



SD DOMBO UNIVERSITY OF
BUSINESS AND INTEGRATED
DEVELOPMENT STUDIES

(SDD-UBIDS)

RELATIONSHIPS POLICY

JULY, 2022

FOREWORD

The SD Dombo University of Business and Integrated Development Studies views healthy relationships among and between the different segments of the University as critical to its quest of being an internationally acclaimed University in line with its establishment mandate. Therefore, this Relationships Policy of the University is to provide the framework guiding all relationships – staff-student relationships, staff-staff relationships, student–student relationships, economic relationships, among others in the University.

The Policy captures the vision and mission of the Relationships Policy, objectives of the Policy, what constitutes conflict of interest and the various ways of dealing with conflict of interest, principles guiding relationships at all levels, among others.

Profound gratitude and special thanks is expressed to Prof Bernard A. A. Akanbang (Chairman), Prof M. H. A. Bolaji, Prof Awudu Yakubu Sare, Dr Paul B. Bataa, Dr Grace Alenuma, Dr Constance Akurugu, Miss Cynthia Digadem, Miss Franklin Adjoa Yeboah, Miss Sophia Duute and Mr Speratus Ongoh for their invaluable contributions to producing this document. It is the fervent hope of Management that the Policy will guide all stakeholders in the University in all matters relating to relationships, and staff-student relationships in the University.

Mr Job Asante

Registrar

SDD-UBIDS

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1. BACKGROUND

The Simon Diedong Dombo University of Business and Integrated Development Studies (SDD-UBIDS) was established in August 2019 by Act 1001, 2019. The Act mandates that the University be "an outstanding internationally acclaimed applied research and practical-oriented educational institution, dedicated to development of business and integrated development studies and related matters". In furtherance of the Act and in tandem with Ghana Tertiary Commission (GTEC) provisions, the University has since developed policy documents, including the University Statues, Strategic Plan, Administrative Manual, Transport Policy, Sexual Harassment Policy, Plagiarism policy, among others, to enhance its operational effectiveness and efficiency. This Relationship Policy is part of the efforts of the University in laying a solid foundation and guiding principles for realising its vision.

The Relationships Policy shall serve as a guiding document for the University and its stakeholders on all matters relating to relationships and conflict of interest matters in the University. The Policy establishes a standard procedure for dealing with personal relationships that border on conflict of interest, staff-student relationships, staff-staff relationships and student-student relationships. The essence is to avoid situations where staff use their influence to force sexual relationships with students, request favours from colleagues on behalf of their relatives, and/or staff using their position of influence to seek material or financial gain from students. The disciplinary committee provided for by the administrative manual shall be responsible for the administration and implementation of the Policy in close collaboration with the Registrar. The intended outcome of the Policy is a conducive environment for the thriving of healthy relationships for the satisfaction of all and for the growth and development of the University.

1.1 THE POLICY STATEMENT

This Policy provides a general framework on personal relationships among and between the different segments (staff-student, staff-staff, and student-student) of the University to create and nurture healthy relationships that are free of conflict of interest, and positively support the growth and development of the University. All segments of the University community are to be conscious of their personal behaviour and relationships as they have implications for the public image and outcomes of the work of the University. The Policy recognises personal relationships as vital to the work of the University and puts in place appropriate safeguards/procedures to prevent abuse of power and sexual misconduct.

1.2 POLICY OBJECTIVES

The Policy aims at achieving the following core objectives:

1. to make it clear to the University community and its stakeholders what is considered permissible personal relationships and impermissible personal relationships in the University;
2. to provide a framework for handling all allegations of actual or perceived conflicts of interest,
3. to limit circumstances for abusing power within the University;
4. to provide clear procedure for declaring, reporting and managing conflict of interest emanating from personal relationships in the University; and
5. to provide a positive and supportive working environment where all are treated fairly.

2. INTRODUCTION

Humankind is generally a relational being. Consequently, whenever people congregate, the possibility of personal relationships, which could be positive or negative arising, is high. The chances of negative consequences emanating from such personal relationships are higher under contexts where different people have different levels of influence, as is the case of a university context as SDD-UBIDS, where staff (lecturers, supervisors, counsellors, administrators, etc.) have influence over students or administrative managers having influence over their staff. The range of different levels of influence in the University could include: teacher/supervisor-student relationship, manager-staff member relationship, mid-senior staff-junior staff relationship, senior academic-junior academic relationship, mentor-mentee relationship, adviser-advisee, principal investigator-postdoctoral scholar/research assistant in a research group, senior student-junior student relationship, etc. The potential for abuse of influence is high and could be pervasive. In the African context where personal relationships/connections play a significant role in accessing services and products, it is essential that in our quest for international acclaim, we put in place a regulatory framework to define personal relationships and prevent the abuse of personal relationships within our University system.

As a result of potential conflict of interest, exploitation, favouritism or bias situation that may arise from personal relationships, such personal relationships could undermine the integrity of supervision or evaluation provided or may have adverse effects on the working and learning environment for those directly involved, as well as for the broader team and departmental culture. They may also provide grounds for complaints by third parties when relationships give undue access or advantage, restrict opportunities, or simply create a perception of these problems. This policy seeks to curb potential problems that may arise due to personal relationships among and between the different segments of the University.

3. DEFINITIONS

3.1 PERSONAL RELATIONSHIP

This refers to any association, however brief, of a sexual or other intimate nature, either in person or remotely (for example, via social media, email or text messaging).

3.2 MEMBER OF STAFF

For the purpose of this policy, a member of staff includes any person who is engaged by the University as an employee or worker and/or who holds a University office or post, as well as any person to whom the University makes available any of the privileges or facilities normally afforded to its employees. Where graduate students are working for the University in a teaching or related capacity, this policy will apply to them in that capacity as if they were employees of the University.

3.3 STUDENT

A student includes any person pursuing a course of study leading to the award of a degree, diploma, or certificate from the University.

3.4 PROFESSIONAL CONNECTION

This refers to any arrangement where a person in his or her capacity as a member of staff has any academic, pastoral or administrative or similar responsibility for a student, including supervising, tutoring, teaching, selecting, assessing, protecting, safeguarding, or providing a reference for the student.

3.5 ABUSE OF POWER

This is where someone uses their position of power or authority unacceptably. Abuse of power may include, but is not limited to,

grooming, manipulation, coercion, and pressure on others to engage in conduct they are uncomfortable with.

3.6 ADULT AT RISK

This refers to someone who is above the age of 18, but unable to protect himself or herself against significant harm or exploitation because of disability or illness. This relates to physical, mental or psychological wellbeing or the potential to be drawn into sexual or criminal exploitation and activity.

3.7 CLOSE PERSONAL RELATIONSHIP

This refers to family relationships or with close family friends where there is financial dependence.

3.8 CONSENT TO AN INTIMATE RELATIONSHIP

This refers to agreeing by choice by someone who has the autonomy and capacity to make that choice. Consent shall be freely given, informed, and withdrawn at any time.

3.9 FREEDOM TO CONSENT

This refers to the ability of a person to choose without incurring any negative repercussions for his or her choice. A person lacks autonomy if:

- 3.9.1 they are being threatened with violence and/or with humiliation or blackmail (by the perpetrator and/or by someone else).
- 3.9.2 they believe that the continuation or assessment of their studies, or the progression or advancement of their career, will be at risk if they refuse.
- 3.9.3 there is a significant power imbalance, and the party without power feels pressured to continue in the relationship against their will.

3.10 CAPACITY TO CONSENT

This refers to whether someone is physically and/or mentally able to make a choice and to understand the consequences of that choice. For example, a person cannot give consent if they are asleep or unconscious. A person's capacity to consent may be inhibited by the influence of drugs or alcohol, a cognitive or learning difficulty, or mental health condition.

3.11 GROOMING

Grooming can be defined as a gradual process that a person in a position of power uses to manipulate someone to do things they may not be comfortable with and to make them less likely to reject or report abusive behaviour. Grooming will initially start as befriending someone and making them feel special, possibly resulting in sexual abuse and/or exploitation.

3.12 INTIMATE RELATIONSHIPS

An intimate relationship is a consensual romantic or sexual relationship which goes beyond the bounds of a platonic or working relationship. An intimate relationship could be brief and includes a one-off occurrence.

3.13 POSITION OF TRUST

Any staff member working closely with children, young people or adults at risk, is in a position of trust.

4. LECTURER-TO-LECTURER RELATIONSHIPS

As academic institutions, universities produce knowledge through three fundamental ways: teaching, research and outreach activities. What distinguishes universities from basic and intermediary education levels is their *raison d'être* of producing critical and independent thinkers. Scholarship is a collaborative enterprise. Therefore, lecturers are expected to cooperate in these tasks and be guided by the following.

- 4.1 Lecturers should see themselves as partners in facilitating learning. They should promote and preserve an atmosphere friendly to adhering to diverse philosophical stances and uncensored debate and interpretation.
- 4.2 Lecturers should respect and safeguard the academic freedom of their colleagues. While appreciating that critiquing is the hallmark of academia, lecturers should comment on the work of their colleagues with due respect and sincerity.
- 4.3 Lecturers should work in a collegiate way and cooperative manner with colleagues. They should treat all colleagues fairly and with respect, without discrimination. Lecturers are expected to treat their colleagues in the same way as they wish to be treated.
- 4.4 Lecturers should not make negative or baseless criticisms of, or accusations about, colleagues that may demoralise them professionally. Also, they should not make allegations against colleagues to higher authorities without sufficient proof. Furthermore, they should exercise great care when expressing opinions in public about a colleague.
- 4.5 Lecturers should engage and work positively with colleagues in an open, inclusive and respectful way. In contributing to creating a workplace or an environment which is free from discrimination and harassment, they need to guard against inappropriate

communication with colleagues which could be interpreted as unprofessional.

- 4.6 In collaborative research or publication, lecturers should give due acknowledgements that are commensurate with their colleagues' inputs. They should appreciate the ethics of not claiming the authorship of the work that others have done, whether in part or whole. Also, when sharing knowledge, materials, and slides, lecturers must do proper acknowledgement.
- 4.7 When assigned to a committee or any collaborative work – whether administrative, professional or co-teaching – lecturers should ensure they collaborate and fulfil their assigned tasks.
- 4.8 In evaluating colleagues – be it for appointment or promotion or performance appraisal – objective criteria should prevail without recourse to such extraneous things as ethnicity, religion, regionalism, political affiliation, etc.

SDD UBIDS employs several people who may be related by blood or partnership. It is also possible that close or emotional relationships will exist or develop between staff through their interactions as adults. They could also have been in an intimate or romantic relationship before entering UBIDS. Close and/or personal relationships between lecturers are normal in human institutions. However, in any process of recruitment, selection, appointment, promotion, salary review or appraisal, the following criteria must be met by those involved to avoid conflict of interest:

- 4.9 Anyone who has a conflict of interest must declare before the process commences.
- 4.10 The process must be transparent, and the relation/partner – with whom a committee member has a personal and close relationship – must not be involved.
- 4.11 Any process that causes a directly hierarchical relationship between the parties in which power dynamics will interplay, leading to abuse of office for the personal benefits of the parties should be avoided.

- 4.12 Failure to declare a relationship may result in disciplinary action being taken against the accused.
- 4.13 All information should be held in confidence.

5. LECTURER TO STUDENT RELATIONSHIPS

Lecturer/student relationship is important for the student's welfare while they are students and after they have left the institution's walls. For instance, when students develop positive, constructive relations with their lecturers, that relationship can be a foundation for them to get the necessary assistance after school, such as writing recommendation letters to pursue higher degrees or seek employment. Thus, SDD-UBIDS encourages and promotes constructive and business-like relationships between lecturers and students. When relationships between lecturers and students are professional, constructive and business-like, quality is assured, confidence is strengthened, educational outcomes are positive and impactful, and academic performance is enhanced, guaranteeing student satisfaction. In the spirit of pursuing constructive and business-like relationships between lecturers and students, SDD-UBIDS expects that the following conditions will guide their interaction:

- 5.1 Lecturers construct learning relationships on the bases of respect and integrity. They should commit to equality and diversity by promoting inclusiveness, trust and fairness. It is essential to respect students' perspectives in ways that will not demotivate them to learn.
- 5.2 Lecturers will need to uphold professional standards and maintain appropriate professional boundaries. Lecturers are experts in their fields of specialisation and will need to let students know the professional requirements for career pursuits.
- 5.3 Lecturers have the right to present and discuss, in the classroom, any material which has a substantial connection with the subject matter as contained in their course outline and description.
- 5.4 Lecturers should empower students to take responsibility for their own learning, but should encourage students' pursuit of learning

by demonstrating the best academic standards of the discipline or profession. Part of the encouragement will be to listen to students without being judgmental. Such encouragement can also come from the belief that all students have the potential to succeed. Furthermore, students will need their contributions valued.

- 5.5 Lecturers should only share their contacts (email and phone numbers) after careful consideration. In communicating with students, lecturers should employ formal and business-style language and eschew language that will connote sexual tendencies and intents.
- 5.6 Lecturers have the responsibility of determining grades for evaluation and assessment. They should ensure that grades reflect each student's true achievement emerging from employing criteria that are appropriate to the field. Lecturers should commit to giving feedback on learning through assessment for learning and assessment of learning. The timing and the means must be appropriate.
- 5.7 Lecturers need to understand that active class participation is one of the most viable ways for students to make themselves known to their lecturers. When students ask and answer questions in class, they get noticed. Lecturers are responsible for showing ethics of freedom of expression in the classroom and should not intimidate students when they freely want to voice their opinions openly and to exchange ideas. They should do this without fear of threats and intimidation.
- 5.8 Lecturers should commit to the safety and well-being of all students. Also, lecturers should know students' academic needs and offer suggestions for addressing them. They should show interest in students' welfare through facilitating and supporting learning. For instance, lecturers, having identified students with some challenges, can refer them to their academic counsellors or the University's Counselling Unit for assistance.
- 5.9 A lecturer and a student could have been in a close or romantic relationship before entering the institution or such a relationship could develop within walls of the University. Close and emotional

relationships between lecturers and students could contribute to their welfare at their levels. However, intimate and emotional relationships between lecturers and students can mar the discharge of professional duties as a teacher, a supervisor or an academic administrator because of conflict of interest. Therefore, both lecturers and students need to be guided and protected under a policy such as the relationships policy. Under the University's Anti-Harassment Policy, non-consensual lecturer/student relationships, which neither lecturer nor student find comfortable, are covered. Thus, in this policy, lecturer-to-student relationships are concerned with consensual relationships that are intimate or romantic. The following provisions are put in place to safeguard the student's welfare and the lecturer's dignity:

- 5.9.1 The University forbids lecturers from entering into an intimate relationship with students they have any responsibility and so discourages other close personal relationships between a lecturer and student with whom the lecturer has any responsibility in his/her professional work within the University.
- 5.9.2 An existing close or intimate relationship between a lecturer and a student, or one which is developing or is likely to develop between a lecturer and a student for whom the lecturer has responsibility, must be disclosed to the University through the Board of his/her faculty.
- 5.9.3 Upon making the disclosure, the lecturer is forbidden from assuming responsibility for the said student, which borders on the lecturer's professional work within the University, including but not limited to, teaching, assessment, supervision, serving on examinations malpractices committee where the said student is involved.
- 5.9.4 It is the responsibility of a lecturer who has developed emotional or physical relationships with a student to immediately declare that to the Head of Department and/or Dean as appropriate, as well as the Director for Academic Affairs.
- 5.9.5 It is the responsibility of the Head of Department and/or Dean to ensure that all teaching/supervisory, assessment and examination

responsibilities are thereafter distributed in the appropriate and obvious ways.

- 5.9.6 It is the responsibility of the Director of Academic Services to confirm that the arrangements at the level of examinations are made in the appropriate and obvious ways.
- 5.9.7 It is the responsibility of the Head of Department and/or Dean to advise both the lecturer and the student appropriately.
- 5.9.8 It is the responsibility of the Head of Department and/or Dean and of the Registrar to chronicle all relevant matters appropriately. They are also responsible for informing Human Resources Unit and the Vice-Chancellor of the facts.
- 5.9.9 All information will be held in confidence. Failure to declare a relationship may result in disciplinary action being taken.

6. NON-TEACHING STAFF TO STUDENT RELATIONSHIP

This section of the policy sets out the SDD-UBIDS' expectations and obligations of the non-teaching staff to students' relationships regardless of other identity markers. The non-teaching staff-to-student relationship is power-laden, and there is a potential risk of exploitation or abuse.

6.1 INTIMATE RELATIONSHIPS BETWEEN NON-TEACHING STAFF AND STUDENTS WITHIN THE ADULT RISK CATEGORY

The policy prohibits intimate relationships between non-teaching staff and students where one party is an adult at risk.

6.2 INTIMATE RELATIONSHIPS BETWEEN NON-TEACHING STAFF AND STUDENTS WHERE ONE IS IN A SUPERVISORY POSITION

This policy further prohibits close personal or intimate relationships between non-teaching staff and students where there is direct responsibility or involvement in the students' academic work (i.e., direct management, supervision, assessing students' work, welfare or pastoral roles, etc).

6.3 INTIMATE RELATIONSHIPS BETWEEN NON-TEACHING STAFF AND STUDENTS WITH NO DIRECT SUPERVISORY ROLE

Where an intimate relationship exists between a non-teaching staff member and a student with no direct supervision and where the relationship may give rise to a real or perceived conflict of interest,

breach of trust or confidentiality, there must be an explicit declaration of the relationship.

6.4 INTIMATE RELATIONSHIPS BETWEEN NON-TEACHING STAFF AND STUDENTS WITH DIRECT SUPERVISORY ROLE

Non-teaching staff have an obligation to declare an intimate or close personal relationship with any student for whom they do not have direct supervision for the University to determine whether any potential or actual conflict of interest exists.

6.5 APPROPRIATE RELATIONSHIPS WITH STUDENTS

To maintain appropriate relationships with students, and to help reduce the risk of exploitation, sexual harassment, abuse of power or conflict of interest, staff should:

- 6.5.1 Maintain an appropriate physical and emotional distance from students and perform their duties in the best interests of the University without favour towards any individual student over another student.
- 6.5.2 Avoid creating any particular friendships with students since this may be read as grooming.
- 6.5.3 Use formal communication mediums such as university email accounts, university telephones, etc. to communicate with students, where possible, avoiding personal messaging (such as through WhatsApp, Messenger or Twitter).
- 6.5.4 Show the way by writing and communicating with students in a professional manner.
- 6.5.5 Carefully consider the implications before giving their personal mobile phone number to a student.
- 6.5.6 Refrain from calling students outside of working hours.

6.6 GUIDELINES ON UNACCEPTABLE BEHAVIOUR TOWARDS STUDENTS

- 6.6.1 Physical and sexualised touching (e.g., touches of the shoulder or squeezes of the leg), verbal and non-verbal comments or questions of a sexual nature.
- 6.6.2 Paying undue special attention to a particular student, which may be seen as grooming.
- 6.6.3 Accepting gifts from a student unless it is following final assessment completion and deemed to be a minor token of appreciation. Anything beyond a Thank You Card is unacceptable.
- 6.6.4 Inviting an individual student to your private home or room without others present, or visiting their home or rooms, including while at conferences, overseas trips, or on placement.
- 6.6.5 Asking a student to care for your family, wash clothing or cook for you or perform any other personal services or work-related duties when they are not formally employed or engaged by SDD UBIDS to do so.

These remain guidelines, rather than an exhaustive list of behaviours.

7. STUDENT-TO-STUDENT RELATIONSHIP

A positive student-to-student relationship promotes a healthy learning environment, encourages academic excellence, and nurtures personal growth.

7.1 HARMONIOUS COEXISTENCE

Student-to-student intimate relationships will be based on peaceful coexistence, mutual respect and dignity.

7.2 INTIMATE PARTNER VIOLENCE

The SDD-UBIDS prohibits intimate partner violence (including sexual, exploitation and physical violence) in student-to-student relationships.

7.3 WHEN INTIMATE PARTNER RELATIONSHIP GOES WRONG

Where a student-to-student intimate relationship strains, the parties will mutually and amicably resolve the differences and move on in the best interest of their academic pursuit.

8. LECTURER AND NON-TEACHING STAFF RELATIONSHIP

RESPECT AND COLLABORATION

- 8.1 Lecturers and non-teaching staff shall treat each other with respect, recognising the value of their respective roles in achieving the University's goals.
- 8.2 Both parties shall strive to maintain a collaborative and inclusive work environment, encouraging teamwork and mutual support.
- 8.3 Lecturers and non-teaching staff should actively seek opportunities to collaborate on projects, initiatives, and committees when their expertise and input are relevant.
- 8.4 Lecturers and non-teaching staff are encouraged to collaborate and share resources when appropriate to enhance the quality of teaching, research, and administrative functions.
- 8.5 Cooperation in curriculum development, research projects, and administrative processes should be facilitated through effective communication and willingness to work together.

COMMUNICATION

- 8.6 Open and effective communication is vital for successful professional relations.
- 8.7 Lecturers and non-teaching staff are encouraged to engage in regular and transparent communication, sharing relevant information, updates, and concerns promptly.
- 8.8 Both parties should communicate professionally and respectfully, using appropriate channels such as email, meetings, and other established communication tools without any stereotypes.

PROFESSIONAL DEVELOPMENT

- 8.9 The University recognises the importance of ongoing professional development for all staff members.
- 8.10 Lecturers and non-teaching staff are encouraged to participate in training programmes, workshops, conferences, and other relevant opportunities that enhance their skills and knowledge.
- 8.11 Collaboration between lecturers and non-teaching staff in identifying and developing professional development opportunities is encouraged.

SUPPORTIVE ENVIRONMENT

- 8.12 Lecturers and non-teaching staff should strive to create a supportive and inclusive work environment where everyone feels valued and appreciated.
- 8.13 Mutual support, empathy, and constructive feedback should be provided to foster personal and professional growth.
- 8.14 Discrimination, harassment, bullying, or any form of disrespectful behaviour will not be tolerated and should be reported following the University's established procedures.
- 8.15 All the above mentioned should be carried out bearing in mind the University's statutes and other related policies.

CONFLICT RESOLUTION

- 8.16 In the event of conflicts or disagreements, both parties should make genuine efforts to resolve the issues amicably and professionally.
- 8.17 Open dialogue, mediation, or other conflict resolution mechanisms may be utilised as appropriate.
- 8.18 In cases where resolution cannot be achieved internally, the University's established procedures for dispute resolution should be followed.

9. NON-TEACHING STAFF AND NON-TEACHING STAFF RELATIONSHIP

RESPECT AND COLLABORATION

- 9.1 Non-teaching staff members shall treat each other with respect, recognising the value of their respective roles in supporting the university's operations.
- 9.2 Both parties shall strive to maintain a collaborative and inclusive work environment, encouraging teamwork, cooperation, and mutual support.
- 9.3 Non-teaching staff members should actively seek opportunities to collaborate, share knowledge, and resources, fostering a culture of teamwork and collective success.

COMMUNICATION

- 9.4 Open and effective communication is essential for successful professional relations.
- 9.5 Non-teaching staff members should engage in regular and transparent communication, sharing relevant information, updates, and concerns on time.
- 9.6 Both parties should communicate professionally and respectfully, using appropriate channels such as email, meetings, and other established communication tools.

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- 9.13 In the event of conflicts or disagreements, non-teaching staff members should make genuine efforts to resolve the issues amicably and professionally.
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- 9.15 In cases where resolution cannot be achieved internally, the university's established procedures for dispute resolution should be followed.

10. OTHER AREAS: ECONOMIC, E.G. SUSU AMONG STAFF, RELIGIOUS E.G. PRAY FOR ME/SPIRITUAL CONSULTATION AND SOCIAL

These relationships among staff/students are mutual agreements and should remain as private issues among them. In case of any misunderstanding, members should make a genuine effort to resolve the issues amicably. The Counselling Unit shall be available to counsel students and University staff on matters relating to these relationships.

11. DECLARATION OF INTIMATE OR CLOSE PERSONAL RELATIONSHIPS

- 11.1 All declarations of intimate relationships are to be made as soon as reasonably practicable within one month by completing the Personal Relationship Declaration Form.
- 11.2 All declaration data shall be stored securely and managed in compliance with data protection legislation. All declarations shall be treated respectfully, sensitively and confidentially.
- 11.3 Staff who are unsure whether they have a close personal or intimate relationship with a student or staff member should seek advice from their line manager, Head of Department or the HR Unit of the University.
- 11.4 Students who are unsure whether they have a close personal or intimate relationship with a staff member should seek advice from their academic tutor, Head of Department, Counseling Unit or Student leadership.
- 11.5 The following steps are to be followed in declaring an intimate or close personal relationship:

Step 1: Staff should submit the form to the HR Unit; which may need to discuss the details with the staff member or Head of Department. Students should submit the form to their Head of Department who may need to discuss the details with the students or with the staff member's immediate supervisor or Head of Department (where the relationship is between a student and staff member).

Step 2: The HR Unit or Head of Department will review the form and, where appropriate and necessary, consult the parties and the immediate supervisor/Head of Department on what actions, if any, are required to remove any potential conflict. The actions will

be documented on the form and copies provided to the relevant parties. The HR Unit shall store the form securely in the member(s) of staff's central HR file.

11.6 In deciding measures to manage any conflict of interest, the Dean/Director/Registrar may consider the following:

- whether the student or staff has any known vulnerability;
- the student's or colleague's personal circumstances at the time;
- whether there is a supervision or teaching arrangement in place at the time;
- the circumstances of the student when the close personal relationship commenced or was initiated (for example, if the personal relationship existed prior to the staff/student relationship);
- any special family, kinship and elder relationships;
- the nature of the two individuals' contact in study, research or employment;
- the potential for the staff member to influence the academic progress and outcomes or career progression of the student or colleague; and
- the extent of the power imbalance between the two individuals.

11.7 Both the staff member and student or colleague staff will be notified of the conflict of interest management measures put in place.