PhD • Service* • 13-15 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary
Associate Professor - P_{D4}	19			
Professor - P	20	<ul style="list-style-type: none"> • PhD • Service* • Over 15 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary 		
Professor - P_{p1}	21	<ul style="list-style-type: none"> • PhD • Service* • Over 15 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • PhD • Service** • Over 15 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary 	
Professor - P_{p2}	22		<ul style="list-style-type: none"> • PhD 	<ul style="list-style-type: none"> • PhD

			<ul style="list-style-type: none"> • Service** • Over 15 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary 	<ul style="list-style-type: none"> • Service** • Over 20 yrs. Univ. Teaching • And 3-5 publications* & grants • BA/HSS Starting Salary
Professor - P_{p3}	23			<ul style="list-style-type: none"> • PhD • Service** • Over 20 yrs. Univ. Teaching • And 3-5 publications* & grants • ENG/CS Starting Salary
Professor - P_{p4}	24			
<p>There is evidence of service to community, nation* or beyond**.</p> <p>*All publications are high quality, peer -reviewed and/or in top tier journals in each discipline</p> <p>Faculty are encouraged to research as teacher-scholars, where they conduct some research on aspects of their teaching, and aspects of their research informs their teaching.</p>				

Process

- Inform the Head of Department (Dean of your faculty and Provost) of your intent to apply, preferably a year before the proposed submission date.
- Submit your Promotions Dossier to your Head of Department in June-August of the academic year of application. By September, your Head of Department will review with you for completeness.
- [Put together a promotion application packet: Long-form of self-evaluation (minimum of one or two); short form of self-evaluations; prepare updated CV; List of publications/articles both hard and soft copies; evidence of scholarship, teaching, and service; letters from referees both internal and external who are knowledgeable of your teaching, scholarship, and/or service]
- In August or September, your Head of Department will inform the Provost of your progress in preparing the dossier. The Provost will begin to solicit members for both internal and external review committees.
- For all promotions (including to Lecturer) you should get a letter of support from the Head of Department and Dean (if applicable) that mainly addresses teaching, service, and fit with the "Ashesi Way."

- Heads of Department or Deans are obliged to share at the next Academic Council meeting all promotion requests they disapproved, to discuss reasons for disapproval, and next steps (if any).
- A Promotions Committee is constituted each year by the Provost to evaluate faculty portfolios. There are two committees, an internal and an external Promotions Committee. The Internal committee consists of the Provost and Ashesi faculty at the rank of Associate Professor or higher or emeritus faculty.
- The members of the external committee made up of faculty at the rank of Associate Professor or above, teach at an accredited University (Ghanaian or international), other than Ashesi.
- Internal Promotions Committee, consisting of current full-time (at the rank of associate professor or professor) and emeritus faculty shall review all submitted promotions dossiers.
- For promotions from Assistant Lecturer to Lecturer, the Internal Promotions Committee's decision is submitted to the Provost who announces to Academic Council for confirmation by July 1.
- For promotion to Senior Lecturer and above, the Internal Promotion Committee (IPC), consisting of current full-time faculty at the rank of Associate Professor or Professor and emeritus professors, review all submitted promotions dossiers.
- The IPC is given two weeks to do a cursory and preliminary review of the dossier, to determine whether the dossier merits an external review. If the IPC decides a dossier should not go for external review, the IPC members provide a rationale and suggestions which the Provost summarizes and shares with the applicant.
- The Provost, together with the Dean and the IPC, creates a pool of external reviewers, which serves as a resource for Provost selection of the external promotions' reviewers.
- The external committee, at least one professor in Ghana and one external to Ghana, and at least a total of three (an odd number) are needed to inform promotion from Lecturer to Senior Lecturer or higher. The promotions dossiers submitted by applicants (the curriculum vitae, statement(s), and scholarly works) are distributed to reviewers.
- External reviewers have 1-3 months to review and return completed reports to the Provost. During that period, the Internal Promotion Committee members conduct independent, in-depth reviews of the dossiers as well.
- As soon as it is practical after external reviews are received, the Internal Promotions Committee assemble to consider the external reviews, discuss the merits of the candidates and the promotion portfolios, and make decisions on promotion.
- The Provost composes a summary of the candidate's external evaluations and a Provost recommendation to be read or distributed at the Internal Promotions Committee meeting.

- At the meeting (July or August), the Provost has on hand all external assessments of candidates and the internal letters. IPC members share their complete review summaries at the meeting.
- The review of multiple applications occurs in one meeting of the Internal Promotions Committee.
- Weight of internal and external groups is equal. Candidates are sent letters explaining the decision by August, and promotion of candidates with successful applications take effect September of the academic year
- Suppose an application for promotion is unsuccessful, feedback will be given, and the applicant can re-apply for promotion two years after the previous submission of the promotion portfolio (i.e., one year after the promotion application is unsuccessful).

11 HOLIDAYS, TRAVEL FOR CONFERENCES & WORKSHOPS, LEAVE OF ABSENCE, SABBATICAL LEAVE, MATERNITY AND PATERNITY LEAVE

Ashesi University's leave policies, apart from statutory public holidays so declared by the government of Ghana, are applicable to only full-time faculty. Please refer to other approved leaves in the Employee Handbook.

11.1 Statutory Public Holidays

The University observes the following holidays, and any other public holiday declared by the Government of Ghana: January 1, January 7, March 6, Good Friday, Easter Monday, May 1, August 4, September 21, Eid al-Fitr, Eid al-Adha, Farmer's Day, December 25 & 26.

11.2 Attendance at Conferences/Seminars/Workshops

Ashesi University may fund part or all of the cost for participation in local conferences, seminars and workshops deemed relevant to faculty development or supportive of Ashesi's vision.

Conferences and seminars/workshops outside Ghana approved by the Head of Department in consultation with the Provost will be funded selectively. The University shall partly or fully fund faculty applicants who are invited to play key roles at conferences/seminars/workshops, for example when they are presenting a paper or chairing a session. Application for funding must indicate the meeting's relevance to their work and must show proof of their participation as presenters or chairmen.

International seminar/conference attendees funded partly or fully by Ashesi are expected to submit a report on the meeting and organize an in-house seminar upon their return to the University about the meeting.

For approved trips, the following necessary and proper expenses will be reimbursed subject to the published annual budget:

- Travel fares or automobile mileage for the least expensive means of transport.
- Conference registration fee.
- Expenses for board and lodging up to an approved amount.

Requests for such trips must be submitted to the Head of Department and the Provost at least six weeks before the intended travel; earlier is advised since travel funds are typically dispersed on a first-come, first-served basis. If the programme is a local one, the notice period can be shorter.

If attendance at the programme will affect the teaching schedule of the instructor, s/he must discuss with his/her Head of Department and the Provost the necessary arrangement to ensure that classes are not unduly affected. It is not acceptable to simply cancel class when an instructor is out of town.

11.3 Requests for Leave to Travel outside Ghana

Permission must be sought to travel outside Ghana to attend meetings/conferences either funded by the inviting organization or by Ashesi. Request for externally funded travels must reach the administration at least two weeks before the due date of travel. Request for University funding of conferences etc. outside Ghana must reach the administration at least six weeks before the due date for travel. In both cases, applicants must indicate satisfactory plans for teaching and completing their other faculty duties during their absence from Ghana.

11.4 Sabbatical Leave

Senior faculty members (senior lecturer, associate professor, or higher) shall be eligible for one semester sabbatical leave with pay after every six years of continuous teaching at Ashesi. An eligible faculty member must submit a written application to their Head of Department for approval by the Provost and Executive Committee at least six months before the proposed date of absence. Sabbatical leave shall be granted based on availability of resources of the University, availability of replacement faculty, and University approval of intended academic pursuits. An agreement to return to Ashesi at the end of the sabbatical leave will be entered into before the commencement of the leave. Within one month of return from sabbatical leave, the faculty member shall submit a report on his/her leave activities in accordance with his/her application. Please note that sabbatical leave times may be negotiable. Sabbatical leave is a privilege not a right.

11.5 Leave of Absence

Faculty members who have taught for three academic years at Ashesi and have had a renewal of their appointment may request a leave of absence without pay from the University for up to one academic year. Leave of absence applications should be submitted at least one semester before the expected date of absence to the Head of Department who shall forward it to the Provost and Director of Human Resources for consideration.

The approval of leaves is subject to negotiation and is at the discretion of the University.

11.6 Maternity and Paternity Leave

Ashesi encourages family/work balance and therefore does not discriminate against its employees because of their family obligations. To the maximum extent possible, the University will seek to support full-time faculty members who become parents as they welcome new children into their families, whether by birth or adoption, by providing them

with time off or flexible time, continuity of entitled benefits, and opportunities for relief from their teaching duties.

The University recognizes that the maternity and paternity policy is only one step towards protecting the careers of faculty members who have family obligations. Please note that any approved time off or flexible time is not meant to be used to advance a faculty member's professional, academic or research activities.

11.6.1 Guidelines for Maternity and Paternity Leave

11.6.1.1 Eligibility

This benefit is available to all full-time faculty appointments with a contract of two or more years duration and with at least one academic year of contiguous employment at the university before the delivery date and must be taken at the time of delivery or adoption of a new baby.

11.6.1.2 Notification

For the University to effectively plan, a faculty member who is pregnant or whose wife is pregnant must inform her/his Head of Department/Provost/Director of Human Resources by the end of the third month of the pregnancy for the necessary discussions and arrangements on either a reduction in teaching load, temporary absence, or replacement with another full time or temporary/adjunct lecturer, etc. to be made.

11.6.1.3 Duration of Leave

A female faculty member, on presentation of a medical certificate issued by a medical practitioner indicating the expected date of her confinement, shall be entitled to maternity leave of twelve (12) weeks from the date of delivery. The period of maternity leave may be extended for two additional weeks when recommended by a medical officer or approved by the Executive Committee as extenuating circumstances. Any period of absence from work due to the pregnancy which is duly certified by a medical practitioner shall not be treated as part of her maternity leave.

A male faculty member, on presentation of a medical certificate issued by a medical practitioner indicating the expected date of his wife's delivery, shall be entitled to paternity leave of four (4) weeks from the date of delivery.

11.6.1.4 10.6.1.4 Details of Leave Policy

For a female faculty member, if the 12 weeks of maternity leave ends before the third week of the upcoming semester or begins with a week or less left in a semester, then the instructor is expected to maintain a full work schedule but may work with colleagues to cover classes as needed. If the 12 weeks of maternity leave ends in the third or up to the end of the fourth

week of the upcoming semester, or begins with two to three weeks left in a semester, then the instructor will resume or maintain work on a partial schedule, with a reasonable workload reduction (e.g. a course release) for the semester to be negotiated with the Head of Department and Provost; in addition, the instructor must help the Head of Department find a suitable replacement for any classes she will miss, and will be expected to maintain full administrative and grading responsibilities for the course(s) in her remaining teaching workload. Otherwise (if the 12 weeks of maternity leave ends after the first four weeks of the start of the semester or commences 5 or more weeks before the end of a semester), then the instructor, with the permission of her Head of Department and the Provost, shall be eligible for leave with pay for the semester, to resume full teaching duties the following semester. However, in such a situation, the instructor shall perform other duties, outside the 12 weeks maternity leave, such as capstone supervision, student advising, or administrative or other duty as assigned by the University.

For a male faculty member, the instructor will maintain a full teaching load, but with a flexible teaching schedule during the four weeks of paternity leave, with an alternate lecturer for anticipated missed classes if at all possible; the instructor must help the Head of Department find a suitable alternate for any missed classes and will be expected to maintain full administrative and grading responsibilities for his course(s). The instructor will be excused from faculty, administrative and student advising meetings during paternity leave, but should be available via email or phone if needed.

In all cases, a faculty member expecting to take a maternity or paternity leave may work with the Head of Department in advance to balance the teaching load and schedule for the academic year in ways that will make their work and family life manageable. For example, it may be possible to arrange a slight teaching underload one year compensated by a slight teaching overload in an adjacent year, or to schedule a semester with a single preparation but multiple sections of a course, or to add administrative work to a reduced teaching schedule to balance the teaching load.

11.6.1.5 Resumption of Duty

On resumption of duty, a nursing mother (a breast-feeding mother) is entitled to interrupt her work during her working hours to nurse her baby or express milk for her baby. Nursing mothers who are teaching may request a teaching schedule conducive for this, at least four weeks before the start of the semester.

12 EXPECTATIONS OF FACULTY

12.1 Attendance

Faculty members are expected to meet all scheduled classes and office hours. Office hours should be scheduled so as not to conflict with students' class schedules and must include at least 2 hours per week for each course being taught. Faculty should attempt to schedule office hours keeping in mind students' schedules, so that most students in their classes are free to attend office hours at least one time per week. Faculty should be responsive to requests from students to meet outside of office hours if the students have genuine conflicts in their schedule that prohibit them from attending office hours.

It is permissible to occasionally to reschedule a class or office hours for personal or professional reasons, or to arrange for a colleague to teach a course on your behalf. However, instructors should be considerate of students' needs for continuity and availability. Absences of more than three teaching days in a row must be approved in advance by the Head of Department and Provost notified. Classes cancelled due to illness of an instructor or absence due to a professional meeting should be held at a later date. Cancellation of office hours should be re-scheduled within one week. Long-term illness should be promptly reported to the Provost and the Head of Department so that a substitute instructor can be arranged, whenever possible.

In general, full-time faculty are expected to be on campus four days per week when classes in which they are teaching are in session.

12.2 Conduct of Classes

12.2.1 Course Syllabus and Continuous Assessment Expectations

Each faculty member must submit his or her syllabi for each course s/he is teaching to the appropriate head(s) of department at the beginning of each semester. The syllabus is reviewed by the Head of Department, commented upon, and changed, if necessary, before the Faculty member distributes it to the class. The Head of Department may seek input from other faculty if needed.

In the first week of classes, Faculty provide students with the course syllabus that outlines the design and general objectives of the course, the material to be covered, the basic bibliography and reading assignments for the course, and lists of the required work expected of them, including papers, quizzes, tests and final examinations. Evaluation procedures to determine final marks must also be given in the syllabus and must include a final assessment worth 40% of the overall grade. The syllabus may also include particular guidelines for the assignment of final grades, such as a particular attendance policy or the requirement that a student have a passing grade on the final assessment or on the examination portion of the course grade in order to pass the course. In addition, the course syllabus must include the Ashesi Learning

Goals that the course will emphasize; it is recommended that each course emphasize at least three of the eight Ashesi Learning Goals.

12.2.2 Regular Class Meetings and Attendance

Regular class meetings should be held throughout the entire semester. It is not acceptable to dismiss classes and have students revise on their own instead of holding regular classes while classes are in session. Faculty are expected to attend every scheduled class; in case of illness, faculty are expected to make other arrangements for students (e.g., a substitute, graded work in lieu of class, or an alternate meeting day and time). In case of persistent illness, faculty must contact the Head of Department to make arrangements for classes.

Faculty members are expected to record student class attendance and are encouraged to include attendance in the grade computation for the course. Faculty members are requested to notify the Academic Registry, with the Dean of Students in copy, if a student is absent from a course for more than a week. Faculty members are encouraged to not administer substitute assignments or examinations for students who have missed class without prior notification and approval, or in the absence of medical documentation. Faculty members may fail a student in the course if a student misses the equivalent of more than three weeks of classes over the course of a semester; in the event that the absence was due to a proven illness or other emergency, the faculty member may give the student an Incomplete grade (see [Section 13.15 - Incomplete Grade](#)). Faculty are expected to document their class attendance policies in the syllabus.

12.2.3 Tardiness and Late Work

Because students who arrive late disrupt the class, miss important announcements, and set a bad example for others to follow, faculty are expected to monitor class promptness, and if necessary, penalize students who are persistently late.

In Spring 2013, Ashesi adopted a 5-minute rule. The rule states that students showing up more than 5 minutes late for lectures will be refused entry. Lecturers should start on time (not 5 minutes after the start), and faculty are at liberty to set quizzes, and/or to create a system that further encourages students to show up on time. As part of training ethical leaders, the 5-minute rule is expected to be adhered to for all University sanctioned events.

Students with valid reasons for being late to class should inform their faculty prior to the scheduled class time.

Faculty are expected to set strict deadlines for course assignments and discourage students from handing in assignments late. Faculty should stress the importance of effective time management and the need for professional accountability. Apart from physical illness, (supported by medical documentation) faculty should not accept excuses for the submission of late work.

12.2.4 Upholding Academic Honesty

Faculty and faculty interns hold the primary responsibility for upholding academic honesty among the students. It is very important for faculty and faculty interns to be constantly on the lookout for potential instances of academic dishonesty in all instances of student work, including examinations, homework, papers, projects, laboratory reports, presentations, etc.

For classes in which a majority of the students are part of a class that has signed on to Ashesi's Examination Honour Code, students are requested to sign the examination honour pledge on major examinations. If a student has not signed the examination honour pledge on such an examination, it is the faculty member's responsibility to follow up with the student(s) and determine if they witnessed an infraction of the examination rules, and if not, have the student sign the examination honour pledge.

Academic dishonesty is always a serious offense, regardless of how major or minor of an examination or assignment in which the offense occurs. All instances of potential academic dishonesty must be fully dealt with to conclusion. When an instance of academic dishonesty is suspected, faculty who are unsure of processes should seek guidance from the Head of Department, Dean, or Provost. The following outlines the basic guidelines and procedures; for more information, see Section 14.

If academic dishonesty is suspected:

- Speak to the student(s) privately, show the student(s) the suspected work, and ask the student(s) about the work and/or the situation surrounding the work. In the case of a final examination or if a third party has reported the suspected dishonesty, seek clarification on processes from the Dean, Provost, or Dean of Students.
- If academic dishonesty is still suspected, decide if it is a major or minor infraction. When in doubt, this is done in consultation with the Head of Department, Dean, or Provost since they have more experience with classifying infractions.
- If it is a minor infraction, ask the Dean of Students if the student has ever had an Informal Resolution in the past. If not, the student qualifies for an Informal Resolution. Get a template of the informal resolution letter from the Dean of Students or Provost, fill in the relevant portions, and meet again with the student(s) to have them sign the form. You may decide on the appropriate sanction, usually a reduced or 0 grade on the affected assignment. The faculty must inform the student(s) of their right to not sign if they do not believe they are guilty, in which case the case will go directly to the AJC for a hearing; in that case, notify the Dean of Students.
- If it is a major infraction, inform the Dean of Students and s/he will ask you to submit a statement, provide evidence, and will schedule an AJC hearing.
- Since plagiarism on papers can be common in Ghana, all faculty are requested to use TurnItIn.com for paper submissions. Turnitin will produce a report giving an approximate percentage of text in the paper that is found in other writing, either on

the internet or that has been submitted to Turnitin in the past. Because of basic commonality of templates, bibliographies, and some individual phrases that commonly occur in written work, a typical benchmark for concern is 20%; however, this benchmark may be high or low depending on the assignment specifics and any common features the particular written work may contain, and so faculty should examine Turnitin summary reports and decide on what they feel is a reasonable level for further examination of plagiarism. Faculty can see Ashesi's Turnitin faculty administrator for information about Turnitin reporting and functionality.

12.2.5 Revision Days and Final Assessments

Students will be given an approved number of days as revision time before final examinations to prepare for final examinations and projects. During these revision days, instructors are expected to hold office hours for student consultation. For students to effectively use this time for review, no regular class work may be assigned or be due past the last class day. After the last class day, the only work that may be due is the final exam, a final project, or a final paper.

It is required that each course have a final exam, final project, and/or final paper as a final assessment in the class. A student must complete the final assessment to pass the course. The final assessment must consist of 40% of the overall grade. The final assessment must be given or due during the time scheduled by the Academic Registry; any changes must be approved by the Academic Registry and the Provost. It is the faculty's responsibility to have enough copies of final examinations printed and ready for distribution at the scheduled time. Any copies of examinations made ahead of time must be stored securely or kept on the person of the faculty. If examination booklets will be used, the faculty must notify the Academic Registry in advance. Faculty should arrive at the examination hall with the examination papers 15 minutes before the start of the final examination, oversee the integrity of the examination process, and be available for student questions.

The Academic Registry will email the faculty and/or post on the assigned final exam door a list of students who are financially cleared to complete their final assessment. Faculty must not allow a student to sit a final exam without clearance from the Accounting and Finance Department. Similarly, faculty must not grade or record a grade of a final paper or project without clearance from the Accounting and Finance Department. In unusual circumstances, the Accounting and Finance Department may give temporary clearance to a student to sit an exam or complete a final paper or project even though all fees have not been fully paid; in this case, faculty can grade the final assessment but must not record the grade in CAMU, or the existing Student Information System in use, until final clearance that all fees have been paid has been received from the Accounting and Finance Department.

12.3 Peer Observation

During the first half of the semester new faculty members have their classes observed by experienced members of their departments or by the Head of Department. This gives the departments a chance to give feedback early on to new faculty members and allows them to make corrections in their approach to teaching as needed.

To facilitate an open teaching and learning culture, all faculty members are expected to welcome other faculty members into their classrooms and labs for observation. Faculty members should also regularly engage in discussions with their peers around pedagogy and effective teaching methodologies.

12.4 Course Evaluations

Within two weeks before the end of classes for the semester (in the last week for the summer term), instructors shall ensure that student course evaluations are conducted in each of their classes. Forms should be brought to class by the instructor and handed over to a responsible student for distribution to the class and collection. The instructor and his/her faculty intern must leave the room while the forms are being filled by the students. At least 15 minutes of class time should be allowed for course evaluations. The designated student should be present while students fill the evaluations, and when the evaluations are completed, should seal the envelope, label it with the course name and instructor, and bring the envelope to the Office of the Provost.

In lieu of hard copy forms, course evaluations may also be conducted online at least one week prior to the start of end-of-semester exams. Academic Affairs will ensure the appropriate evaluation links are provided to faculty at least two weeks before the start of exams.

Course evaluations are applicable to both new and continuing instructors. For new instructors, or per the Provost's discretion, a mid-semester student course evaluation will also be given so that there is time for conversation or intervention as needed. The Office of the Provost will facilitate the mid-semester course evaluation.

The Head of Department and Provost will review summaries of all student course evaluations and provide feedback to faculty as appropriate.

12.5 Internal and External Moderation

The procedures for internal and external moderation of examinations are outlined as follows:

- Faculty submit their final exam questions and marking scheme or rubric in paper form directly to their Head of Department at least four weeks before the start of final examinations. Paper or project descriptions are also submitted, but since they are not confidential, they may be submitted via email.

- Heads of departments review final exam questions, paper/project descriptions, and marking schemes/rubrics, or if s/he does not have sufficient expertise in the subject area, gives them to other full-time faculty member(s) to internally moderate. Feedback is given directly to the faculty member within one week.
- After any changes suggested or requested by the Head of Department or other reviewing faculty, final exam questions, paper/project descriptions, and marking schemes/rubrics are submitted in paper form to the Academic Registry at least 21 days before the start of final examinations.
- Ashesi faculty and faculty interns implement final exams or final paper/projects for all courses.
- Faculty submit grades on-line, a printed broadsheet, and a histogram of grade distributions to their Head of Department. The Head of Department reviews and discusses any anomalies with the faculty member, and if there are serious concerns, with the Provost. The Head of Department signs the broadsheets if approved, and the faculty submits the signed broadsheet and histogram, marked scripts and marking scheme/rubric to the Academic Registry (see [Section 12.6 - Grading and Submission of Grades](#)).
- Internal Post-Moderation Process
- All faculty will finalize course grades on CAMU, or the existing Student Information System in use before **the deadline communicated by Academic Affairs** so the registry can compile all grade sheets and histograms for each class.
- The registry will share compiled grade sheets and histograms with HOD's by the end of Week 2 for the post-moderation exercise to take place. **Post moderation must take place before the end of Week 4.**
- All HOD's will share any post-moderation changes agreed on with the academic registry who will allow for respective faculty to make the necessary amendments to their grade sheets. Changes must be accompanied by a grade change form, detailing the reasons for the change. **This must take place before mid-week in week 5.**
- The registry will finalize said changes and compile revised grade sheets and histograms to be shared with the Academic Council for approval. Major changes made during department post-moderation, and highly skewed histograms will be flagged with comments. **This must take place before the beginning of Week 6.**
- The Academic Council will review the revised grade distribution and approve the grades as final. **This must take place before the end of week 6**, after which transcripts will be considered final for the present semester.
- In some cases, appeals may be made to the Academic Council for grade reviews after post-moderation has taken place. These appeals can only be made between week 6 and week 9 and must be communicated to the Provost by the HOD for the particular course and accompanied with a grade change form i.e., before the end of late add/drop.

In the Spring semester, the post-moderation process outlined above will be repeated, with an additional external examination for Seniors by an external reviewer. Heads of Departments are expected to confirm a date for External Reviewer visits at least 4 weeks before graduation, and the external review should be completed at least three weeks before graduation. In some instances, the external review may take place after students have graduated. External reviewers are expected to share their reports with the Provost and respective Head of Department and Dean.

12.6 Grading and Submission of Grades

Faculty MUST complete their grading within 7 calendar days after the final assessment is due or given for seniors, and 10 calendar days after the final assessment is due or given for all other students, or within the time stipulated by the Provost and Academic Registry. To complete their grading, faculty must complete the following within the stipulated time:

- Submit their marked examinations, papers, or projects to the Academic Registry.
- Provide a printed broadsheet indicating the scores obtained by each student for each major component of the course, signed by the Head of Department, together with a histogram of grade distributions.
- Enter the correct grade for each student for each major component of the course, and post final grades, in CAMU, or the existing Student Information System in use, (see Head of Department or the Academic Registry if guidance is needed).

Faculty must also ensure that they inform their Head of Department and Provost of any unusual findings for the necessary advice or direction. Academic integrity is of utmost importance to Ashesi, and students are expected to maintain academic integrity. See Section 14 for more information about Ashesi's ethical standards and Honour Code.

Per Ashesi's Academic Guidelines, a grade of Incomplete may be assigned only if the student's work in a course has been of passing quality but is incomplete because of circumstances beyond the student's control (such as illness). Requests must be initiated by the student and approved in writing by the faculty prior to the submission deadline for semester grades. See [Section 13 - Academic Guidelines](#), for more information concerning grading guidelines, audit policy, incomplete grades, and requests for remarking.

12.7 Academic Advising

The university has an Academic Advisor who typically serves as a resource for academically challenged students, e.g., develops their customized program of study, connects them to appropriate tutors, helps determine their counselling and coaching needs, and so on.

Additionally, a very important role of faculty at Ashesi is student advising, and per department, students are assigned a faculty or staff Academic Coordinator. Students are required to make appointments with their faculty or staff Academic Coordinator and honour

their appointments at the scheduled time. Faculty advising gives students the opportunity to discuss academic related needs and seek additional help from appropriate sources the advisor suggests. Students can request re-assignment to another advisor if necessary, and faculty may request re-assignment of a student in their care to another advisor. See below the Academic Advising structure for faculty and staff for the 2021/2022 academic year:

First Level: Each department will assign a Department Academic Advisor who could be a staff member of the department (e.g., the Department Coordinator) or a faculty member (who will get a course release) to work through programme progression towards graduation. They will support (a) regular students; (b) struggling students to make department specific the support the university's Academic Advisor renders; (c) consider waivers and advise the HoD on them; (d) support study abroad course selection, and other student advice-related matters.

Students will meet the Department Academic Advisor at the beginning of the academic year to go through their course options and selections, plan for academic progression for the year, and touch base for a mid-point review (which could be optional for students) to discuss any changes during action planned academically for the year. They can also book meetings when there are emergencies.

Second Level: Full time faculty members (augmented by adjuncts) will serve as Faculty Advisors. Humanities & Social Science faculty will be responsible for the Year 1 cohort. Faculty in the degree awarding departments will be assigned up to 30 students (10 each in Years 2, 3, 4) to meet once every semester to discuss issues related to their academics, progressions, professions, and other related issues. All students will be encouraged to take part in Academic Advising and students will have the same Faculty Advisor for years 2 to 4 (and beyond if applicable). The Faculty Advisor will escalate issues to the Head of Department.

The Academic Affairs team and respective department coordinators will manage the administrative and logistics related aspects. Faculty members who are assigned advisees are encouraged to work with one of their FIs to support administration and logistics so the faculty can focus mainly on advising. The Academic Affairs team will keep a database to moderate the number of students assigned to each advisor.

Ashesi's faculty/staff Department Academic Advisors:

- Assist students in selecting courses to fulfil academic requirements and career goals.
- Clarify academic requirements and policies.
- Monitor academic progress.
- Serve as a resource for students considering graduate school.
- Recommend use of appropriate campus resources.
- Help with time management tips and methods for effective planning.

Students whose academic standing is probation will be requested to meet with the University Academic Advisor and their Department Academic Advisor more regularly. These advisors

will review the student's transcript and provide advice on how to work towards a successful semester. The advisors may refer the student to resources for additional help with study skills and time management. The advisors will suggest a schedule appropriate to ensure adequate supervision of the student's progress throughout the semester.

Students whose academic challenges are extreme, spanning across their entire program, and considered a department-wide academic challenge will be referred to the provost who may also suggest additional advising and supports where necessary.

It is very important for faculty to be familiar with Ashesi's academic guidelines and graduation requirements; please refer to Sections 13, 15, and the University website for more information.

12.8 Working with Faculty Interns

As an integral part of Ashesi University's faculty procedures, courses that qualify to have a faculty intern assist an instructor because of the class size and the level of interaction required, shall have one assigned. Currently, a class size of more than 25 students (subject to review) shall qualify to have a faculty intern.

The instructor must note that the faculty intern is only there to assist in the discharge of his/her duties. The ultimate responsibility for the course or class lies with the instructor.

Below are some of the duties of a faculty intern:

12.8.1 Classroom Engagement:

- Assist the instructor assigned to the course in teaching.
- Ensure that course materials to be used in class are ready and distributed accordingly when required.
- Attend all classes and be adequately prepared for each teaching session, discussion, and tutorial sessions.
- Arrive early to the classroom and ensure the board is clean, there are markers and remotes available, the chairs are configured correctly, etc.
- Monitor and take attendance of students in class and inputting same into CAMU or any other software in use.
- Notify the instructor of any students who have a pattern of missed classes, and any students who are attending the class sessions that are not registered for the class.
- Hold and/or assist with discussion/laboratory sessions with students as per the teaching schedule and as required by the instructor.
- Disseminate information as required to the students.
- Undertake research on topics to enhance teaching and learning by students.

- Advise students on learning techniques, strategies, etc. that will enable them to understand and apply the theories and concepts that are taught in the course.

12.8.2 Grading/Marking

Faculty should mark a majority of the graded work in the course; however, faculty may assign faculty interns some marking duties of homework, quizzes, presentations, reports, etc. **Major exams and final assessments must always be marked by the instructor.**

- Supervise and offer assistance on student assignments.
- Compile results and assist the instructor in assigning the final grade for each student.

12.8.3 Administration

- Hold office hours to assist students in course material.
- Assist in the organization of excursions/field trips/industrial visits when required.
- Liaise with the instructor to address any issues of concern about the course, students' behaviour, etc.
- Attend faculty intern meetings as scheduled.
- Be proactively involved and participate in all community activities/events.
- Perform other duties appropriate as assigned by the instructor, Head of Department, or the Provost.

The instructor is required to grade the final assessment and any other major assignments in the course. It is also expected that the instructor either enters all grades into CAMU, or if entered by the faculty intern, reviews, and finalises all student grades posted to CAMU.

Note: CAMU or the existing Student Information System in use

12.9 Writing of Academic References

12.9.1 General Principles

Faculty are often asked by students, employers, or other institutions to provide references for students. In all instances of such requests, faculty must check with the Academic Registry and that of the Dean of Student and Community Affairs on academic and disciplinary issues respectively.

The aims of an academic reference are to confirm facts (confirm accuracy of statements made in any application) and to provide relevant opinion on the candidate's aptitude and ability. Please note that facts and opinion must be clearly differentiated as references are a reflection of you as an instructor and the integrity of the university.

12.9.2 Guidelines

- Raise the general issue of references with students, perhaps as part of a tutorial and ensure that they have accurate contact details for you.
- Suggest they continue to keep you informed of jobs and courses they are applying for until they no longer require a reference from you.
- Respond to reference requests as quickly as possible and if you know you will be away on sabbatical or vacation, advise an administrator or colleague of the location of your reference file.
- It is acceptable to put in context your comments e.g., in terms of the situation in which you knew the applicant, or even to use a disclaimer, such as 'to the best of my knowledge' or 'it is my true belief'.
- Wherever possible stick to the facts which can be supported by hard evidence such as exam results.
- When your opinion of 'soft skills' is requested e.g., ability to work as a member of a team, try to link your comments to specific situations which you have observed.
- Concentrate on the positive but offer an honest opinion. If there are clear areas of concern, these should ideally have been raised previously with the individual and formally documented.
- It is perfectly acceptable to allow the student to see the reference before you send it. If you have any doubts about the legitimacy of a reference request, try to double-check with the student, a colleague instructor, or the Academic Registry, and that of the Dean of Student and Community Affairs.
- Always try to be fair to the student and the employer.
- Try to be consistent in the amount of detail you give about candidates and adopt a standard approach.
- If you feel you cannot supply a reference, for whatever reason, give a clear explanation to the employer or requesting institution as a simple refusal implies a negative opinion
- When sending a reference by post or email, you should mark the envelope or message 'private and confidential' to avoid any breach of confidentiality.

13 ACADEMIC GUIDELINES

13.1 Grading System

Student work is continuously evaluated throughout the semester through examinations, quizzes, research and writing assignments, projects, and participation in class discussions. This continuous assessment throughout the semester constitutes 60% of the final grade of each course. A final assessment consisting of a final exam, final paper, and/or final project must comprise 40% of the final grade for each course. Note that some courses have particular guidelines for the assignments of final grades documented in the syllabus, such as a particular attendance policy or the requirement that a student must have a passing grade on the final assessment to pass the course. In such cases, students are advised to check the final posted grade and not the accumulated grade in the on-line gradebook, for their permanent grade in the course. Explanations for the grading system are:

Raw Score	Grade	Credit Value	Interpretation
85 – 100	A+	4.0	Exceptional
80 – 84	A	4.0	Excellent
75 – 79	B+	3.5	Very Good
70 – 74	B	3.0	Good
65 – 69	C+	2.5	Average
60 – 64	C	2.0	Fair
55 – 59	D+	1.5	Barely satisfactory
50 – 54	D	1.0	Weak pass
Below 50	E	0	Fail

**A 'D' grade or less does not count towards credits in a major area of study, nor does it count towards prerequisites for other courses.*

Instructors for courses that involve significant writing and critical analysis should consider the following guidelines in assigning grading:

Grade	Quality of Writing
A	<ul style="list-style-type: none">• A challenging hypothesis/proposition, clearly stated and argued• Logical organisation• Textual evidence/quotations that are well contextualised within the discussion, and chosen to effectively prove the point at hand• Precise word choice/elegant and unpretentious vocabulary• No errors of grammar, punctuation, or spelling (and no typos)
B	<ul style="list-style-type: none">• A relevant hypothesis/proposition, clearly stated and argued fairly well

	<ul style="list-style-type: none"> Fairly strong organization, one or two jumps in logic, scattered evidence, or redundancy Textual evidence/quotations that are well contextualised within the discussion, and chosen in order to effectively prove the point at hand Precise word choice/unpretentious vocabulary Minimal errors of grammar, punctuation, and spelling (no typos)
C	<ul style="list-style-type: none"> A hypothesis/proposition, stated and argued Attempts at organization, with several jumps in logic, scattered evidence and/or redundancy Textual evidence/quotations that are chosen in order to effectively prove the point at hand Imprecise word choice Errors of grammar, punctuation, and spelling
D	<ul style="list-style-type: none"> An unsuccessful hypothesis/proposition, or no hypothesis/proposition Attempts at organisation, with jumps in logic, scattered evidence and/or redundancy Textual evidence/quotations Imprecise word choice Errors of grammar, punctuation, and spelling
E	<ul style="list-style-type: none"> Blatant lack of effort to fulfil the requirements of the assignment Penalty for (very) late paper that wasn't cleared with the instructor or for other serious issue such as plagiarism.

Note: cases of suspected plagiarism must be brought to the attention of the Dean of Student and Community Affairs as soon as they are discovered. Faculty unfamiliar with Ashesi's policies should also consult their Head of Department for advice of proper procedures. See Section 13 for information about Ashesi's ethical standards and Honour Code.

13.2 School Calendar and Semester Schedules

It is important for everyone to keep up to date with events of the school. The school calendar is published on the University website as well as online. Soft copies of these will also be emailed to faculty and students. A list of courses being offered each semester can be viewed on the University website and the University Academic Catalogue for each specific academic year. As the timing of our curriculum offerings change, there will be changes in this list; contact the Academic Registry or Office of the Provost if information about future course offerings is needed.

13.3 Registration

Students intending to take classes in a semester must register for a course(s) in the Student Information System by the second day of classes. A student is deemed registered for the semester when fees are paid based on individual payment plans approved by the Accounting and Finance Department. Students who do not register for a semester will not be allowed to sign up for classes. Students who do not register for a regular semester must either notify the

Academic Registry that they wish to defer their studies, or they will be considered to have permanently withdrawn from Ashesi and will have to re-apply to the University to resume their studies. Students who are not registered and have not notified the University that they wish to defer their studies will be denied access to all University facilities such as email, CAMU (or any other Student Information System in use), library, hostel, etc. (See [Section 13.18 - Deferral of Studies](#)).

It is imperative that faculty reconcile student attendance with the CAMU (or any other Student Information System in use) registration for all students in each course, within the first two weeks of the semester (the first 4 days of the summer term). Students who are not found in the Student Information System for a particular course will be deemed not registered for the course and will forfeit any grades obtained in that course. The registration of any student who has not attended classes in the first two weeks of a regular semester (the first four days of the summer term) will be cancelled unless documented extenuating circumstances are presented and approved.

13.4 Add/Drop Period

During the first two weeks of classes in a regular semester, or the first four days of the summer session, students may transfer in and out of classes. At the end of this period, student course registration is set for the semester and may not be changed. A student will be expected to attend any course he/she has registered for. Students are responsible for all course material and assignments during the add/drop period. Failure to drop out of a course within the add/drop period will result in an E grade being awarded to the student at the end of the semester if insufficient work has been completed.

Faculty members and the Academic Registry shall coordinate official registration roles with actual class attendance and reconcile any discrepancies by the third week of classes of a regular semester, or days five and six of the summer session. After that time, students who are not registered for the course in CAMU, or the existing Student Information System in use, shall not be allowed to attend class, unless the student is auditing (see below).

13.5 Auditing a Course

Students may ask permission of a faculty member to audit a course, and if the faculty member approves, the student must submit the completed *Petition Form* to the Academic Registry. Students who audit courses must have the proper prerequisites and shall be allowed to attend class but shall not have any course work graded or grades recorded. At any point in the semester, the faculty member may, at their discretion, request that the student discontinue attending the course.

If a student wishes to change status from credit to audit, or audit to credit, the student must obtain a signature from the Academic Registry on an add/drop slip and submit the request

for changes during the Add/Drop period. Changes to audit/credit status are not allowed beyond the Add/Drop period. After the Add/Drop period, it is not possible, under any circumstances, to record a letter grade for a course that a student is auditing.

13.6 Course Codes and Prerequisites

Up to date Ashesi course codes and the prerequisite structure are available on the Ashesi website. The prerequisite structure has been developed over time after recognizing that certain key areas and skills are necessary in previous courses for a student to be successful in subsequent courses. Therefore, all students must have successfully completed all prerequisites before they will be allowed to register for a course. Requests to take a course without the prerequisite should be made to the Head of Department, who will evaluate the request, and seek approval from the Provost; approval from the instructor alone is not sufficient. Note that only under unusual circumstances will such a request be granted.

13.7 Student Course Load

The student course load at Ashesi is typically **4 to 4.5** semester units. If a student has a cumulative grade point average (GPA) or previous semester GPA of 3.3 or above, then the student may register for up to one additional credit.

Under no circumstances will a student be allowed to register for more than 5.5 semester units. Under certain circumstances, a student may request to take fewer than 4 semester units or may be advised to take fewer than 4 semester units. For a course load of 2 semester units or under, the student will pay prorated tuition; for 2.5 semester units and above, the student will pay full tuition.

13.8 Group Work

Group work is a valued part of the Ashesi curriculum. Through group work, students learn to collaborate effectively, share information, and teach each other, and tackle complex, bigger or tougher problems than they would be able to on their own. However, it is important that students earn their own individual marks in a class, to ensure that they are not resting on the work of others. Therefore, faculty will give individual assessment to group work whenever possible, especially if the group work constitutes a significant percentage of the overall marks in the course (15% or more). Preferably, for non-project-based courses, group work overall marks should be less than 15%, but the number of group projects needed for the course should not be compromised. Faculty are encouraged to use student peer evaluation as part of the individual assessment of group work whenever possible.

13.9 Student Class Attendance and Decorum

Attending and participating in class, practical sessions and discussion sessions are essential to the process of learning at Ashesi University. Students benefit from lectures and discussions

with their teachers and classmates. By missing classes, students are failing to take advantage of and contribute to the full potential of the University's educational experience. Therefore, instructors will take attendance and participation into account in assigning students' grades. While each teacher will determine how class attendance affects students' grades, general guidelines at Ashesi are as follows:

- Any absence may affect the student's grade.
- Instructors are not required to administer substitute assignments or examinations for students who have missed class without prior notification.
- If a student misses more than one week of classes in a row, the instructor is requested to notify the Academic Registry, with the Dean of Students copied, so they can follow up.
- If a student misses the equivalent of more than three weeks of classes over the course of a semester, an instructor may fail the student in the course, or, in the event that the absence was due to a documented illness or other emergency, may give the student an Incomplete (I) grade and allow the course to be completed upon the student's return to the school.
- If the student misses more than three successive weeks of classes over the course of a semester, and does not make any contact with the instructor, finance, registry or OSCA, or any other administrative member of Ashesi during that period, the student will be deemed no longer enrolled at Ashesi. The returning student would have to provide documentation of illness or another emergency and may have to reapply to continue studies for the subsequent semester. Readmission will be determined on a case-by-case basis.
- Students are required to turn off cell phones and any other devices that could beep or emit other distracting sounds during class sessions. Faculty should impound a student's phone or other device that rings/emits sounds during class and turn it in to the Accounting and Finance Department. The offender's phone will be released upon payment of a fine of GH¢50. This rule should be enforced strictly.

13.10 Late Submission of Assignments

Students are expected to meet strict deadlines for all course assignments and should be discouraged from handing in assignments late. Faculty should stress the importance of effective time management and the need for professional accountability. With the exception of physical illness (supported by medical proof), no excuses would be accepted for the submission of late work.

Therefore, despite various problems such as power outages, loss of internet access, or equipment failure, students are expected to meet all assignment deadlines. Penalties for the late submission of work may include not accepting the assignment at all or imposing a fixed or percentage reduction which could increase over time, up to a set limit, after which the assignment would not be accepted.

13.11 Final Examinations

It is required that each course have a final exam, final project, and/or final paper as a final assessment in the class. A student must complete the final assessment in order to pass the course. Final written examinations or other final assessments are held during the assigned examination period. The Academic Registry publishes the schedule for final examinations. Lecturers must adhere to the final published schedule, and changes must be approved by the Academic Registry and the Provost. Unauthorized changes in the examination schedule should be reported to the Academic Registry.

The Academic Registry will, at mid-semester, verify the financial status of all students, and any student found to be delinquent in payment will be notified. This notification will serve as a warning that the student may not be permitted to take part in final exams unless the student completes their payment of fees and gains financial clearance.

Students without financial clearance will not be permitted to take final exams or submit final papers or projects. A list of students not cleared to take exams will be published by the Accounting and Finance Department one week prior to the start of examinations. Any student who enters an examination hall without receiving clearance from the Accounting and Finance Department will have his/her answer booklet confiscated and/or any work done discarded. Students without financial clearance shall not have any grades recorded at the end of the semester.

In an unusual, non-recurring financial hardship situation, in consultation with the Accounting and Finance Department and Academic Registry, students may be allowed to write the examination or submit the final assessment either with the rest of the class, in which case the script will be held by the Academic Registry and not marked, or at the beginning of the following semester. Arrangements must be made to take final examinations no later than the second day of the start of the next semester. The student must pay their outstanding bill and the instructor must submit grades by the end of the first week of the following semester. Otherwise, all academic records for that semester will be nullified, and the student will have to repeat courses taken that semester.

13.11.1 Policy for Missing Exams

Students should only be pardoned from missing final assessments if they have a chit or letter from a medical professional or can provide evidence of dire family emergencies. Any other conditions that result in a student not being able to write the exam, i.e., no internet access during online learning, political unrest, etc. will be considered on a case-by-case basis by the Academic Council. In these instances, a student will be allowed to write a final exam within the first two weeks of the next semester. This is to prevent differential treatment.

Students who are not present and seated in the exam hall at least thirty minutes after exams have started will be given a zero in the exam. Students who fail to show up for final assessments (including exams) and get a zero cannot pass the course on just the strength of their continuous assessments.

13.11.2 Registry Records

All students' grades, namely grades for quizzes, projects, presentations, etc. will be on registry records in addition to final grades.

13.12 Request for Remarking

A student may request the remarking of a major class assignment (at least 30 percent of the course grade) within two weeks of the assignment being returned to the class or, in the case of a final examination, paper or project, up to two weeks after the start of the following semester. The request must go through the Head of Department of the course, or to the Provost, and must indicate the reasonable cause to request the remarking. If the request is approved, a fee must be paid to the Accounting and Finance Department and a receipt presented before the remarking will occur. If the re-marked grade is more than one grade higher than the original grade, the re-marking fee will be refunded to the student.

13.13 Minimum Grade Requirements, Extra Classes, and Repeat Classes

A grade of at least a D+ is required in all classes that are prerequisites to other classes, and every class in the student's major. A grade of at least a D is required in all other required core classes. A student who does not meet the minimum grade requirement for a core or major required class must repeat the entire class. Under no circumstance will a student be allowed to do partial work (e.g. a paper, exam, or project) to fulfil the requirements for a class he/she must repeat.

A student may take extra classes that are not core or major required classes. All grades earned in all classes taken at Ashesi, required or not, and even if E's, will contribute to the student's grade point average (GPA).

A student may repeat a class only if:

- the grade on record is D+, D or E, or
- the student can take the class again with no added financial implications (that is, without adding extra semesters or extra tuition to a planned semester), or,
- a signature is obtained from the student's sponsor (parent, sponsor, or Ashesi financial aid director or designate if the student is on financial aid), indicating that they will support the extra tuition required to take the class again, which may include additional semesters due to course load and pre-requisite requirements.

Students may take a class for the third time only after meeting with an academic advisor and obtaining written approval from the Provost. Students are not allowed to take a course for a fourth time. Students must register for repeated classes, and maximum class load requirements per semester must be fulfilled (see [Section 13.7 - Student Course Load](#)).

All instances of the class will appear on the student's transcript, although the class will not be counted multiple times toward graduation requirements. Beginning in Semester 1 of the 2017-2018 academic year, all earned grades will be used in computing grade-point averages.

13.14 Late Drop

Students can late drop up to one class per semester, under the following conditions:

- The late drop occurs at or prior to the Friday of the 9th regular week of classes (or Friday of the 4th week of classes for summer).
- The student has not late dropped the same class in the past.
- The late drop is accompanied by a completed Individual Curriculum Planning Form giving a realistic plan for graduation in their major, taking into consideration pre-requisite structures of classes, and signed by either the student's advisor or a member of the Office of the Academic Registry.
- If the late drop has financial implications (that is, one or more extra semesters or extra tuition in a planned semester), the student's sponsor (parent, sponsor, or Ashesi financial aid director or designate if the student is on financial aid) must also sign the form. In the case that the parent or sponsor is not easily available for signature, an email from the sponsor, stating that they understand and accept any financial implications of the late drop, is sufficient. Note that the financial implications may include additional semesters due to course load and pre-requisite requirements.
- The late drop is accompanied by a signature from the instructor or Head of Department of the course being late dropped.
- The late drop process is complete when the registry informs the instructor by the 10th regular week of classes (or the 5th week of classes for summer).

Internally, the late drop is recorded as "LD" in the student's record. The course and LD designation will not appear on the student's permanent transcript. No tuition reimbursement will be given for drops after the first two weeks of the semester.

13.15 Incomplete Grade

An Incomplete ("Inc") grade may be assigned only if the student has been given permission for an Incomplete by the Dean of Student and Community Affairs or the Provost because of an emergency or illness. An Incomplete is appropriate only if the student's work in a course has been of passing quality and a minority of the work of the course is left outstanding, as determined by the instructor. The instructor must agree with the student on a date for the completion of the work, which must be approved by the Provost; an effort should be made

to complete remaining work by the first week of the following semester. An Incomplete grade must be replaced by a final grade within two weeks of the completion of the work. If the work is not completed by the agreed upon date, either the grade will revert to an “E” or whatever grade the student earned assuming a 0 on the incomplete work, or the completion deadline will be extended by the Provost.

In the case of an incomplete grade being assigned for financial reasons, the fees must be paid, and the course completed prior to the second day of class of the following regular semester (or the summer term if the student seeks to take summer courses). Otherwise, all academic records for that semester will be nullified, and the student will have to repeat courses taken that semester.

(Note: some language borrowed from Mount Holyoke College).

13.16 Academic Standing

At the end of each regular semester, the academic standing of all students is determined by the Academic Registry in conjunction with the Provost. Probation and Dismissal are determined according to the following guidelines. A Dean’s List of students who have completed at least 3 Ashesi credit units in a semester and obtained a semester GPA of 3.5 or above is published each academic year.

13.16.1 Probation

Students will be placed on academic probation if, at the end of any regular semester (Fall/First and Spring/Second), their cumulative GPA is less than 2.0 (C average).

13.16.2 Dismissal

Students will be subject to dismissal from Ashesi University if (1) they fail to make normal degree progress, or (2) after one or more consecutive regular semesters on academic probation they have not achieved either a semester or cumulative GPA of 2.0.

Exiting probation (i.e., achieving a cumulative GPA of 2.0 or greater) is required for graduation.

13.17 Withdrawal

Any student who is unable to complete a substantial portion of a semester because of illness or other emergency, and can provide appropriate documentation, may be given permission by the Dean of Student and Community Affairs or the Provost to withdraw from the University. A “W” grade will be recorded for each course. Students who withdraw must request to resume their studies in the subsequent semester at Ashesi from the Academic Registry. If the illness or emergency is still affecting the student at the start of the subsequent semester, the student may request to remain absent from the University for up to 2 regular

semesters, after which the student will be considered permanently withdrawn, and will have to re-apply to the University to resume their studies. The grade for each course will continue to be recorded as “W” and will not count toward the grade point average until the course has been repeated and a letter grade has been earned.

13.18 Deferral of Studies

Any student who has completed all coursework from their most recent semester, who is not on probation, and who does not wish to enrol at Ashesi in the subsequent semester, may request from the Academic Registry to defer their studies. Students who defer must request from the Academic Registry to resume their studies within 2 semesters. Any student who defers and does not resume their studies within 2 semesters will be considered to have permanently withdrawn from the University and will have to re-apply to the University to resume their studies.

13.19 Readmission Guidelines for Students

Students who are dismissed or self-dismissed and who express an interest in returning to Ashesi must complete a readmission application form and provide additional information requested. This complete application dossier must be submitted to the Admissions Office 1st week in November for a January return and 1st week in May for an August return. From the date of submission to decision, the entire process conducted by the Readmission Committee will take 6-8 weeks, at the end of which the applicant can expect feedback. The Admissions Office will inform the student of the outcome of the Readmission Committee’s deliberations. (See [Section 6.5.2.2 - Readmission Committee](#))

14 ETHICAL STANDARDS AND EXAM HONOUR CODE

14.1 Academic Freedom and Responsibility

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues. Speakers on campus must not only be protected from violence or harassment but also be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to enrol or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his or her own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, such as personality, race, religion, degree of political activism, or personal beliefs.

If a student has a grievance against a faculty member that cannot be resolved directly through the faculty member involved, the student should take her or his concerns to the Provost. In a case where there is a grievance with any member of the Ashesi Community, the student is expected to conduct him/herself in a manner that reflects a high level of personal integrity and should at no time behave in an inappropriate manner. This may include but is not limited to disrespectful, insulting, or inflammatory verbal and/or physical expressions. Students who threaten any member of the Ashesi Community, verbally or physically will be subject to severe sanctions up to and including suspension or expulsion depending on the severity of the behaviour.

14.1.1 Academic Grievance Process

An academic grievance is a complaint by a student specifically related to a grade, alleging arbitrary and capricious grading, which is defined as:

1. the assignment of a course grade to a student on some basis other than performance in the course, or

2. the assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied by the same instructor to other students in that course, or
3. the assignment of a course grade by a substantial, unreasonable, and unannounced departure from the instructor's previously articulated standards, or
4. the non-assignment or partial assignment of a course grade to a student due to instructor's challenges with the Learning Management System (LMS) or Student Information System (SIS) or miscommunication in co-teaching.

The following procedures for students apply to redress grievances concerning academic and instructional matters:

- Step 1: The student should consider discussing concerns with an academic advisor in the Office of the Dean of Students and Community Affairs. This will provide an opportunity to review applicable University policies and practices pertaining to the student's grievance concern.
- Step 2: The student and faculty member(s) should make efforts to settle their differences amicably and informally to redress the grievance. As a first step, the student may communicate concerns in a professional manner via written correspondence on the university email system or via the university's LMS comment system. If no solution is reached using written correspondence, the student may move to Step 3.
- Step 3: The student may request a face-to-face meeting (on-ground or online) with the faculty member(s) to discuss any unresolved concerns. This meeting should take place within **the academic year** of the grievance concern. (If the student feels that there is unacceptable risk of negative recourse, the student should consider inviting their academic advisor, or another faculty member to attend the meeting. If the student's concern over negative recourse is too great, the student may move directly to Step 4.)
- Step 4: In the case that no solution is derived from the written correspondence or face-to-face meeting between the student and the faculty member(s) involved, the student may request, in writing within a reasonable period, for example, 10 working days after the meeting described in (Step 3), to discuss the problem with the head of department. (If the head of the department is involved in the grievance, the provost can stand in for the head of department.) In requesting this meeting, the grievant must briefly state in five sentences or less (a) when they discovered the issue being grieved, (b) what issue is being grieved and provide evidence to support the grievance, and (c) what is the desired resolution. The conversation between the head of department (or the provost) and the student will take place within a reasonably short time, for example, within 10 working days, after the reception of the student's letter. The head of department (or the provost) also should solicit a response in writing from the

party against whom the grievance was brought with respect to issues raised in the meeting between the head of department (or the provost) and the student.

Step 5: The head of the department (or the provost) will respond in writing to the student within a reasonable period, for example, 10 working days and a copy of this letter will be also sent to the faculty member(s) involved.

If either the student or the faculty member(s) involved is dissatisfied with the outcome of the department-level process, that party may petition the Academic Council in writing for consideration and resolution at the next Academic Council meeting.

(Note: some language borrowed from University of Houston and University of Massachusetts Amherst and Concordia University).

13.2 Academic Integrity

As an institution that values academic integrity and intellectual exploration, Ashesi expects all members of its community to abide by the highest standards of scholarly conduct. The reputation of our institution depends on the ability of both faculty and students to uphold the principle of academic honesty. Ashesi asserts that being a member of a tertiary academic institution is a privilege earned by the most intelligent, motivated, and committed of students and faculty. With this privilege comes the responsibility of each member of the university community to demonstrate the highest ethical behaviour and personal integrity.

14.2 Code of Ethics

The University, its students, its faculty, and its staff will not in any way condone cheating, lying, or any other misrepresentations. Moreover, anyone who willingly conceals these activities will be considered as accomplice and shall be equally culpable of the offense. The University's Code of Ethics refers both to cheating, lying, or any misrepresentations with respect to academic work as well as in other areas of behaviour. Disciplinary action will be taken against any perpetrator of the University's Code of Ethics.

14.3 Standard Citation Practices

Writers may refer to a handbook on scholarly writing for information about correct citation procedures. The *MLA Handbook* is particularly useful because it also provides examples of plagiarism. The informal nature of some writing may obviate the necessity of rigorously formal citation, but still requires honest attribution to original authors of all borrowed materials. Students should feel free to consult with faculty members and/or the Librarian whenever there is doubt as to proper documentation.

Fear of being charged with plagiarism need not inhibit anyone from appropriately using another's ideas or data in a piece of writing. In fact, direct quotation frequently serves as an effective device in developing an argument. Academic honesty requires only, that writers

properly acknowledge their debts to other authors at least by means of quotation marks, footnotes, and references, if not also with in-text phraseology like "Einstein argued in 1900 that..." or "As Melville implies in Chapter 3 of *Moby-Dick*..." Such usage is fully within the tradition of forthright academic work.

14.4 Submission of the Same Work in More Than One Course

When submitting any work to an instructor for a course, it is assumed that the work was produced specifically for that course. Submission of the same work in more than one course without prior approval is prohibited. If the courses are being taken concurrently, approval of the faculty members for both courses are required. If a student wishes to submit a paper that was written for a course taken in a previous semester, the student needs to obtain the permission of the faculty member teaching the current course involved. Students are not permitted to present to their colleagues any written or electronic copy of their work unless collaboration is allowed by their faculty member.

14.5 Academic Dishonesty

Academic dishonesty includes plagiarism, unauthorized exchange of information or use of material during an examination, unauthorized transfer of information or completed work among students, use of the same paper in more than one course, unauthorized collaboration on assignments, and other unethical behaviour. Faculty are also expected to maintain academic integrity in their own work.

Students receive extensive training at orientation and through courses on how to avoid plagiarism. They also have copies of the plagiarism guide from Turn-it-in to help guide their writing process. Also, students can visit the writing centre in the Learning Lab while writing papers to help avoid writing papers at the last minute and the subsequent pressure that leads to plagiarism. To check plagiarism, faculty members may require students to submit their papers to Turn-it-in, an online plagiarism detector. Faculty members are requested to require students to submit their papers to Turn-it-in in first year courses and for major writing assignments in other courses.

Disciplinary action will be taken against perpetrators of academic dishonesty. If it is a first-time offence and a not so pronounced case of academic dishonesty, a faculty member may resort to the informal resolution process. However, if the case is brought before the Ashesi Judicial Council, typically, if a student is found guilty of a first offence, a student will be given a failing grade (E) in the course. A guilty charge in a second offence can result in suspension or dismissal. Detailed information concerning adjudication of academic dishonesty can be found in the **[Section 14.7 - Procedure for Academic Misconduct Cases.](#)**

14.6 Examination Honour Code and Examination Rules

In keeping with Ashesi's mission to educate a new generation of ethical leaders, the faculty and executives of Ashesi University approved in November 2007 a proposal to formally invite selected classes at Ashesi to adopt an honour code for examinations at the University. The code was voted into force by students in January 2008. Also, effective January 2008, all incoming first year and transfer students will be required to engage in a series of conversations organized by the Dean of Student and Community Affairs to help orient them towards the Examination Honour Code. Members of the incoming class would meet with the President and Dean of Student and Community Affairs, Academic and Judicial and Electoral Committee Representatives from senior classes and will debate the merits of the honour code among themselves before deciding to sign the honour code. The class would have to make their decision known to the Dean of Student and Community Affairs after the mid semester vacation or at a time decided on between the Judicial Council and the Dean's office.

The adoption of the Examination Honour Code marks a significant step in the history of Ashesi University. The code is intended to build a high-trust community, to put students in charge of their ethical posture and the reputation of their alma mater, and by so doing, to take a significant step in Ashesi's mission to educate a new generation of ethical leaders in Africa.

Students who have not yet signed onto the Examination Honour Code are still bound by the Examination Code of Conduct and Examination Rules.

14.6.1 Examination Code of Conduct

The purpose of the Examination Code of Conduct is to create an ethical environment for examinations. Failure to abide by the Exam Code of Conduct can result in disciplinary action. During an examination, students:

- Are not allowed to talk to each other, exchange verbal or non-verbal information or physical objects of any kind or engage in any activity that could result in the unfair advantage for one or more students before, during, or after the quiz or exam, while they are in or out of the classroom.
- Must leave all books and other aids in an inaccessible place (except for open-book quizzes or exams).
- Must leave as much space as possible between students (as much as the room allows).
- Should try to ensure that their line of sight does not cause others to suspect them of cheating.
- Must leave mobile phones and other electronic communication devices completely switched off.

14.6.2 Examination Rules

Faculty are requested to read the examination rules to students at the beginning of every final and other major examination. The examination rules apply to the expected conduct of all students during examinations at Ashesi, whether they are on the Examination Honour Code or not.

- Students shall be required to present their ID cards for inspection before they are admitted into the examination hall.
- All examination candidates shall report at the examination centre and be seated at least 15 minutes before the start of each examination.
- Students who arrive late shall not be admitted into the examination hall after the first 30 minutes of the examination.
- Students must leave all books and other aids in an inaccessible place (except for open-book quizzes or exams); no electronic devices or books or papers should be brought into the exam hall or left in the open – if they are brought into the examination hall, they must be secured inside a small bag and placed in an inaccessible place. All electronic devices left in the bag must be completely switched off. No large bags are allowed in the examination hall.
- Students must abide by requests of faculty members, faculty interns, and/or invigilators to sit in designated seats.
- For examinations that allow the use of calculators, students must erase the memory from their calculator before they enter the examination hall and may be asked by an invigilator to demonstrate that the memory has been cleared.
- Students must leave mobile phones or electronic communication devices switched off. Mobile phones must not be kept on desks or on their person during the examination.
- Students are to remain silent throughout the examination and must not speak or do anything to disturb other students. If a student has any questions, the student should put up his/her hand and wait patiently for a faculty member or faculty intern to become available before quietly asking the question.
- Students must not direct any non-verbal gestures to other students nor are they to look in the direction of other students' work.
- Students shall not exchange any physical objects, including erasers, pencils, pens, and calculators. If a student did not bring everything needed to the examination hall, then s/he will have to do without for the exam.
- Students should make sure they submit their answer booklet to the Lecturer or Invigilator / Supervisor of the exam before they leave the hall. The question sheet must also be turned in with the answer booklet.
- Students may not leave the examination hall in the first 30 minutes of the examination, and generally, should not leave the examination hall before submitting their work. If an urgent need to leave the exam hall occurs, no more than one student should be absent from the examination hall at a time.

Students are advised that if a student commits any of the above offences, s/he may be disqualified in the examination and be subject to further adjudication.

14.6.3 Implementation of the Examination Honour Code

Starting in January 2008, students in selected classes under the Examination Honour Code are expected to take tests and exams on their honour. At the end of each test, each student is required to sign the following statement:

<p><i>I pledge on my honour that during this examination I have neither given nor received unauthorized assistance, nor have I seen any violations of the Exam Code of Conduct.</i></p> <p>Signature: _____</p> <p>Student ID: _____</p> <p><input type="checkbox"/> I have intentionally not signed the pledge (check only if appropriate)</p> <p><input type="checkbox"/> I have personally witnessed the following Examination Honour Code violations or obstructions (optional):</p>

14.6.4 Obstruction of the Examination Honour Code Process

The university's decision to adopt an honour system for examinations is a significant one, the abuse of which will fracture the ethical framework central to our mission. The following instances constitute violations of the Examination Honour Code and can lead to serious sanctions including suspension or expulsion from the university community.

- Failure to abide by the Examination Code of Conduct.
- Attempting to prevent the discovery of prohibited conduct, or attempting to obstruct access, to alter, to destroy, or to conceal potential evidence connected with an Exam Honour Code investigation.
- Attempting to discourage, intimidate or deter complainants, witnesses, or other participants in an Examination Honour Code investigation.
- Initiating an Examination Honour Code complaint without any basis in fact and with the intent to harass another student.

14.6.5 General Practices and Procedures

The following are very important guidelines that cover the Examination Code of Conduct:

- Faculty must check the Honour Code Pledge Form immediately after they collect blue books and students are still available to speak to.

- Suspected violations of the Examination Honour Code may be reported by intentionally omitting to sign the pledge, or by speaking directly with the faculty member or the Dean of Student and Community Affairs. Therefore, if a pledge is unsigned and unchecked, the student must be contacted to determine whether the student intentionally left the pledge unsigned; if the absence of signature was intentional, the faculty member or Dean of Student and Community Affairs will investigate the matter further.

Violations of the Examination Honour Code and other academic misconduct infractions are adjudicated by the Ashesi Judicial Committee as described in the *Student Handbook* and as outlined below.

14.7 Procedure for Academic Misconduct Cases

Academic misconduct is defined as academic dishonesty or a violation of the University's Code of Ethics or Examination Honour Code, whether these violations are intentional or unintentional.

An instructor who has good evidence to suspect a student or students of academic misconduct (e.g., cheating in an exam; plagiarism on a paper, lab reports, problem sets, or thesis work; misrepresenting work; lying about an academic submission) will, at the faculty member's discretion, consult the Head of Department or Provost about the case. Mere suspicion on the part of a faculty member that the student's work does not sound right is normally not by itself sufficient grounds to bring a case forward in the absence of good evidence. Good evidence may include, but is not limited to, the following:

- Some of the student's work coincides with or closely paraphrases a source that is not properly acknowledged. Sources that must be acknowledged include, but are not limited to, books, articles in books, journal articles, web pages, graphs, charts, tables, data sets, etc., in any of the sources just mentioned. Proper acknowledgment must indicate both the source and how it served as a source for any specific portions of the student's work that have been based on it.
- Glaring coincidences in the work of students on exams, papers, problem sets, etc., where cooperation in producing the work was not permitted.

14.7.1 Informal Resolution for Minor Academic Infractions

If a faculty member has first established (in consultation with their Head of Department and the Dean of Student and Community Affairs) that the misconduct constitutes a minor, first offence, the faculty member will resort to the informal resolution process with the student.

The informal resolution process is designed to deal with minor infractions of academic misconduct, e.g., up to 20% of plagiarized work, unsubstantiated reports of cheating, clearly unintentional plagiarism etc. For minor cases, the faculty member may determine a sanction

at his or her discretion which may include asking the student to rewrite the paper. Breaking the Examination Code of Conduct or the Examination Honour Code is considered a major infraction; they should not be dealt with at the informal resolution level but should be escalated to the AJC.

The faculty member would meet with the student and based on the student's admission of guilt would generally impose a penalty ranging from a warning to an E on the assignment. A student, however, has the option to request for his/her case to be heard before the AJC.

The informal resolution form must be filled out and signed by both parties and a copy given to the Dean of Student and Community Affairs. For records purpose, it is considered a minor infraction which will affect a student's future appearance before the AJC. A student who has one recorded informal resolution would face the AJC for a second offence. Also, a student who has two or more informal resolution cases running simultaneously would face the AJC. The committee may refer to a student's previous informal resolution to determine the severity of sanctions but not in determining guilt.

14.7.2 Judicial Process for Major Academic Infractions

If the faculty member is able to establish with the Head of Department and the Dean of Student and Community Affairs that the act constitutes a second offense or a serious offence (over 20% of paper is plagiarized, substantiated information/evidence that significant collaboration occurred, substantiated information from several sources for violation of the examination honour code), then the case would be referred to the Dean of Student and Community Affairs for an AJC hearing.

The faculty member will submit a report to the Dean of Student and Community Affairs. The report will include a narrative of the incident and evidence supporting the charge.

The Dean of Student and Community Affairs will inform the student of the charge and his or her right to have a support person present at the hearing. The support person may be but is not limited to a fellow student, a faculty member, or a member of staff or a family member. Family members who happen to be attorneys cannot come in the capacity as legal representation. The student would be asked to provide a written statement of their version of the incident as well as the names of witnesses where necessary. The Dean would also communicate a chosen day and time to the student for the hearing.

The Dean of Student and Community Affairs would provide copies of both reports to the AJC at the allocated time for the hearing right before parties concerned are invited into the hearing for their testimony and questioning.

At the hearing, the committee would interview the faculty member first and then the student to ascertain the innocence/guilt of the student.

After academic misconduct cases are heard, the Dean of Student and Community Affairs will provide the committee with an updated summary of the previous relevant cases and their disposition to help guide them in determining sanctions.

See Section 12 of the *Student Handbook* for more information about the Ashesi Judicial Council and Process.

15 GRADUATION REQUIREMENTS

To be eligible for graduation, students are required to fulfil the following minimal requirements.

- Successful completion of at least **33.5** semester units, including all core and major requirements*
- A cumulative grade point average of 2.0 (C average) or higher
- Successful completion of the service-learning component**
- Successful completion of internship (required only for engineering students) ***
- A pass in the cumulative Writing Across the Curriculum Lab series (beginning class of 2024) ****
- Fulfilment of all financial obligations to the University.

* *Note that some Ashesi degree programmes require more than **33.5** units, depending on a student's math track. See math track permutations below:*

- Must complete a first-year math sequence including differential/integral calculus: Applied Calculus or Calculus 1-2 or Engineering Calculus
- Must complete a statistics course (engineering or non-engineering)
- Must complete other math courses required by the major

***The service-learning component exists as another dimension of our commitment to nurture graduates who excel in citizenship. Service learning helps students develop a sense of citizenship by giving them an opportunity to become engaged with their surrounding community. Students must complete 40 hours of community service and fulfil this requirement in a variety of ways. The summer and Community Engagement Programmes office keeps a directory of non-profit organizations students can volunteer with.*

*** *All Ashesi students are strongly encouraged to take up summer internship opportunities at the end of their second and third years. To ensure some level of familiarity with the practicing engineering profession, all Ashesi engineering students are required to either: do an internship at an engineering firm or an engineering-related internship at a non-engineering firm; shadow a practicing engineer; or engage in an engineering project for an external company.*

**** *Beginning with the Class of 2024 all Ashesi students should obtain a pass in the Writing Across the Curriculum Lab series as a graduation requirement. The ability to communicate effectively is a vital leadership trait.*

Ashesi operates on the semester system with each semester being on average 16 weeks in length with up to one week for mid-semester break and one week for exams. Credits earned for each course are either **0.5** or **1** Ashesi credit unit. During each semester, students typically take **4** to **4.5** Ashesi credit units' courses intensively, each semester unit course meeting for 3

classroom hours and **1 to 3** hours of discussion or lab sessions (where necessary) per course each week. Students may take extra courses not required for their degree and major; grades earned in all courses taken at Ashesi, required or not, and even if the grades are E's, will contribute to the cumulative GPA.

Note that in the 2020/2021 academic year onwards, students who complete their graduation requirements by May, will participate in the graduation ceremony in May or June and will get their certificates dated for May or June of that calendar year. Those who do not make it for the May/June graduation, i.e., main graduation, will have the opportunity to complete the program by December of that year. Their certificate will be dated December of the calendar year they completed their program, and they may participate in graduation with the next graduating class.

16 ACADEMIC HONOURS

16.1 Graduation Honors

Students who earn a cumulative GPA of 3.50 to 3.69 for all undergraduate work earn **Cum Laude** (honours). Those with a cumulative GPA of 3.70 to 3.84 for all undergraduate work earn **Magna Cum Laude** (high honours). Students with a cumulative GPA of 3.85 or above for all undergraduate work earn **Summa Cum Laude** (highest honours).

<i>Honours</i>	<i>CGPA</i>	
Summa Cum Laude	3.85 - 4.00	(Highest Honours)
Magna Cum Laude	3.70 - 3.84	(High Honours)
Cum Laude	3.50 - 3.69	(Honours)
Bachelor's Degree	2.00 - 3.49	

Ashesi University Honors		Public University (University of Cape Coast Honors)	
GPA			GPA
Summa Cum Laude (Highest Honors)	3.85-4.00		
Magna Cum Laude (High Honors)	3.70-3.84	First Class	3.60 - 4.00
Cum Laude (Honors)	3.50-3.69		
		Second Class (Upper)	2.95 – 3.59
Bachelor's	2.00-3.49	Second Class (Lower)	2.45 – 2.94
		Third Class	2.00 – 2.44

17 FACULTY CODE OF CONDUCT

The Code of Conduct is intended to document the principles of conduct and ethics to be followed by the faculty of Ashesi. Please refer to the *Employee Handbook* for further details of this code.

The Code of Conduct aims to:

- Promote honest and ethical conduct in all academic transactions including personal and professional relationships with colleagues, staff, and students
- Promote compliance with applicable national laws, rules, and regulations
- Help promote a culture of honesty and accountability for the University
- Provide mechanisms for reporting unethical conduct

The tenets of the code apply equally to all faculty members, full time, and temporary/adjunct, and to all visiting faculty from Ghana or abroad, and full time and temporary faculty members on sabbatical from other universities.

17.1 Workplace Behavior

Ashesi fosters an academic environment in which students, faculty, staff, and all other employees in the Ashesi community are treated with respect and dignity. The University will not tolerate harassment of its employees in any form. The workplace environment must be free from violent behaviour. Threatening, intimidating or aggressive behaviour as well as bullying, subjecting to ridicule or other similar behaviour toward students, faculty, staff members and other Ashesi employees will not be tolerated.

17.2 Sexual Harassment

The University will not tolerate any form of sexually harassing behaviour from faculty, staff, or students. Sexual harassment means unwelcome sexual conduct, either visual, verbal, or physical and may include, but is not limited to unwanted sexual advances, unwanted touching and suggestive touching, language of sexual nature, telling sexual jokes, innuendoes, suggestions, suggestive looks and displaying sexually suggestive visual or audio materials. Sexual relationships between faculty and students in the community are unacceptable because they interfere with the educational mission of the University and threaten the climate of trust, concern, and respect to which the University is committed. Students and employed faculty members of the University are expected to maintain highly professional, non-sexual relations.

17.3 Alcohol and Drug Abuse

Ashesi is committed to maintaining a safe and healthy work environment free of any substance abuse. The possession and use of alcohol, use or distribution of drugs for non-

medical purposes on Ashesi premises is strictly forbidden. Faculty and employees of the university are expected to perform their duties in a professional manner, not hindered by the effects of drugs and/or alcohol.

17.4 Intellectual Property

17.4.1 Intellectual Property of Others

Faculty, staff, and students at the University may not reproduce, distribute, or alter copyrighted materials without permission of the copyright owner or its authorized agents. Plagiarism is strictly forbidden, and faculty must ensure the compliance of the rules of plagiarism with their own work, and the work of their students and report any observed infringement of the rules to the Provost.

17.4.2 Your Intellectual Property

Ashesi University has an approved Intellectual Property Policy, based on Ashesi's ethos and replete with ready-to-use legal contracts available to members of the Ashesi community. Contact the Research Studio for access, researchstudio@ashesi.edu.gh.

17.5 Information Technology

The University's IT systems including computers, email, intranet and internet facilities and telephones are the property of the University and are to be used primarily for work and academic purposes. The IT systems may be used for minor or incidental reasonable personal messages, provided that such use is kept at a minimum.

Faculty, staff, and students alike may not use the University's IT systems and telephones to:

- allow others to gain access to the University's IT systems using their password or other security codes.
- send harassing, threatening or obscene messages.
- send chain letters.
- access the internet for inappropriate use.
- send copyrighted documents that are not authorized for publication.
- make personal or group solicitations unless authorized by the University.
- conduct personal commercial business.

17.6 Observing and Reporting Infringement of Code of Conduct

It is the responsibility of all faculty members to understand and comply with the Code of Conduct and report any observed infractions of the rules

18 PROFESSIONAL AFFILIATION TO ASHESI

Ashesi University allows faculty to use its name in any external correspondences they might be engaged in whilst in the employment of the University. This may include their engagements with government and private agencies both local and foreign and especially with the media.

However, for temporary/adjunct lecturers this is limited to only the semester(s) they are working with the University, except if they are adjuncts who teach at Ashesi at least one semester each academic year on a continuing basis.

19 PERFORMANCE MANAGEMENT

The performance of all full-time faculty shall be assessed through the *Course Evaluation Form* and the *Faculty Performance Evaluation Form*, amongst other tools the University may use in this direction.

The Course Evaluation Form may be completed by students during mid-semester and will be completed by students at the end of the semester for each course an instructor teaches. The responses from this form shall be processed and a copy made available to the faculty member. If there are any issues of concern by the University, it shall be addressed by the Head of Department and/or Provost with the faculty member. The appropriate measures shall be taken against a faculty member whose performance is unacceptable and below the standards of the university.

In addition to this, the performance of full-time faculty shall be assessed by using the Faculty Performance Evaluation Form. This shall be done at least once in every academic year. Faculty will self-assess themselves and then submit the completed form to their Head of Department for a discussion. Thereafter, the Head of Department may add comments, and both parties will sign the form and submit to the Provost for further processing. If there are any issues or areas of concern the Provost will engage the faculty in a discussion to help him/her improve on their performance.

If all these fails, then the appropriate measures, which may include termination of appointment, shall be taken.

For temporary/adjunct faculty, the Course Evaluation Form shall be used to assess academic performance, amongst other tools the University may use in this direction. If it emerges from the Course Evaluation Forms and/or other tools that the lecturer is not performing well by mid-semester, his or her appointment may be terminated, and a replacement found immediately. If it emerges through the end of semester course evaluation that the lecturer did not perform satisfactorily, he/she shall not be contracted to teach any course again.

20 TERMINATION OF APPOINTMENT

Termination of appointment of a faculty member is as stated in their employment contract.

21 STATUTORY REQUIREMENTS

Ashesi University is an equal opportunity employer and decisions on employee recruitment, appointment, assignment, training, compensation, and promotion are made without regard to gender, race, colour, national or ethnic origin, creed, religion, or social or economic status.

In accordance with the provisions of Ghana's Labour Act, 2003 (Act 651), no person under age 16 shall be employed by the University and no person under age 21 shall be engaged to do hazardous work.

Employees may form or join and participate in employee organizations and enter into collective bargaining agreements to the extent permitted under the Labour Act, 2003 (Act 651) a copy of which is available in the office of Human Resources.

22 OTHER POLICIES AND PROCEDURES

There exist in Ashesi several other faculty, staff and student related policies, procedures, and checklists. These are issued through job descriptions, memos, notices, and other communication means available in the institution. Faculty are advised to always familiarize themselves with them, understand, and abide by all these policies and procedures.

23 REMOTE TEACHING AND LEARNING

As a result of the COVID – 19’s disruption of norms in 2020, traditional instruction changed, Ashesi University has been offering instruction online since March 2020. The hybrid approach to instruction is emerging and so online procedures and policies have ensued and exist in tandem with traditional in-person instruction policies. As COVID persists in the 2021/2022 academic year, faculty can choose to teach fully online (remote), only in-person, or a hybrid of the two.

The following procedures apply to faculty teaching remotely (online) and in hybrid forms intended to provide guidance related to a range of online teaching and learning issues at Ashesi University

On a typical Ashesi course site, an instructor posts announcements, a course syllabus, class notes and presentations, and related learning materials for easy access by students for online teaching and learning. Some instructors use the course site to facilitate forums and chats, receive and return student assignments, administer online quizzes and tests, and maintain an online grade book.

Students are expected to visit the course site at least once a day to view new announcements and are required to read email daily to peruse course information disseminated via this medium.

Most Ashesi faculty use email and mobile messaging platforms such as WhatsApp to communicate with students. Whenever students submit course assignments, they should do so on Canvas, Turnitin, or CAMU unless their instructor tells them to do otherwise, e.g., by email or WhatsApp.

23.1 Student Emails and Mobile Messages to Instructor

Instructors will answer email about:

- Questions arising from difficulty in understanding course content
- Requests for feedback about graded assignments
- Private issues appropriate for discussion within the teacher-student relationship

Instructors are not obliged to answer email which:

- Pose questions answered in the course information sections of the course site
- Lack a subject line clearly stating the purpose of the email
- Raise an inappropriate subject

Instructors will share with their students the outside-of-class times they are available for office hours or answering questions. They will also make available the time they will need to

answer email, e.g., an instructor will answer an email he or she receives on a given day no later than the close of work on the next workday.

Faculty Interns (Teaching Assistants) will also let students know when they are available to support student academic needs outside of class hours.

23.2 A 24/7 Academic Affairs Hotline

Ashesi has a 24/7 Academic Affairs hotline team available 24 hours a day, 7 days a week. The hotline phone numbers are available on an information flier provided via email to students and on Canvas announcements. Conversely, the email address is hotline@ashesi.edu.gh. All challenges students encounter can be channelled through the hotline for appropriate resolution. Suppose a student is unsure as to how to solve a challenge. In that case, the hotline is the best resource, i.e., the hotline will record the time of contact, collect any material virtually, and identify the most appropriate person for resolution.

23.3 IT Support Centre

For technical assistance, students and faculty should email the IT Support Centre at supportcentre@ashesi.edu.gh. If they cannot get through to the IT Support Centre via email directly, they should call the hotline to connect them with the IT Support Centre.

23.4 Submission Guidelines for Technical Difficulties

In an e-learning environment, technical difficulties will inevitably occur from time to time. Such problems include trouble with a home computer or power outages or an Internet connection, and downtime on the course site server, among others. When students experience such difficulties while attempting to submit an assignment, they should call the hotline to explain and provide a picture of the screen challenge via WhatsApp. Another approach would be for students to contact their instructor by a designated time to explain their difficulties and negotiate a plan for submitting their assignments. One alternative is for students to take photos of the assignment and send them via a mobile messaging platform or email to the hotline or the instructor.

Inevitably, a few students will abuse the submission policy by claiming technical difficulties when they do not exist. If a student makes such a false claim, the incident may become an Ashesi Judiciary Council (AJC) case, and the student fails that assignment. Suppose a student repeatedly claims technical difficulties when submitting late assignments and does not use the hotline or contact the Instructor or Faculty Intern via other means, e.g., phone, WhatsApp, (before the due time, during the due time, or an hour after the challenge), the instructors will be justified to reflect in their grading the student's failure to meet course requirements. If a student makes no attempt to make contact in such a situation, they should expect to receive a failing grade. Exceptions can be dealt with on a case-by-case basis.

To mitigate the effects of no connectivity, power outages, and no data on assignment due dates, faculty and students may consider using shared folders for assignment submission. Then at the scheduled date/time, faculty can go into the shared folder, check the time for the last update, download the assignment copy, and grade/mark. If faced with internet or power challenges, the student or the team using a shared folder has the assignment “submitted in the shared folder,” and faculty can gauge student progress fairly.

Faculty may indicate on their syllabi procedures students should follow in such true instances, e.g.,

“When there are mitigating circumstances, you can request a 24-hour extension on an assignment by filling out a form (provided on Canvas), before the assignment is due. Otherwise, a 10% grade penalty per day will be applied to assignments submitted late.”

There will be penalties for late submissions and so to avoid problems due to power & connectivity issues, (i) students are encouraged to submit early, (ii) students should follow the specific policies given by their course faculty (iii) students who make false claims will be taken to the AJC, (iv) each faculty should specify the rules for their course in their syllabus.

In exceptional cases, supposing a student misses the due date/time for an exam, project, or assignment, and claims he or she had no data, no connectivity, and/or no electrical power, or laptop malfunction, an investigation may ensue. At faculty request, Academic Affairs will conduct, on a case-by-case basis, a combination of processes to review the claim. The process will entail a review of current performance in the course to date, academic advising report (if applicable), cumulative GPA (CGPA), faculty and faculty intern narrative of quality of participation, student history of reporting connectivity issues, and other relevant factors.

Possible consequences of the Academic Affairs review include faculty:

- Accept the late submission with no penalty
- Accept the late submission, but with a cap on the highest grade possible for that submission (e.g., a B).
- Schedule the student to redo the assignment or take an alternate assignment/exam and resubmit
- Give the student a failing score for that exam or assignment

23.5 Instructor Guidelines for Technical Difficulties

When an instructor cannot teach due to difficulties with a home computer or power outages, or an Internet connection, they should inform the HOD and call or WhatsApp the hotline to explain. The hotline will be able to respond accurately and promptly to any student inquiries about that course. The hotline, if necessary, can also assist in contacting the Head of Department, who will make alternative arrangements for the class. Should the Head of Department be teaching or otherwise indisposed at that time, the instructor should provide

the hotline alternate instruction that students can do independent of the Instructor or provide instructions on how the FI can serve as substitute Instructor. Another approach would be for the instructors to record the teaching they had planned for that time and send the recording link to students when possible. They can also negotiate with the students to reschedule the interrupted teaching to another suitable time agreed upon by all stakeholders. One alternative is for faculty to take photos of the planned instruction for that day and send them via WhatsApp to a class group. Faculty are encouraged to have class WhatsApp groups as a back-up to online disruptions.

23.6 Attendance versus Participation

Issues with inconsistent connectivity and power and differences in time zones and domestic responsibilities make it difficult to take attendance somewhat.

Consequently, participation is assessed in lieu of attendance. Participation is evidence of student awareness and engagement, and it counts towards students' grades (preferably, no more than 5% of total marks). The instructor can measure it in several ways:

- Canvas tracking of student activity, e.g., login dates and times, downloads, etc.
- In-class participation activities completed remotely and submitted on time.
- Submitting assignments on time

23.7 Heutagogy (Self-Motivation and Direction)

Ashesi expects its students to find ways towards self-motivation and self-direction in an e-learning environment. Ashesi expects its young adult learners to understand a self-directed environment's requirements and develop an appreciation for self-reliance. We recommend to students in their eLearning experience to:

- Be self-motivated and self-disciplined.
- Be a good time manager.
- Approach the course with a desire to learn.
- Assume a leadership role, and be a teacher, when necessary, voluntarily helping other students; however, bearing in mind that doing other people's work for them is tantamount to cheating.
- Develop needed technology skills.
- Contribute to course discussions, listen to others, and respond respectfully to their comments.
- Contribute to team activities and respect the ideas of others.
- Comply with all course policies.
- Submit constructive suggestions for improving the course.

23.8 Cheating and Plagiarism

Ashesi has an Honour code of conduct policy that addresses cheating and plagiarism. A breach of this institutional policy on cheating and plagiarism results in penalties administered by the Ashesi Judicial Committee (AJC). It forms part of our online student code of conduct policy.

In an e-learning environment, there exist ample opportunities for students to collaborate when taking online tests:

- Getting someone else to take a test
- Group test-taking where students gather in a lab or at a student's domicile
- Printing and distributing copies of online tests
- Messaging using mobile platforms

Faculty should clearly state the rules for taking online tests and the penalties associated with violating these rules. We recognize that, it is difficult or impossible to prevent student collaboration during un-proctored online testing; however, we believe our students will adhere to our honour code. On the other hand, faculty may view online tests as learning experiences of higher order thinking and allow student collaboration and the free use of notes and other sources of information.

Plagiarism is becoming more widespread through an increase in websites where students can buy reports and papers. Across the globe, some students use websites that provide responses to assignments and tests within 24 hours. Students at Ashesi must be made aware that this practice is flagrantly dishonest and that engaging in it may result in failing the course and perhaps dismissal from the institution. Furthermore, faculty should dissuade students from the naive belief that they may freely incorporate anything posted on the Web in their work without the need to identify and credit the source.

~Adapted from Waterhouse and Roger

24 YOUR FEEDBACK

We continually strive to improve the services we provide to the University community and encourage you to call or e-mail the Provost (provost@ashesi.edu.gh) or the Director of Human Resources (hr@ashesi.edu.gh) with questions, suggestions or concerns.

Periodically we may send out surveys to determine the areas where we are doing well and, more importantly, where, and how we may improve.

25 Acknowledgement of receipt of Faculty and Academic Guidelines Handbook

My name and signature below indicate that I have read and understood the content of this handbook.

I understand that I have an obligation to inform the Provost or the Director of Human Resources of any changes in my personal information – including, but not limited to, my phone number, marital status, bank details, emergency contact details, etc.

I also accept responsibility for contacting my Head of Department/Provost/Director of Human Resources, if I have additional questions or concerns or need further explanation about these or subsequent policies, procedures, and/or guidelines.

Name _____

Signature _____

Dated _____

The Faculty and Academic Guidelines Handbook is the property of Ashesi University and must not be disclosed, copied or reproduced in any form without the express authority and approval of the Executive Committee.



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