Module 5: Ethics and Academic Integrity

Being a Subject Tutor is a serious responsibility that requires maturity, empathy and discretion. Moreover, tutors have the added obstacle of navigating their overlapping roles as peer learner, educator and friend. The Tutor Code of Ethics was developed not only to protect the tutee, but also to help tutors use good judgement in their many interactions with tutees.

Tutor Code of Ethics
Developed by the National Association of Tutorial Services

1. Subject proficiency knowledge & ability have top priority in my task as Tutor.
2. My major motivation is building the student's self-confidence.
3. My student deserves and will receive my total attention.
4. The language my student and I share must be mutually understandable at all times.
5. I must be able to admit my own weaknesses and will seek assistance whenever I need it.
6. Respect for my student's personal dignity means that I must accept that individual without judgment.
7. My student will constantly be encouraged but never insulted by false hope or empty flattery.
8. I will strive for a mutual relationship of openness and honesty as I tutor.
9. I will not impose my personal value system or lifestyle on my student.
10. I will not use a tutoring situation to proselytize my personal belief systems.
11. Both the student and I will always understand my role is never to do the student's work.
12. I count on my student to also be my tutor and teach me ways to do a better job.
13. I will do my best to be punctual and keep appointments, not only out of courtesy, but as an example for my students to follow.
14. I will maintain records and evaluations as expected and required.
15. I will do my best to stay abreast of the current tutoring as it relates to my work.
16. Good tutoring enables my students to transfer learning from one situation to another.
17. Making learning real for the student is what tutoring means, and is an important part of my goal.
18. My ultimate goal is my student's independence.
**Subject Tutoring & Academic Integrity at Roanoke College**
Adapted from Roanoke College Academic Integrity

As a type of collaboration, tutoring whether formal or informal is subject to the limitations on allowable help set by the professor for each particular assignment. Collaboration on any graded assignment requires the explicit permission of the instructor. **Unless a professor gives specific instructions to the contrary, students and tutors must work within the limitations described below.** Students and tutors have a responsibility to know the limits of allowable collaboration and to abide by them. Providing or receiving unapproved assistance is a violation of the academic integrity standards of the College and can result in serious penalties, including failure of the course.

The focus of tutoring sessions should be on understanding/mastery of course material and application of skills required to complete the course assignments. Stated another way, tutoring sessions should not be focused on completion of individual assignments but rather on the knowledge and skills necessary to succeed in those assignments. Other important roles for tutors include helping students:

- understand impediments to their learning
- develop learning strategies, habits, and priorities

Ultimately, work submitted for a course must be the direct product of the student’s effort and not the collaborative effort of student and tutor. It is never acceptable for a tutor to do the work on the student’s behalf. The following general guidelines illustrate these principles:

- I should not work through items from an assigned problem set with students; instead, I should help students understand the concepts, formulas, etc. necessary to complete the assigned problem set by working through similar problems (as found in the chapter or problems done in class).
- I should not correct mistakes in grammar or calculations; I can inform students that they are having trouble with a particular rule/process, explain the rule/process, and ask them to apply it to their own work.
- I should not edit, rephrase, or rewrite sections of a student’s compositions; instead, I can help students identify strengths and weaknesses of their compositions and help the student create a plan for addressing weaknesses.
Reference:

National Association of Tutorial Services. Retrieved from

http://www.siskiyous.edu/tutoring/documents/TutorCodeofEthics.pdf

Roanoke College Academic Integrity: Information for students and tutors. Retrieved from

http://www.roanoke.edu/inside/a-z_index/academic_integrity/resources_for_students/information_for_students_and_tutors