



THE EDUCATION
COLLABORATIVE

ROADMAP TO HONOR CODE:

RAISING ETHICAL LEADERS

A HANDBOOK



Roadmap to Honor Code: Raising Ethical Leaders

This handbook is a step-by-step guide for establishing honor codes on campuses. Honor codes are a set of rules or ethical principles that govern an academic community, addressing issues such as cheating, stealing, and other misconducts that contradict the values of the institution and its community. The guide draws from the effective and exemplary model of Ashesi University and its mentoring experience with Kibi Presbyterian College of Education.

This guide is designed for higher education leaders, including deans of students, faculty, policymakers, student governments, and all stakeholders in the higher education ecosystem.

Authored by Nina Nana Aba Pels, Senior Assistant Director of Student Life and Engagement at Ashesi University, this handbook serves as one of the benchmarks of excellence produced under the Ethics and Leadership focal area of The Education Collaborative.

The Education Collaborative spearheads a collective engagement model that promises to transform higher education outcomes in sub-Saharan Africa. By participating in the network, institutions enhance their ability to improve graduate outcomes, elevate standards across the sector, and contribute to our goal of impacting over 1.1 million students by 2030 to have the right character and skillset to create and lead industry, economies and business.

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Introduction

Dear Reader,

Welcome to the first-ever honor code handbook for African Higher Education Institutions (HEIs). This handbook is uniquely crafted to deepen your knowledge of honor systems and provide a step-by-step guide to establishing an honor code in your institution. Leveraging an effective and exemplary model from Ashesi University and our mentoring experience with the Kibi Presbyterian College of Education (KPCE), we will share the principles, structures, systems, and experiences that have led to its success, especially at Ashesi University for the past 15 years.

Educational institutions across Africa looking to create a culture of integrity must first understand why students indulge in dishonest behaviors. Perceptions around such behaviors vary widely, cutting across both social and academic behaviors. Typical examples in educational institutions include cheating in exams, bullying, or stealing. However, unethical behaviors within social or intellectual spaces are simply “unethical behaviors,” no matter how we try to look at them. Appreciating these nuances and implementing strategies to curb these behaviors is the first step in addressing them to carve the path to a culture of integrity.

Research has proven that institutions with an honor code offer faculty and administrators a means to influence behavior across the entire student body. Melendez (1985) defined an honor code as a policy that includes one or more of the following elements:

1

A written pledge in which students affirm that their work will be or has been done honestly.

2

Unproctored examinations.

3

A majority of the judiciary that hears alleged violations of academic dishonesty is comprised of students, or the chair of this group is a student.

4

A clause that places some degree of obligation on students to report incidents of cheating they learn about or observe.

Research has proven that incidents of academic dishonesty are far lower in institutions with an honor code system than in those that do not have it. This is because institutions with an honor code ensure the following:

1

They clarify expectations and definitions of cheating behavior, so there are fewer grey areas for students to overlook.

2

Students are responsible for detecting violators, determining guilt, and assigning penalties.

3

Students may abide by honor codes because they are motivated to preserve valued privileges, such as unproctored exams.



The ultimate goal of this handbook is to ensure that the business of ethics is deliberately injected and woven into a higher education institution's fabric. However, for many institutions, we understand that the pinnacle of success in adopting an honor code system is only evident when students can take an exam without an invigilator. We will, however, caution you on this. Instead, focus on creating a culture of integrity, characterized by long-sustained efforts in shifting mindsets, changing attitudes, streamlining policies, and making room for the contributions of all stakeholders in the change process, i.e., school leadership, students, administrators, teaching staff, parents, alumni, etc. This is precisely the approach Ashesi University took to establish itself in the higher education space.

Ashesi University, a young university in Ghana nestled in the hills of the Eastern Region town of Berekuso, was started in 2002 in Labone, a suburb of Accra, by an American-trained Ghanaian engineer and a group of friends with a pioneer class of 30 students. Today, its student population is almost 1,500, with 47% of students on financial aid, 48% women enrolled, and over 24 countries represented on its residential campus. It offers business administration, computer science, computer engineering, electrical/electronic engineering, management information systems, and mechanical engineering courses. More recently, in 2022, Ashesi University introduced its first postgraduate studies in mechatronics engineering and, in 2024, began offering an undergraduate degree in mechatronics and economics.

The university's academic programs, extracurricular offerings, and school policies are designed to nurture excellence in scholarship, leadership, and citizenship within students, faculty, and administration. This was demonstrated by adopting an examination honor code, which students spearheaded and voted for. Section 8 of the every Ashesi Student Handbook reads:



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. Adopting 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.

(Section 8, Ashesi Student Handbook)

In using Ashesi University's Academic Honour Code as an example, we hope that the knowledge and information shared here will translate into better behaviors in your classrooms.

You will also find recommended activities to guide your institution in identifying gaps and finding collective solutions for closing those gaps. The activities and recommendations do not profess a one-size-fits-all design, nor does it require you to copy and paste approaches from the examples and experiences shared by other institutions. Instead, they seek a baseline position upon which every academic institution can define what works best to create its own integrity culture. In summary, it involves institutions asking some tough questions such as:

- ▶ Who is responsible for creating a culture of integrity?
- ▶ Why do students engage in honest and dishonest behaviors?
- ▶ What can institutions do to curb dishonest behaviors and encourage honest ones?

Based on the information and experiences shared in this manual, we hope that you, considering your unique context, identify and choose systems that create a culture of integrity on your campus to prepare ethical leaders for Africa.





CHAPTER 1

Academic Integrity and the Honor Code System

Academic Integrity

Ethics education is a core element missing in Africa’s higher education institutions (HEIs). Giving sound and practical training to the next generation of change leaders and agents about the importance of integrity in academic, professional, or social settings is lacking in curriculum, course content design, and pedagogy. It is also rarely demonstrated on HEI campuses. Models and examples of integrity are not immediately visible, so students do not see it in action enough within and beyond their campuses to learn about and from it.

The media is one of the predominant factors encouraging unethical behavior in schools. Current media outlets are inundated with information and programs that promote “ethical transgression, short-term thinking, and moral shortcuts, surrendering to group pressures, or a simple lack of attention to values” (Gentile, 2015, p. 35). In education, it presents itself in the student body as academic dishonesty/misconduct and is demonstrated through the following:

- ▶ Working on an independent assignment with others.
- ▶ Copying an assignment from another student.
- ▶ Copying from a neighbor’s exam.
- ▶ Using unauthorized aid.
- ▶ Falsification/Fabrication of data, e.g., in experiments and research data.
- ▶ Altering a graded exam and submitting it for regrade.
- ▶ Presenting a false excuse to delay an assessment.
- ▶ Fraud/Impersonation, i.e., having an assessment completed by someone else.
- ▶ Plagiarism, e.g., submitting an assignment that contains material copied from an unattributed source.
- ▶ Cheating.
- ▶ Bullying.
- ▶ Copying another person’s work.
- ▶ Falsifying reports, etc.

For institutions of higher learning, when students cheat, it indirectly means that the institution is:

1. Depriving students of essential learning opportunities to demonstrate the knowledge acquired from a subject or course.
2. Reducing the ability of teachers to properly evaluate students’ independent knowledge and capabilities honestly and fairly.
3. Undermining the value of the grades and degrees it awards.
4. Eroding the quality of its teaching and learning mission.

Academic integrity has been defined as “understanding what it means to be honest in the particular culture of the academic world and being able to apply the scholarly conventions of acknowledgment” (East & Donnelly, 2012). The International Centre for Academic Integrity (ICAI) definition also sheds light on the qualities a person or an institution needs to be considered as having integrity:



Having the courage to uphold honesty, responsibility, respect, fairness, and trustworthiness even when it is difficult to do so.

Educators influence students' awareness and acceptance of academic integrity standards (Alfredo & Hart, 2011; Gray & Jordan, 2012). Class discussions, syllabi, and course outlines that acknowledge academic integrity are effective means of facilitating student learning about academic integrity (Gynnild & Gotschalk, 2008; Zuccherro, 2008; Burr & King, 2012).

Another equally effective means is the academic honor code system. Research by numerous scholars has demonstrated that honor codes offer faculty and administrators a means to influence behavior across the entire student body and can be more effective in reducing cheating within academic settings (Trevino et al., 1998) than those without honor code systems (McCabe & Trevino, 1993; McCabe et al., 2002).

The Honour Code System

Academic misconduct usually thrives in environments where policies are not clearly defined for students, and there are no disciplinary actions or measures put in place to curb such behaviors from occurring. The academic honor code is the most widely used and effective student-led system to curb academic dishonesty.

Melendez (1985) defined an honor code as a policy that includes one or more of the following elements:

- 1 A written pledge in which students affirm that their work will be or has been done honestly.
- 2 Unproctored examinations.
- 3 A majority of the judiciary that hears alleged violations of academic dishonesty is comprised of students, or the chair of this group is a student.
- 4 A clause that places some degree of obligation on students to report incidents of cheating they learn about or observe.

An academic honor code system is a measure put in place by universities to prevent academic dishonesty and cheating among students (McCabe & Trevino, 1993, 1997; McCabe et al., 2002).

However, it is important to note that the honor code is one of the most versatile instruments an institution can adopt to address one or more challenges on its campus. For some institutions, the merits of an honor code are more evident in students' academic work, whereas in others, it is highlighted in their social life. In military schools, for instance, the honor code ensures that all military personnel can be trusted to have carried out due diligence in handling their weapons. The farmer's

market honor code means all customers must pay the exact price for every item purchased, even in the store manager’s absence. In an examination hall, the honor code for students’ sense of responsibility and integrity is tested by allowing them to write exams without invigilators and holding each other accountable for the duration of the examination (Coughlin, 2012). Ashesi University is one of the few universities on the African continent with an academic honor code system. Kibi Presbyterian College of Education (KPCE), a teacher training institution mentored by the university, adopted a social honor code a few years ago to address a sanitation issue on its campus. Its honor

code allows students to take ownership of and hold each other accountable for maintaining a clean, healthy, and conducive campus environment.

Dix et al. (2014:190) share that the honor code is a practical way for institutions to “cultivate a sense of commitment to school values rather than focusing on punitive measures.”

Academic Integrity

As Newell (2012) notes, “Graduates equipped with facts with no desire to act is not enough...we risk not only our livelihoods in this market-driven landscape, but the quality of the civilization may be at stake if we ignore self-regulation competencies” (Newell, 2012, p. 301). The competencies of “self-control, self-efficacy, responsibility, problem-solving, and adaptability” are in short supply today (OECD, 2018, p. 6). The call for values-driven education and training in ethical leadership in institutions through students’ meaningful involvement in the change process seems ripe in this dispensation (Gentile, 2015). Based on a clear understanding of this construct, this handbook has been developed using Ashesi University’s Academic Honour Code and KPCE’s Social Honour Code as case studies to address unethical behaviors in Africa’s education landscape.

Ashesi is one of the few institutions on the continent best placed to offer guidance on this process because of its focus on building leadership skills in its students and helping them develop a solid moral compass for their personal, professional, and communal lives, evident in its mission statement:

“To train a new generation of ethical and entrepreneurial leaders in Africa; to cultivate within its students the critical thinking skills, concern for others, and the courage it will take to transform a continent.

(Ashesi University website, 2023)

Ashesi University ratified its honor code system in 2008. This was primarily a student-driven initiative to address academic misconduct on its campus. In 2018, to commemorate the honor code system's 10th anniversary, Ashesi's student government undertook a study to determine its relevance among the student body and broaden its scope to encompass life outside the classroom. Today, Ashesi boasts of both an academic and social honor code.





CHAPTER 2

Needs Assessment and Training

Recognizing the damage an academically dishonest campus faces makes it easier to outline the benefits an institution can gain if it chooses to be ethical. Institutions grooming honest students who not only refrain from cheating but also exercise a strong moral compass and approach their work and life on campus with innovation and ingenuity means that they:

1

Allow students to explore important learning opportunities while demonstrating the knowledge acquired from their courses of study.

2

Increase and expand teachers' abilities to evaluate students' knowledge and skills honestly and fairly.

3

Strengthen the value of the grades and degrees they award.

4

Enhance the quality of their teaching and learning missions.

There are costs involved in creating an academic integrity program that cannot be overlooked. However, for these costs to gain any merit, they should be weighed against the duties owed by schools to their students, society, students' future employers, and their institutional reputation. The work that needs to be done starts with institutions taking responsibility for their actions. Decades-old curricula that have remained unchanging and irrelevant in current times will need to be reviewed and revised to reflect the needs of today's society. If this requires revisiting teaching pedagogies, course content, course assessment, etc., then that is the work that needs to be done and the cost that needs to be borne by academic communities for a long-term remedy. Should graduates of any higher education institution be found violating the moral standards of society as future leaders, it damages the image and reputation of both the individual and the institution, a cost no institution may want to or should have to bear.

Initiating these conversations on campuses across African higher education institutions must begin with reflecting on their contribution to this menace. Institutions need to own up to their role in creating today's corrupt society by not enforcing academic integrity rules, overlooking or ignoring minor incidents of misconduct, and teaching courses free of ethical values.

Here are a few key questions that HEI leadership must address as they define the needs that an honor system will be designed to meet:

1 Identity

Who are we as an institution? What are we known for?

- ▶ This identifies the values and character traits that should be evident in your students, staff, faculty, graduates, etc. It should be visible and apparent in your mission statement.

Ashesi University’s mission statement is “to train a new generation of ethical and entrepreneurial leaders in Africa; to cultivate within its students the critical thinking skills, concern for others, and the courage it will take to transform a continent.” (Ashesi University website, 2023)

KPCE’s mission statement is “to provide facilities for teaching and learning to produce teachers imbued with high academic excellence, who are spiritually and morally upright, and professionally suitable, nationally and globally.” (KPCE College Development Plan, 2018).



2 Habit

What are the habits that help affirm this identity?

- ▶ This ensures that structures, policies, and systems conform to the values and character you intend to build in your constituents.

3 Accountability

How do we take ownership and hold ourselves accountable?

- ▶ In circumstances where constituents’ behaviors and attitudes do not align with the culture, clarify the consequences of such behaviors and the control measures in place to reduce them.

4 Practice/Reinforcement

How can we make these habits stick or be enforced?

- ▶ Here, creating an institutional culture or environment that allows the desired habits to be exhibited despite external pressures is crucial. Identify support systems and avenues to document policies and processes that will ensure this is reinforced every step of the way and for future constituents.

5 Value-addition

How do we make this better?

- ▶ It helps when institutions make room for improvements and adjustments to their systems and structures as the situation demands and when necessary.

A woman with braided hair, wearing a black top with a red sash and a patterned sleeve, is speaking into a microphone. She is holding a piece of paper in her left hand. The background is a blurred crowd of people at an event.

Activities to try

- a. What is one recurring challenge you have amongst students as an institution? Do they exhibit poor dressing habits? Or do they have poor hygiene habits? Is cheating prevalent?
- b. Once this challenge is identified, an institution can ask, “What character trait(s) do we want our students to exhibit by addressing this challenge?” e.g., high cheating incidents.
- c. What habits can the institution help students form to make this identity stick?
- d. What support structures do students need to help make these habits stick and make it difficult to succumb to external pressures?



CHAPTER 3

Creating an Ethical Campus

Creating an academic integrity program has its costs, which should be weighed against the duties owed by schools to their students, society, students' future employers, and their institutional reputation. If former students are found to violate the moral standards of society as future leaders, it damages the image and reputation of both the individual and their alma mater.

There are many arguments and reasons why cultivating a culture of integrity is relevant today, and the long-term effects on the student and the institution often go unnoticed, which is what we focus on in this chapter. Once we have successfully carved out our identity, values, and habits, we ask, "What platforms can we use to send this message to all stakeholders?" Here again, we draw on the experience of Ashesi University.

Admissions and Job Interviews

At Ashesi University, where the emphasis is on ethics, every incoming student, staff, or faculty member is asked to describe a personal ethical dilemma they have ever encountered and how they navigated it.

This occurs at the interview stage of the recruitment process. Responses to these questions allow the vetting committee or panel to understand an individual's understanding of ethics, his/her values, and how he/she will typically handle challenging situations when those values are tested. At this stage, the responses indicate new entrants' willingness, or lack thereof, to uphold the university's values and understand the entire honor code ecosystem on the Ashesi campus.

Student Orientation Program

An orientation program is organized for students upon admission. This typically lasts between three to five days. It is designed to introduce new community members to Ashesi's campus culture, academic and co-curricular services, and programs vital to their successful transition on campus. Additionally, it is intended to achieve the following:

- a. Expose new entrants to the critical services, departments, and opportunities available.
- b. Provide a platform to interact with key individuals who model the institution's values, such as university leadership, heads of departments, student leaders, etc.
- c. Establish expectations about acceptable and unacceptable attitudes and behaviors.
- d. Ensure continuity by highlighting key areas of the campus culture, e.g., The Ashesi Way and the Honor Code.
- e. Introduce pertinent institutional documents, such as the Student Handbook, that drive campus behavior, roles, and responsibilities for all community members.

A typical Ashesi orientation program includes hands-on, activity-based sessions that allow new entrants to familiarize themselves with campus values and ethos in a practical and fun way. It also includes workshop-style sessions on topics like Growth or Fixed Mindset and Cultural Adjustment. These sessions engender higher levels of moral reasoning in students rather than relying on punitive measures. Students learn to reflect on their behaviors and attitudes and gain opportunities that maximize their sense of self-efficacy to reason appropriately when occasions to engage in dishonest behaviors present themselves.

It is important to note that the orientation program is also a suitable platform to share an institution's efforts and resources at students' disposal with parents. As mentioned earlier, a culture of integrity requires all stakeholders' sustained and collective effort, so it is essential to include a session for new parents. Refer to Appendix 3 for Ashesi University's new student orientation program sample.

All new students who have completed Ashesi University's orientation program are presented for matriculation. This formal ceremony marks the full acceptance of students as eligible to enter the university to fulfill specific academic requirements. At the ceremony, they are required to swear an oath that says:



I promise to be an active member of the Ashesi community, to uphold Ashesi's code of ethics, to work diligently and be intellectually curious, to learn about and practice leadership, to act with honesty, integrity, and respect for others, to be accountable to myself and others, and to uphold all the policies of the university as stated in the Student Handbook.

Faculty and Administrators Orientation and Training

A similar orientation program is organized for new employees, i.e., administrators and faculty. This step ensures that all new academic community members have received relevant information about the culture of integrity on campus. It informs them of how it was created, how it is sustained, and the active role they play in maintaining it. Refer to Appendix 4 for Ashesi's new staff and faculty orientation program sample.

Any institution that chooses to subscribe to building an ethically conscious campus must endeavor to give all stakeholders within the academic community the relevant guidance and training needed to carry out the agreed mandate. Often, this is demonstrated through a comprehensive orientation and training program that exposes community members to the following:

1. The rationale and objectives for creating an ethically conscious culture, including an academic integrity program.
2. Available resources, structures, and policies that support and sustain the implementation of a thriving, ethical campus.
3. The efforts that faculty and administrators can make to create a personal connection with students to make them co-owners of the culture.
4. Available opportunities for students' voices and agency to contribute to sustaining and maintaining an ethical campus. This can often be demonstrated in course content design, assessments, and group or individual projects.

It is also important to note that the facilitators of this program will require ample training to prepare new entrants. Assuming that institutional leads understand how things work and will be effective at training new students or staff is an error that institutions should avoid. Organizing periodic training sessions for selected community members helps establish a strong foundation for sharing these resources with new constituents. The selected facilitators could be department heads, administrators playing key roles, and student leaders. Ashesi's mentorship experience with KPCE focused heavily on the importance of such training. Refer to Appendix 3 for a sample honor code training for institutions.

The Leadership Seminar Series

The leadership/ethics curriculum is intended to allow students to reflect, support, and reinforce a commitment to values-driven action. It presents students with real-life ethical transgressions and leadership dilemmas that cut across all aspects of life they may experience in their careers, as well as with faculty, peers, parents, people in leadership positions, etc. It requires students to think through their actions when faced with such challenges and make decisions while fully aware of and understanding the values at stake.

At Ashesi University, where leadership and ethics are at the heart of our mission statement, students are introduced to these core virtues through a leadership seminar series. This begins in year one and continues through year three. The seminars are mandatory for all students as part of fulfilling their academic mandate to graduate.

The leadership seminar series allows students to analyze and debate the ethical dimensions

of ordinary people and those in leadership, past and present, in complex real-world cases. They also discuss contrasting moral postures and leaders from various professions and places. The course is designed to promote self-awareness and expose Ashesi students to the ideas of great historical thinkers and contemporary leaders. Students are asked to think broadly and explore how they might use the examples set by other leaders to achieve their goals in their future professional lives.

• The Giving Voice to Values (GVV) course is a notable feature of the leadership seminar series. This curriculum's critical and unique feature is its ability to adapt to various contexts, ages, and places. The framework presented in the course allows institutions to create content consistent with students' lived realities and expose them to leaders at home and abroad whose situations are familiar to their current reality.

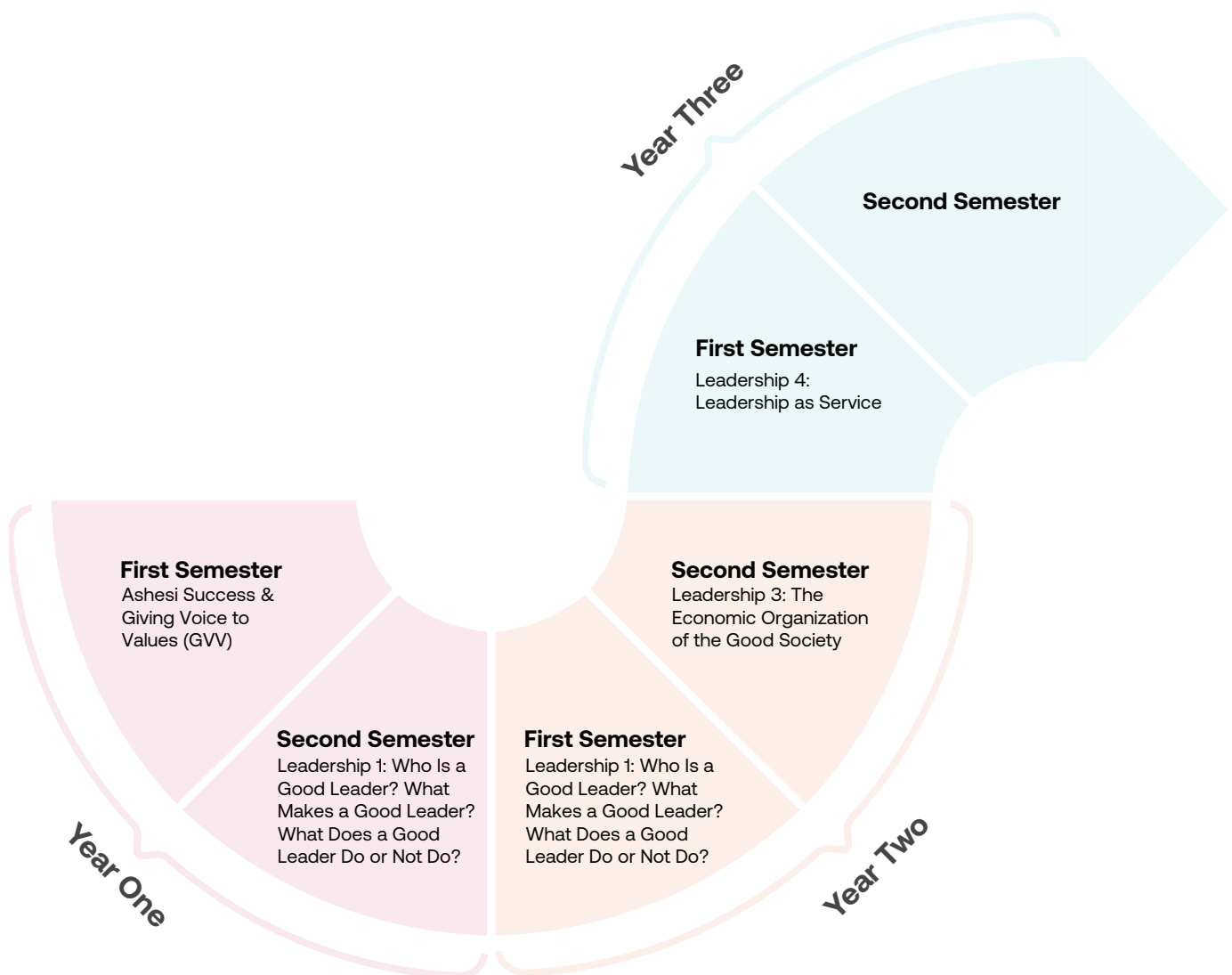
The leadership seminar series is currently divided into:

LEADERSHIP SEMINAR TITLE	YEAR TAKEN
<p>Ashesi Success & Giving Voice to Values (GVV)</p> <p>The objective of the Ashesi Success & GVV program is personal empowerment. It gives students the opportunity to learn who they are as college students, who they are as human beings and what they stand for, how to speak up when their values conflict with those around them, and what it takes for them to keep themselves balanced and on course to success.</p>	Year one, first semester
<p>Leadership 1: Who Is a Good Leader? What Makes a Good Leader? What Does a Good Leader Do or Not Do?</p> <p>Students read about various historical and contemporary public and business leaders and explore the ethical dimensions of leadership. This seminar addresses the purpose of leadership and the qualities of a great leader.</p>	Year one, second semester
<p>Leadership 1: Who Is a Good Leader? What Makes a Good Leader? What Does a Good Leader Do or Not Do?</p> <p>This seminar allows students to better understand constitutional law and the concept of nations, whose leaders are expected to be servants of the people. It expands on the discussion of ethics, from corporate social responsibility to ethical issues in public office.</p>	Year two, first semester
<p>Leadership 3: The Economic Organization of the Good Society</p> <p>Students gain a better understanding of the interplay between natural and civil rights on the one hand and economic activity on the other.</p>	Year two, second semester

Leadership 4: Leadership as Service

This seminar puts into practice many of the general concepts discussed in the previous seminars and courses taken at Ashesi. Service Learning helps students develop a sense of citizenship by giving them an opportunity to become engaged with their surrounding community while also considering how they can make a positive impact on improving that community or solving its problems.

Year three,
first semester



One of the biggest challenges students encounter in confronting value-conflict situations is the discomfort, ill-preparedness, and sheer lack of awareness of what to do when such situations arise. As Gentile (2010) puts it, “Once you know what you think is right, how do you get it done?” This is where an ethics curriculum comes in.

It creates a safe space to debate right or wrong.

It allows students to craft believable real-life scenarios and work through feasible strategies they can implement.

It presents an excellent opportunity for students to pre-script, rehearse, and refine their action plans for addressing values conflict.

As part of enriching that training, The Education Collaborative in partnership with Dr. Rebecca Awuah, a senior lecturer at Ashesi University, designed the Giving Voice to Values (GVV) Africa online course with cases and examples that are relevant to the African context.

Beginning the ethics program with a course such as Giving Voice to Values provides a smooth transition to more controversial discussions. The GVV framework offers students relatable examples, fundamental tools, and an action-based teaching methodology that allows them to rehearse and refine several practical approaches to values-driven behaviors through peer coaching, tactics, and scripts. As Pascale, Sternin, and Sternin (2010:83) mentioned, “It is easier to act your way into a new way of thinking than think your way into a new way of acting.”



It is easier to act your way into a new way of thinking than think your way into a new way of acting.

Avenues outside the classroom that can serve to strengthen and reinforce GVV lessons include opportunities to serve in student government positions, as resident life assistants or chairs of clubs and societies, and in honor code societies. Other suitable avenues are town hall conversations about ethics and leadership or community engagement projects. Through such opportunities, students develop skills and tactics to address issues ranging from resisting cheating in an exam, managing conflicts with roommates, within clubs and other relationships to speaking up to an elder, handling expectations of extended family maturely, and challenging the status quo around bribery.

At Ashesi, the ethics curriculum reflects many of the features mentioned above. A unique and equally beneficial feature of the GVV curriculum is having Ashesi staff members teach some sections of the GVV course. Facilitators of the course are often paired with Ashesi alumni who bring real work scenarios into the classroom and ask questions that deepen conversations. As part of the leadership seminars, faculty have often extended invitations to leaders from both public and private sectors to share insights with students on different aspects of the course.

For students, The Education Collaborative’s learning hub has the GVV Africa for University students currently under development. Under this adaptation of the course, students have the opportunity to learn from student leaders, and students on how they stood up in value and ethical conflict situations.

In conclusion, research has proven that moral awareness can be learned, and ethical decision-making can be improved through training. Suppose training in ethics and leadership will impact student behaviors in the long term. In that case, institutions need to make their campuses natural learning and training grounds to expose students to moral issues. Courses can be contextualized to focus on moral development and problem-solving to address moral dilemmas so students are educated on applying moral and ethical principles. They integrate the learning better and apply the knowledge and skill sets within their immediate environment. The university campus then becomes a place where students practice and develop new habits applicable to the workplace before they get there. Lessons learned from a strong, practical, action-based ethics curriculum allow students to transition into society prepared to handle new and evolving situations.

Honour Code Conversations

It is important not to assume students understand the merits of being ethical. Institutions must allow students to debate extensively and share concerns in a healthy manner and space. Institutions should view honor code conversations as a platform to share the following with students:

- a. The freedoms they enjoy when they sign an honor code, namely a community of trust and no need to look over one’s shoulder.
- b. Available support systems to help alleviate any fears, weaknesses, or shortfalls that come with being in higher education spaces, e.g., library support, writing center, peer tutors, etc.
- c. Well-documented reporting systems and structures that show students how and to whom to report misconduct in an institution, e.g., the student handbook and university website.
- d. A well-resourced office, such as the student affairs office or the dean of students office, to handle misconduct issues properly.

These conversations also give institutions insight into the rationale behind students’ dishonest behaviors. They present a golden opportunity to harness information and craft policies, systems, and reward-based structures rather than punitive ones. Institutions must initiate these conversations by asking themselves the following questions:

- ▶ What are the reasons for which students engage in dishonest behaviors, and how do they express this engagement?
- ▶ What are the reasons for which students choose to maintain high levels of integrity, and how do they express this?
- ▶ What strategies can students suggest to decrease engagement in dishonest behaviors or promote honest behaviors?

To understand the motivations and address these questions at Ashesi, incoming class members usually meet with the university’s president, dean of students and community affairs, and academic, judicial, and electoral committee representatives from senior classes. These stakeholders and the incoming class debate the merits of Ashesi’s honor code, and these conversations are spread throughout the first semester of the first year. Later, the class meets alone before deciding to sign the honor code. Then, their decision is made known to the dean of students at a formal ceremony.

In institutions such as Harvard University and the University of Queen & Mary, London, students pledge to observe the honor code by the end of their orientation, and they do this through individual letters to the honor code board. Other institutions take a while and require a more extended period—often a year—before a class makes its final decision. It is essential to give students ample time to own and address all concerns in this process before taking a vote. This process gives them ownership of their ethical posture, having had most, if not all, questions answered and having a fair understanding of all the merits they stand to gain when voting for an honor code. These efforts are often led and coordinated by the student government and supported by the dean of students.

This is a breakdown of how the conversation is carried out at Ashesi University:

HONOR CODE CONVERSATION	FIRST YEAR
Orientation	Year one first semester
Meeting with university leadership (president, dean of students, etc.)	
Meeting with student leadership/honor code committee	
Class conversation	
Class votes	
Honor code signing ceremony	

The Honor Code Voting and Signing Process

The honor code voting process requires that all students, after having the needed conversations, can confidently decide whether to join the honor code system. This is marked by a few days of voting to allow students enough time to exercise their mandate. Typically, two-thirds of a class should agree to be on the honor code, or else the vote can be considered null and void, and the students unable to join the honor code system. A supermajority is required because:

- ▶ The class must clearly and undeniably state to the institution that they understand and will abide by the honor code terms while enjoying its privileges. Anything less will likely not achieve this.
- ▶ Should any situation arise, it is believed that out of every three students, two understand the short—and long-term implications of reporting misconduct they witnessed. They know the harm and injustice their inaction may cause their peers and the larger society (within and beyond the institution) enough to report their peers.
- ▶ They willingly report without fear from their peers or the institution.

The honor code signing ceremony is the final round of events that student leaders coordinate to present a new class to the entire university community as adopting the tenets of its honor code. This ceremony is marked by listing all students' names on a large canvas. Each student walks up to the canvas and signs against their name. Once this is done, the leaders organize a celebration to welcome the new class and acknowledge their willingness to join a community of trust. The ceremony is often attended by other university community members who have played a key role leading up to this point of the students' ethical journey.

At Ashesi, the expectation for a class whose members have signed against their names for the Examination Honour Code is that:

1. They will have all exams unproctored or written without the oversight of invigilators, taking on the responsibility to maintain honesty in exams.
2. They have agreed to the written commitment or pledge affirming that no individual will cheat on an exam or assignment. The Ashesi pledge states, "I will not lie, cheat, or steal; neither will I tolerate others who do so."
3. They will report any code violations they observe during their academic work to the appropriate authorities.
4. Should this commitment be violated, they will comply with the judicial or hearing process outlined in the Student Handbook and accept sanctions determined by the committee.

By making this commitment and public declaration, an institution also ensures that it will keep students' identities and case details confidential when misconduct cases are reported. Information shared with the community and on other public platforms, such as the institution's website, will be devoid of names, genders, and any derogatory remarks toward the students or community members involved in the case.

External Communication

It is apparent from all of Ashesi's marketing materials that its institutional mission is precisely aligned with and strongly tied to its activities. Right from student recruitment presentations usually carried out through school visits home and abroad, campus tours, brochures, newsletters, Ashesi's website, radio, and job advertisements, etc., there is a strong emphasis on its position on ethics and how it is required of anyone looking to join the community. The university shares pictures, links, and stories highlighting its efforts to make its values practical to everyone outside its community.

Chapter Reflections

- Identify the offices, departments, or documents that guests, new students, and employees first encounter in your institution.
- Does the messaging in these places communicate your institution's mission and values? If so, does your staff need training on conveying that message? If not, does the messaging need to be rewritten or redefined?
- What internal and external documents outline your institution's policies and processes? Do they exist, and is the current team aware of them? How are they introduced to new entrants?
- What happens to a class that refuses to sign the honor code? What do they lose out on?
- What happens to a class that signs the honor code? What are their privileges?
- What would you define as the majority to qualify to be on the honor code?
- What happens to a class that does not get that majority?



CHAPTER 4

The Teams Behind the Honor Code

The Dean of Students/Student Affairs Office

For many higher education institutions, the dean of students or office of the dean is a student's first real encounter with the institution's ethos after enrollment. The office serves as the primary advocate for students and is responsible for all non-academic, student-related matters. This encompasses supporting students regarding university policies, addressing students' behavior, and coordinating all student-related activities, including but not limited to housing, orientation, graduation, and social events. It only becomes natural for an honor code to sit with this office because of its direct interface with students, ensuring their voices are represented and heard in the institution's decision-making processes. It may bear other names in other institutions, and a particular department in the student affairs office could hold its responsibilities. At Ashesi, this responsibility sits with the Student Life & Engagement Office, with the dean overseeing its work to achieve these efforts.

For institutions that may not have the resources to operate a student affairs office, this responsibility can be carried out by the honor code office, one appointed by the institution, or honor code ambassadors made up of students who champion the cause of maintaining a culture of integrity on campus. It is crucial, however, that the responsibilities that undergird the arduous task of creating this culture are clearly defined for the designated office. The office is responsible for:

- ▶ Overseeing the entire honor code process as outlined in the preceding chapter.
- ▶ Training, mentoring, and advising members of the university community on
 - ▷ Understanding the root causes of academic dishonesty and other unethical behaviors and how to prevent them in everyday interactions. Faculty must especially be aware of the sophistication of dishonest students (in being dishonest) and match that sophistication in detecting their dishonesty.
 - ▷ Encouraging conversations and discussions with students, especially to address concerns.
 - ▷ The adjudicating process for misconduct cases.
- ▶ Initiate interventions that cause a cultural change and mindset shift.
- ▶ Document and keep records of all social and academic misconduct cases to inform policies and procedures.
- ▶ Convene the disciplinary committee to adjudicate misconduct cases and disseminate verdicts to the community to serve as a warning and deterrent while educating the community.
- ▶ Review and strengthen honor code structures and processes.

At KPCE, a committee was first set up to assess its needs and where an honor code could be immediately applied. Then, the institution selected students from the various year groups and courses as honor code ambassadors. They were presented to the entire student body, sworn in, and given the resources needed to carry out their mandate as outlined above.

Student Government

The participation of student government leaders in ethics conversations cannot be underestimated, especially in introducing an honor code system. Since students are the direct beneficiaries of the system, it is vital for them to not only participate but lead such discussions amongst their peers and with management. Kuruuzum, Asilkan, and Bato (2005) propose that HEIs give more responsibility to students in activities concerning them, and have them participate in setting standards.

Students lead ethics discussions once roles are clearly outlined within student government structures. Within Ashesi's student governance structures, the Judicial & Electoral Council (JEC) takes up this responsibility. The JEC represents students in all judicial matters, including social and academic misconduct issues, as prescribed by Ashesi's constitution. The JEC board comprises a chairperson, vice chairperson, other student committee members, and the dean of students and community affairs (an ex-officio member).

Honor Code Board/Judicial Council

Another notable feature of Ashesi's honor code is student representation and participation in the judicial process. The body adjudicating cases is called the Ashesi Judicial Council (AJC), and each member serves a one-year term. It comprises:

- ▶ One executive committee member, i.e., university leadership,
- ▶ One full-time faculty member,
- ▶ One staff member and,
- ▶ Two student council members, namely the judicial and electoral chairperson and the academic chairperson from the Ashesi Student Council (ASC).

Chapter Reflections

- Which offices or departments will be best suited for the various roles below in your institution:
 - a. Honor code office?
 - b. Honor code board?
- Which aspects of the honor code should be handled by students?
- Who can you identify as a member of the adjudication process?
- How and where can these roles and responsibilities be documented?



CHAPTER 5

Support Systems



Student Government

Studies conducted with students from various campuses across the world have revealed that the following are the motivation factors behind students engaging in dishonest behaviors in school:

- ▶ A desire for good grades.
- ▶ Heavy academic workload.
- ▶ Pressure to please family/guardian.
- ▶ Subject difficulty.
- ▶ Lecturers sometimes ignore cheating.
- ▶ Finding nothing wrong with cheating.
- ▶ Prevalent cheating among students.

Considering these reasons, it becomes even more apparent for institutions to check if they understand these motivations well enough to offer more proactive support to students. Students must be equipped with the knowledge and understanding of what is acceptable and unacceptable in the academic environment to avoid cheating.

Also, by identifying these factors, institutions can better develop effective prevention strategies to support learning and help students cultivate a personal sense of responsibility for their education. For example, Ashesi University has writing and math centers that help students develop this sense of responsibility. These support systems ensure that throughout a student's life, opportunities to participate in dishonest behaviors such as plagiarism, fabricating data, unauthorized help on assignments and projects, and submitting others' work as one's own are few and far between. These behaviors can jeopardize students' academic journeys and success and damage an institution's image, hence the need to invest in them.

The Writing Center

Research has proven that students know their institutions' policies and sanctions around unethical behaviors. However, the biggest challenge is a lack of understanding of how to avoid them. Institutions make many assumptions that students know the various forms of academic dishonesty and writing techniques or understand the content taught in class in order to add their voices to it. Creating opportunities for students to develop their writing style, discover their voice, and share knowledge gained in the classroom gives them a sense of ownership in their academic journey. Understanding and communicating course content to the best of one's understanding is a gap institutions should look to fill.

The Ashesi Writing Centre offers support for any writing at any stage of the writing process, from brainstorming and organizing ideas to revising a structured paper. It teaches students proper and improper citation skills, how to ensure academic honesty across curricula, and even provides guidance for polishing a draft. It is led by experts and tutors who help students construct outlines and understand assignment prompts. They offer workshops and seminars tailored to the needs of the students, staff, and faculty in the following areas:

Workshop Topics	
Introduction to the Writing Centre	The Writing Process: Sentences, Paragraphs
Strategies: Brainstorming, Drafting	Literature Reviews
Strategies: Outlining, Revision	Business: Emails, CVs, Cover Letters, Memos
Thesis Statements and Developing a Focus	Common Grammar Errors
Style and Documentation: APA	Style and Documentation: MLA

The goal is to help students identify and understand their writing strengths and growth areas, find solutions, and learn how to research, write, revise, and proofread independently. Through consistent contact, Ashesi students become empowered to improve the overall quality of their writing through practice.

Library Support

Another equally important support system that institutions can have is library support. Institutions of higher learning often have access to vast physical and virtual reading and research materials, which can be overwhelming. Students who may not know their way around a library to take advantage of available resources will resort to shortcuts that may be detrimental to their academic success.

Learning Goals

Once an institution has decided what values it wants to see in its students, it is necessary to make this information visible across the campus. A good example is Ashesi's Learning Goals, a set of eight learning outcomes that every Ashesi graduate must achieve after completing their education (refer to Appendix 2). These outcomes allow the university to measure and assess the effectiveness of its pedagogy, course content, and assessment rubrics to offer students key takeaways and tangible, measurable outcomes for each course. This subsequently increases faculty understanding of the importance of developing high-quality teaching methods and support systems to build student self-efficacy and confidence that there are realistic, feasible alternatives to cheating to achieve success in the classroom.

At Ashesi, for instance, each course must identify the learning goals it will achieve by the end of a semester. Lecturers are, therefore, required to select at least one learning goal that applies to a

course and outline how course content can help students build specific skill sets. Annual student evaluations allow the university to gather evidence that the expected results have been achieved from students' perspectives.

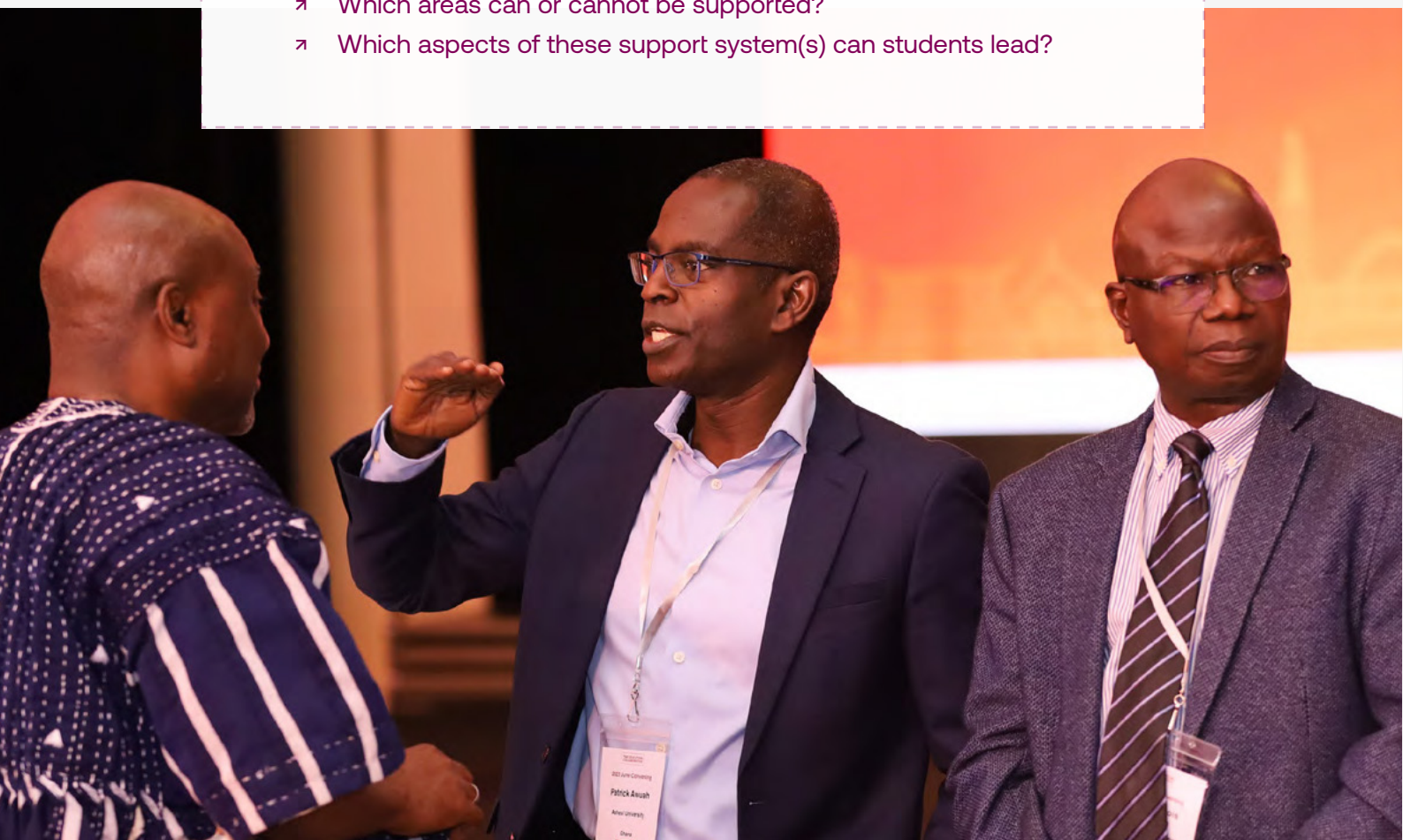
The Peer Tutor System

There are numerous higher education institutions in Africa with discipline-specific areas of study, such as math, biology, medicine, pharmacy, physics, engineering, calculus, etc. Students admitted into such programs may find certain subject areas challenging and need additional support. It helps when institutions implement student-driven systems that offer peer tutoring to those struggling with certain subjects. Depending on student needs, such tailored support builds confidence and self-efficacy. Students then refrain from cutting corners to escape the growing pains of studying complex subjects, otherwise leading to cheating.

At Ashesi, where the course content requires students to engage with many math concepts, creating a math resource center for struggling students to seek help and support became necessary. The center recruits a team of experts and tutors in various maths and statistics subjects. Most of these tutors are often students who can offer peer support. The center provides free seminars, workshops, tutoring, individual appointments, and small-group consultations to improve student proficiency. Its goal is to create a friendly, welcoming environment where all students can appreciate mathematics's beauty and utility and build their confidence in the subject.

Chapter Reflections

- Based on the information shared in this chapter, where do students need help? What gaps have you identified in your student body?
- Which areas can or cannot be supported?
- Which aspects of these support system(s) can students lead?





CHAPTER 6

What does Success Look Like?

For any institution to know if it is on the right path, there must be a few key indicators:

1. Course evaluations
2. Number of Reported Cases
3. Caught Being Good
4. Feedback From Employers
5. Feedback From Alumni
6. Implementing the Honor Code (Academic/Social)





Model Frameworks and Conclusion

Many higher education institutions may see the challenges of implementing an academic integrity program as daunting. The program's creation requires additional faculty time, the commitment of scarce resources, and the involvement of students and community leaders. Admittedly, the program's creation has its costs. Still, those costs should be weighed against the duties owed by schools to their students, society, any profession, and their institutional reputation if former students violate society's moral standards as future leaders.

Suppose academics are to positively influence student values and create a new class of ethical citizens in the corporate and entrepreneurial world. In that case, we must understand how to instill a strong sense of ethics in students. Faculty members who overlook academic cheating to avoid the work required to follow through on academic discipline are violating various stakeholder duties, including duties owed to their schools, students, future employers, and the wider community.

It is important to note that university faculty and administrators who fail to instill principles of academic integrity in their students implicitly contribute to the cheating culture. Creating an academic culture that incorporates the above requires a visionary administration that understands the importance of establishing and reinforcing this system at all levels.

Several scholars have suggested that an effective academic integrity program requires the shared commitment of faculty, administrators, employers, and students. Solving the student cheating problem can most effectively be addressed through organizational dialogue focused on understanding the root causes of cheating and developing an appropriate organizational strategy that involves key stakeholders.

Talking about cheating with students, faculty, and administrators can help HEIs address the factors that motivate students to cheat. This dialogue will also increase faculty understanding of the importance of developing high-quality teaching methods and support systems to build student self-efficacy and confidence that there are realistic, feasible alternatives to cheating to achieve success in the classroom. Providing students with top-quality teaching and resources is a duty owed by schools to their students.

One of the most unique aspects of creating a culture of integrity is the myriad of models or frameworks that can be built, altered, and adapted to an institution's specific needs. Every institution can design and implement an integrity program that best supports its institutional needs and build from there over time.



Appendices

Appendix 1: sample institution identity

THE ASHESI WAY		
Scholarship	Scholarship	Scholarship
<p>Curiosity: Consistently questioning to understand issues better</p> <p>Innovation: Develops creative approaches to tasks</p> <p>Mission alignment: Demonstrated understanding of the Ashesi mission and values.</p>	<p>Initiative: Takes note of problems and probes to find solutions</p> <p>Performance: Sees tasks through to excellent completion</p> <p>Persuasion: Effectively rallies others towards accomplishing a goal</p> <p>Teacher: Is a role model/coach/mentor to others in his/her engagement with them.</p> <p>Organizer: Able to implement programs or events successfully and efficiently.</p>	<p>Empathy: Shows concern for others in their immediate environment and beyond</p> <p>Ethical posture: Appreciates the ethical dimensions and implications of their conduct and others.</p> <p>Enthusiasm: Active involvement with programs across the campus.</p>



Appendix 2: sample institutional habits/values

THE 8 ASHESI LEARNING GOALS

1. Ethics & Civic Engagement:

- ▶ An Ashesi student is an ethical, responsible, and engaged member of his/her community.
- ▶ Demonstrates concern for others.
- ▶ Has the courage to be ethical and demands ethical behavior from his/her peers.
- ▶ Does the right thing when nobody is looking.

2. Critical Thinking

- ▶ An Ashesi student is able to apply critical thinking and quantitative reasoning to approach complex problems.
- ▶ Demonstrates skills in data analysis and modeling.
- ▶ Sees things from multiple perspectives.
- ▶ Has an awareness of a broad range of concepts and ideas that have personal, local, and global significance.

3. Communication

- ▶ An Ashesi student is an excellent communicator in a variety of forms

4. Leadership & Teamwork

- ▶ An Ashesi student is adept at leading and functioning in teams.
- ▶ Demonstrates confidence and humility.
- ▶ Has good interpersonal skills and engages fully with members of a team.
- ▶ Is organized and able to plan and follow through on complex projects.

5. Innovation and Action

- ▶ An Ashesi student takes intellectual risks and demonstrates an entrepreneurial spirit.

6. Curiosity & Skill

- ▶ An Ashesi student is inquisitive and confident, has breadth of knowledge, and has attained a high level of mastery in his/her chosen field.
- ▶ Probes deeply and continuously in a chosen field,
- ▶ Keeps an open mind.
- ▶ Shows confidence but never feels he/she knows it all.
- ▶ Demonstrates awareness of global and multicultural issues.

7. Technological Competence

- ▶ An Ashesi student is an effective and flexible user of technology.

8. Professionalism

- ▶ Honors 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.

Appendix 3: sample new student orientation program

Date	Session	Facilitator	Time
Monday, 6th September	Meet the Student Life & Engagement Team	Student Life & Engagement (SLE) Team	10:00am
	College Experience & Expectations	Ashesi Student Council (ASC) Team	10:30-11:30am
	BREAK (30 minutes)		
	Honor Code & Student Handbook Session	JEC / Parliament, SLE	12:00 - 1:00pm
	BREAK (1 hour)		
	Academics Structure	Faculty	11:30 - 12:00
	Design & Entrepreneurship	Faculty	12:00-12:30pm
Tuesday, 7th September	Time with the president & the dean	University Leadership	9:00 - 9:40am
	Facilities Team	Casper and Dzifa	10:00-11:00am
	BREAK (30 minutes)		
	Writing Courses	Faculty	9:00 - 9:40am
	Mathematics & Computing	Faculty	10:00-11:00am
	BREAK (45 minutes)		
	Buddy Meet and Greet	Vanessa Amoako	1:30 - 3:00pm
Wednesday, 8th September	Time with the provost	Provost	9:00- 9:30am
	Lingering Questions	SLE Team	9:40- 10:30am
	BREAK (30 minutes)		

Date	Session	Facilitator	Time	
Wednesday, 8th September	Business Administration	HODs	11:00 - 11:25am	
	Computer Science/Information Systems		11:30 - 11:55am	
	Engineering		12:00-12:25pm	
	BREAK (30 minutes)			
	Registry Team	Academic Registry	1:00 - 1:40pm	
	Creative Approaches to African Development	Faculty	2:00 - 2:30pm	
	Academics Corner		2:30 - 3:00pm	
Thursday, 9th September	Lingering Questions/Ashesi Video	SLE Team	9:40am	
	Diversity & International Programs Office	Student Services Team	10:00 - 10:30am	
	Counselling & Coaching & Advising Office		10:30-11:00am	
	Career Services Office		11:00 - 11:30am	
	Health Services Office		11:30-12:00pm	
	BREAK (30 minutes)			
	IT WORKSHOP 1	IT Team	12:30 - 1:30pm	
	BREAK (30 minutes)			
	IT WORKSHOP 2	IT Team	2:00 - 3:00pm	

Date	Session	Facilitator	Time
Friday, 10th September	Lingering Questions/Ashesi Video	SLE Team	9:40am
	Library	Library Team	10:00 - 10:30am
	Writing Center	Writing Centre Team	10:30 - 11:00am
	Math Center	Math Centre Team	11:00 - 11:30am
	BREAK (30 minutes)		
	IT WORKSHOP 3	IT Team	12:00- 1:00pm
	BREAK (30 minutes)		
	IT WORKSHOP 4	IT Team	2:00 - 3:00pm
Saturday, 11th September	Matriculation Ceremony	Ashesi Exec	2:00 - 3:30pm
Saturday, 12th September	Parents' Orientation	Ashesi Exec	2:00 - 3:30pm

Appendix 4: sample new faculty, faculty intern, and staff orientation

DAY 1 - Orientation Outline: Monday, 7th August, 2023

Time	Participants	Event	Leads
10:30 am – 12noon	New Faculty, New Faculty Interns, HODs, & New Staff	Welcome: Sharing responsibilities of the faculty/staff unique relationship, i.e., how each unit supports academic outcomes	University Leadership & HODs
10:30 am – 12noon	Lunch		
1:00 – 2:00 pm	New Faculty & New Faculty Interns	Using Canvas (Learning Management System) Practice Basics	Academic Registry
2:00 – 3:00 pm	New Faculty & New Faculty Interns	Using CAMU (Student Information System) Practice basics and how FIs can assist faculty with CAMU	
3:00 – 3:15 pm	Break		
3:15 – 4:15 pm	New Faculty & New Faculty Interns	Teaching ESL students and FAQs on teaching at Ashesi (writing across the curriculum, grading schemes, etc.)	Provost
4:15 – 4:45 pm	New Faculty & New Faculty Interns	Using the library and its services (practice session)	Library Team
4:45 – 5:15 pm	New Faculty & New Faculty Interns	Using the Writing Centre (awareness of the writing across the curriculum initiative)	Writing Centre Team
5:15 – 5:25 pm	New Faculty & New Faculty Interns	ID Cards & any unresolved access issues, i.e., access to email, canvas, CAMU resolving challenges. CLOSURE	IT Team

DAY 2 - Orientation Outline: Tuesday, 8th August, 2023

Time	Event	Leads
10:40 – 10:45 am	Welcome and recap	Provost
10:45 – 11:45 am	New Faculty & New Faculty Interns Spend Time With HODs: Understanding the faculty/faculty intern unique relationship (corners of the Hive and spaces around it)	HODs

11:45 – 12:30 pm	Outline of Ashesi Faculty Guidelines and Policies	Provost
12:30 – 2:00pm	Lunch Break/ Meet the non-academic departments: Representatives of Departments	All non-academic departments
2:00 – 2:45 pm	Outline of Ashesi Employee Guidelines and Policies	HR Team
2:45 – 3:30 pm	Registry Operations Overview	Academic Registry
3:30 – 3:45 pm	Snack	
3:45 – 4:15 pm	Academic Honesty & Honor Code	Academic Integrity Team
4:15 – 5:00 pm	Health & Wellness (Practical)	Health & Wellness Team

DAY 3 - Orientation Outline: Wednesday, 9th August, 2023

Time	Participants	Event	Leads
9:45 - 10:00am	New Faculty, New Faculty Interns & New Staff	Welcome & Self-Introductions of Executive Committee and roles (in what situations should new hires seek you out?)	University Leadership
10:00 – 10:45am	New Faculty, New Faculty Interns & New Staff	Ashesi's Mission and the Ashesi Way	President & Founder
10:45 - 12:15pm	New Faculty Interns New Faculty	Faculty Interns How to Plan a Lesson (Part I) Day 1: Intro to lesson planning Participants learn about what goes into an effective lesson. Discussion and modelling of “Teaching the Ashesi Way”	Faculty
12:15 – 1:15pm	Lunch		
1:15 – 2:00pm	New Faculty, New Faculty Interns & New Staff	What is an African Liberal Arts University? <i>What are the goals of a liberal education? How does Ashesi University follow in this tradition? How is Ashesi University uniquely African, and why is that important?</i>	Humanities Faculty

2:00 – 2:45pm	New Faculty New Faculty Interns	The Science of Learning and its Application for Optimizing Learning Teaching and learning in harmony with how the brain works. Participants will repurpose the teaching and learning strategy of a proposed student learning outcome.	Provost
2:45 – 3:00pm	Break		
3:00 – 3:45pm	New Faculty, New Faculty Interns & New Staff	Diversity & Inclusion Understanding Ashesi's diverse community and adopting inclusive practices to foster a deeper sense of belonging for ALL in and out of the classroom.	Faculty
3:45 – 4:45pm	New Faculty Interns	Faculty Intern Meeting with HR How will you reorient yourself from being a student to becoming an instructor? Faculty and FIs will share their own experiences making this transition with you. The session also will address concrete tasks and student interactions that new FIs need to plan for.	HR Team
3:45 – 5:30pm	Faculty, Adjuncts, & New Faculty	Faculty Meeting a) TESOL & Effective Teaching in Higher Education. b) SoTL – SoTL expert(s) and/or conference participants. c) Ashesi Strategic Plan brief updates. d) Challenges last year, coping mechanisms that worked, & Revitalizing Outcomes & Sustainability Needs – Angela	
5:30 – 6:00pm	Faculty Meeting Dinner		

DAY 4 - Orientation Outline: Thursday, 10th August, 2023

Time	Participants	Event	Leads
10:00 – 11:30am	New Faculty Interns	Faculty Interns: How to Plan a Lesson Part II FIs learn to appreciate their role through their understanding of what goes into planning a lesson. Day 2 micro-teaching. Participants work in pairs to design and deliver a 5 minute ‘micro-lesson’ on a topic”.	Faculty
11:30–12:30pm	Lunch		
12:30 – 12:35pm		Welcome, Agenda, & Announcements	Provost
12:35 – 1:35pm	New Faculty & New Faculty Interns	Giving Voice to Values Overview Putting Ashesi’s mission into practice	Faculty
1:35 – 2:35pm	New Faculty & New Faculty Interns	Critical Thinking What is critical thinking? Critical thinking is an often-repeated term in higher education. But what does it mean to think critically? How do we know when students are doing it? And if we agree that critical thinking is an important learning goal, then how do we measure it?	Faculty
2:35 -2:50pm	BREAK		
2:50 – 4:00pm	New Faculty, New Faculty Interns, & New Staff	Sexual Misconduct Prevention Understanding Ashesi’s Policies on Sexual Misconduct and preventive and awareness programs to support a safe and zero-tolerance sexual misconduct campus.	Appropriate Sexual Behaviour Team
4:00 – 4:55pm	New Faculty & New Staff	Fireside chat The Executive Committee, personnel from the Ashesi Foundation, & Director of GCIC will have a fireside chat with all new faculty and staff.	HR Team
4:55pm	Closure and Thanks		Provost

DAY 4 - Orientation Outline: Thursday, 10th August, 2023

Time	Event	Leads
9:00 – 10:30am	CSIS, BA, ENG & HSS Outline of Faculty Intern Handbook Awareness & Goals	Administrator
10:30 – 11:30am	CSIS, BA, ENG & HSS Providing substantive feedback: What is it and how to provide it efficiently	Provost
11:30am–12:15pm	Lunch	
12:15 – 2:15pm	CSIS, BA, ENG & HSS Excel for grade management and planning	Academic Registry
2:15 – 3:00pm	CSIS, BA, ENG & HSS “Managing up” as you support and manage your faculty and being an Ashesi Leader, how your work practices can provide a model for students to emulate.	Administrator
3:00 – 3:15pm	Break	
3:15 – 4:15pm	CSIS (ENG is welcome to join) <ul style="list-style-type: none"> • “Detecting code plagiarism”: Plagiarism detection and what to do in response. • ChatGPT and other AI aids 	Faculty
3:15 – 4:15pm	BA & HSS (ENG is welcome to join) <ul style="list-style-type: none"> • Plagiarism detection and what to do in response. • ChatGPT and other AI aids 	Faculty
4:15 – 4:45pm	Pulse check and closure	HODS

Appendix 5: sample facilitators’ training for staff/faculty

Topic	Training Objective(s)	Expected outcome(s)
<p>Mindset workshop a) Growth vs. Fixed mindset</p>	<ul style="list-style-type: none"> · Know what mindset is and why it’s important. · Understand the origins of a fixed mindset. · Brainstorm examples of fixed and growth mindsets. · Understand that mindset can be changed 	<p>For staff/faculty to develop personal teaching/mission statement pertaining to their roles and students.</p>
<p>Building relationships for success a) Understanding students’ voices and representation on campus.</p>	<ul style="list-style-type: none"> · Understanding the roles and responsibilities of the promoters of academic integrity (staff, students, faculty, parents/guardians, alumni and the institution) · Examining avenues through which students’ voices can be demonstrated on campus. · Exploring ways that students’ representation can be made more effective. · Exploring ways to tackle difficult student-staff/faculty conversations. 	<p>Identify policies/committees in the Student Handbook that require student representation and review.</p>
<p>Expectations of an academic integrity campus a) What do the following mean: plagiarism, cheating, falsification, etc.? b) Crafting academic integrity policies. c) Educating students on academic integrity d) AI outside the classroom (peer support, academic advising, etc.)</p>	<ul style="list-style-type: none"> · Defining the various forms of academic misconduct. · Demystifying “being the help”, i.e., snitching. · Knowing what academic integrity policies are in place or should be in place. · Exploring structures and processes that encourage academic misconduct, e.g., re-sit process, disciplinary process, etc. 	<p>Review the Student Handbook, i.e., the section that outlines examination rules, resit processes, and handling of disciplinary cases.</p>
<p>Academic integrity in the classroom: a) Designing a learning-centered syllabus - Researching with integrity - Teaching with integrity: Strategies, tools, resources and guides</p>	<ul style="list-style-type: none"> · Exploring practical ways to incorporate academic integrity into the syllabus. · Addressing cheating opportunities 	<p>Review course syllabus to reflect student/learning-centred approach faculty (required)</p>
<p>Thoughtful assessment design to minimize academic dishonesty: a) Grading criteria and fair marking b) Examination strategies, etc.</p>	<ul style="list-style-type: none"> · Exploring practical ways to make assessments relevant to course content, e.g., quizzes, take-home exams, etc. · Understanding how different assessment styles aid learning and improve students’ motivation. · Examining different assessment styles that facilitate academic honesty. 	<p>Review assessment criteria to reflect learning/student-centred approach</p>

Topic	Training Objective(s)	Expected outcome(s)
<p>Useful communication tools on campus:</p> <p>a) Integrated IT systems on campus</p> <p>b) Cybersecurity</p> <p>c) Official and unofficial communication channels</p>	<ul style="list-style-type: none"> · Being aware of the need to invest in an institutional email system. · Understanding how campus cybersecurity is closely tied to academic integrity and judicial processes and understanding the importance of keeping institutional documents safe. · Maintaining official communication channels for all campus-related discussions and exchanges. 	<p>Assess the need for official communication channels in the institution to ensure confidentiality of institutional matters.</p>
<p>Understanding technology and its impact on academic integrity</p> <p>a) Research tools</p> <p>b) Learning strategies</p> <p>c) Using academic integrity detection software: Turnitin</p> <p>d) What do you do in the absence of technological support?</p>	<ul style="list-style-type: none"> · Understanding the role technology plays in academic integrity and students' learning. · Knowing what resources are available and challenges to overcome in the absence of technological support. 	<p>Assess the institution's current technological support and leveraging on that to work for academic integrity.</p>
<p>Institutional academic support systems:</p> <p>a) Writing Centre</p> <p>b) Library support</p> <p>c) Math Centre</p> <p>d) Peer tutoring, etc.</p>	<ul style="list-style-type: none"> · Identifying and understanding the roles these institutional supports play in helping maintain academic integrity on campus. · How can students access these support systems, and are there any more they will need? 	<p>Assess incoming students' needs and current students' support requests to assess if these support systems meet their needs, need to be improved, or more need to be included.</p>
<p>Academic integrity outside the classroom</p> <p>a) Designing a student-led honor code</p> <p>b) What is an honor code?</p> <p>c) How does it work?</p>	<ul style="list-style-type: none"> · Exploring structures that support the design of a student-led honor code, e.g., SRC, judicial process, etc., student affairs office. · The various components of an honor code · Understanding challenges that academic integrity may present if these structures and support are unavailable. 	<p>Design an honor code pledge for the institution or courses/classes.</p>
<p>Reporting Violations</p> <p>a) Reporting and institutional structures in place</p> <p>b) Judiciary/Disciplinary process – student involvement</p> <p>c) Sanctions and their impact on students.</p>	<ul style="list-style-type: none"> · Identifying and defining breaches of academic integrity. · Developing or restructuring the reporting process for violations. · Communicating to students, e.g., orientation sessions, Student Handbook, etc. · Exploring student involvement in the AI adjudication process. · Understanding penalties and their impact on students' wellbeing. 	<p>Review reporting structure for disciplinary cases.</p>

**Poster presentations
(sample activities if this
is a workshop-style
session)**

- Course syllabus reflecting academic integrity standards.
- Grading criteria reflecting academic integrity standards.
- Handbook policies on enhancing academic integrity on campus.
- Reporting structures for disciplinary cases.
- Draft honor code pledge



Appendix 6: Sample facilitators’ training for students

Some of the training topics that could be explored for students include but are not limited to the following:

Topic	Training Objective(s)	Expected outcome(s)
<p>Mindset workshop a) Growth vs. fixed mindset</p>	<ul style="list-style-type: none"> · Know what mindset is and why it’s important. · Understand the origins of a fixed and growth mindset. · Brainstorm examples of fixed and growth mindsets. · Understand that mindset can be changed. 	<ul style="list-style-type: none"> · Develop a personal statement/vision board/four-year planner. · A letter to my future self (me in five years)
<p>Leadership as service</p>	<ul style="list-style-type: none"> · Understanding who you are and your contributions to the larger academic community and the society. · Defining and knowing who a servant-leader is and its implications on self, school, and society. 	<ul style="list-style-type: none"> · Identify opportunities/ avenues on campus where servant leadership can be emphasized. · Develop an SRC strategic plan with timelines.
<p>A multicultural campus and understanding others: a) Relating with others b) Understanding group/teamwork dynamics c) Negotiation and conflict resolution</p>	<ul style="list-style-type: none"> · Understanding how perceptions, biases, etc. influence behaviors and decision-making. · Understanding group dynamics and how to make it work. · Brainstorming on negotiation and conflict resolution styles. 	<ul style="list-style-type: none"> · Review student leadership organogram and reporting structures on campus. · Outline/recreate a step-by-step process when reporting complaints to administrators.
<p>Building relationships for success: a) Understanding students’ voices and representation on campus</p>	<ul style="list-style-type: none"> · Examining avenues through which students’ voices can be demonstrated on campus. · Exploring ways that students’ representation can be made more effective, e.g., sitting in on disciplinary cases or committees. · Understanding the roles and responsibilities of the promoters of academic integrity (staff, students, faculty, parents/guardians, alumni, and the institution) · Exploring ways to tackle difficult student-staff/faculty conversations. 	<ul style="list-style-type: none"> · Identify policies/committees in the Student Handbook that will require student representation and review

Expectations of an academic integrity campus:

- a) What do the following mean: plagiarism, cheating, falsification, etc.?
- b) Understanding academic integrity policies.
- c) Educating students on academic integrity.
- d) Academic integrity outside the classroom (peer support, academic advising, etc.)

- Defining the various forms of academic misconduct.
- Demystifying “being the help,” i.e., snitching.
- Knowing what academic integrity policies are in place or should be in place.
- Exploring structures and processes that encourage academic misconduct, e.g., re-sit process, disciplinary process, etc.

- Review the Student Handbook, i.e., section that outlines examination rules, resit processes, handling of disciplinary cases.
- Design an orientation program for freshers educating them on the institution’s academic integrity policies.

Institutional academic support systems:

- a) Writing Centre
- b) Library support
- c) Math Centre
- d) Peer tutoring, etc.

- Identifying and understanding the roles these institutional support play in helping maintain academic integrity on campus.
- How can students access these support systems and are there any more they will need?

Assess incoming students’ needs and current students’ support requests to determine whether these support systems meet their needs, need to be improved or more need to be included.

Designing a student-led honor code:

- a) What is an honour code?
- b) How does it work?

- Exploring structures that support the design of a student-led honor code, e.g., SRC, judicial process, etc., student affairs office.
- The various components of an honor code.
- Understanding challenges that academic integrity may present if these structures and support are unavailable.

Design an honor code pledge for the institution.

Reporting violations:

- a) Reporting and institutional structures in place
- b) Judiciary/Disciplinary process – student involvement
- c) Sanctions and their impact on students

- Recognizing academic misconduct when you see it
- What to do when academic misconduct is identified.
- Knowing what penalties are in place when students are caught.

Review reporting structures for disciplinary cases.



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