

## **Statements of Ethical Standards**

The actions of professionals and paraprofessionals in the field of orientation, transition, and retention have significant impact upon both the retention and potential success of the students whom they serve. This statement of professional ethics is intended to assist the membership of NODA in assuring that they conduct themselves in a manner which will best support positive educational outcomes for students. In addition to this statement, professionals in the field of Orientation, Transition, and Retention may wish to review the American College Personnel Association ([ACPA](#)) Statement of Ethical Principles and Standards.

### **For Professionals**

As a member association in the Council for the Advancement of Standards in Higher Education (CAS), NODA is committed to ensuring that professional guidelines and standards are available to its membership and other professionals involved in the arenas of orientation, transition, new student programs, and retention (hereafter referred to as OTR). Toward that end, the following standards are offered as a benchmark for ethical practices in such programs. All standards are to be considered in the context of the mission and purpose of the institution at which the professional is employed.

In all actions, NODA members shall be mindful of the [NODA Statement of Non-Discrimination](#).

In daily practice as educators, OTR professionals are accountable to:

- Students (those serving in staff positions and those in transition),
- The parents, guardians, and families of students in transition,
- Colleagues (faculty/staff members on their campuses),
- The institution (its mission, purpose, and goals),
- Higher education and student development as a profession,
- Any contractual relationships which have been established with corporate sponsors or partners.

In interactions with student staff members, OTR professionals shall:

- Use fair and appropriate processes in the recruitment and selection of staff,
- Strive to recruit a diverse student staff reflective of the composition of the institution,
- Model and actively encourage ethical behavior,
- Respect confidentiality in relationships with students, while maintaining policy compliance,
- Provide accurate job descriptions and clear expectations of those serving as student staff,
- Provide sufficient training to allow student staff to meet performance expectations,
- Recognize appropriate boundaries and maintain professional relationships,
- Provide feedback on performance through outcome based activities in a timely and fitting manner,
- Acknowledge that student staff members serve in a unique dual relationship, as both students and as paraprofessional staff members of the institution.

In interactions with students in transition, OTR professionals shall:

- Ensure that students receive accurate and adequate information necessary for decision-making,

- Ensure that students have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible,
- Recognize the diversity of experiences of students in transition, and work to meet the various needs of new students, transfer students, adult learners, and other special populations.

In interactions with parents, guardians, and families of students OTR professionals shall:

- Ensure that parents, guardians, and families receive accurate and adequate information necessary to support students in decision-making, while adhering to FERPA regulations.
- Ensure that parents and families have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible,
- Recognize and respect the variety of primary support relationships of students in transition, and work to address this diversity in program offerings.

In relationships with faculty and staff colleagues, OTR professionals shall:

- Initiate and foster collaborative relationships of mutual respect and support,
- Share research and other findings about emerging trends and issues that will impact the profession, and data linking OTR programs to the retention of students,
- Offer accurate information including program details, opportunities for involvement, and clear expectations regarding contributions of faculty/staff involved with the program,
- Provide training, information, and support sufficient to allow faculty/staff members to meet expectations.

In their relationships with their institutions, OTR professionals shall:

- Adhere to the educational mission and purpose of the institution,
- Be fiscally responsible/financially accountable in budget management,
- Strive for ongoing program improvement through formal and informal evaluation and monitoring of current and emerging issues on the campus,
- Accurately report and share assessment data with stakeholders reflecting the impact of their programs upon the retention of students,
- Work to maintain and to role model appropriate balance between professional, academic, and personal endeavors.

As responsible higher education practitioners, OTR professionals shall:

- Accurately cite sources used, and abide by copyright laws in the use of published materials,
- Strive for professional development through continuing education and participation in conferences and workshops when possible,
- Offer accurate and honest references for job and graduate school applicants,
- Avoid circumstances wherein conflicts of interest may arise,
- Model appropriate and responsible decision-making with regards to alcohol and other personal choices,
- Recognize their own limits/boundaries in helping relationships with students, and make referrals when necessary,

- Be aware of issues of power imbalance in personal relationships, and refrain from interactions that could be deemed as inappropriate.

In relationships with corporate partners or sponsors OTR professionals shall:

- Honor any/all contractual agreements entered into with such partnerships,
- Prioritize the educational outcomes of students, and refrain from engaging in partnerships which are solely or primarily for the purpose of sales/marketing of a product or service,
- Clearly communicate the intent, anticipated outcomes, and parameters of the relationship.

### **For Students**

The actions of student employees, student volunteers and student mentors in the field of orientation, transition, and new student programs have significant impact upon their own retention and potential success, as well as that of students whom they serve. This statement of professional ethics for students is intended to assist the student membership of the National Orientation Directors Association (NODA) in assuring that they conduct themselves in a manner which will best support positive educational outcomes.

As a member association in the Council for the Advancement of Standards in Higher Education (CAS), NODA is committed to ensuring that professional guidelines and standards are available to those involved in the arenas of orientation, transition, new student programs, and retention (hereafter referred to as OTR). Therefore, the following standards are offered as a benchmark for ethical practice in such programs. All standards are to be considered in the context of the mission and purpose of the student's home institution.

In all actions, NODA student members (hereafter referred to as Student OTR staff) shall be mindful of the [NODA Statement of Non-Discrimination](#).

In daily practice, Student OTR Staff are accountable to:

- Students (those serving in staff positions and those in transition),
- The parents, guardians, and families of students in transition,
- Professional colleagues (faculty/staff members on their campuses),
- Other student peer leaders in complimentary roles
- The institution (its mission, purpose, and goals),
- Any established contractual relationships between the OTR program and corporate sponsors or partners.

In interactions with other student staff members, Student OTR Staff *with administrative responsibility* shall:

- Use fair and appropriate processes in the recruitment and selection of staff,
- Strive to recruit a diverse student staff reflective of the composition of the institution,
- Provide accurate job descriptions and clear expectations of those serving as student staff,
- Provide sufficient training to allow student staff to meet performance expectations,
- Provide feedback on performance and other issues in a timely and fitting manner,
- Acknowledge their unique dual relationship, as both students and as paraprofessional staff members of the institution, and seek support and guidance when those roles conflict.

In relationships with corporate partners or sponsors, Student OTR Staff *with administrative responsibility* shall:

- Honor any/all contractual agreements entered into with such partnerships,
- Prioritize the educational outcomes of students, and refrain from engaging in partnerships which are solely or primarily for the purpose of sales/marketing of a product or service,
- Clearly communicate the intent, anticipated outcomes, and parameters of the relationship.

In interactions with staff peers, *all* Student OTR Staff shall:

- Model and actively encourage ethical behavior,
- Respect confidentiality in relationships with students, while maintaining policy compliance,
- Recognize and maintain appropriate boundaries in relationships.

In interactions with students in transition, *all* Student OTR Staff shall:

- Ensure that students receive accurate and adequate information necessary for decision-making,
- Ensure that students have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible,
- Recognize the diversity of experiences of students in transition, and work to meet the various needs of new students, transfer students, adult learners, and other special populations,
- Avoid circumstances wherein conflicts of interest may arise,
- Model appropriate and responsible decision-making with regards to alcohol and other personal choices,
- Recognize their own limits/boundaries in helping relationships with students, and make referrals when necessary,
- Model and encourage ethical behavior.

In interactions with parents, guardians, and families of students, *all* Student OTR Staff shall:

- Ensure that parents, guardians, and families receive accurate and adequate information necessary to support students in decision-making, while adhering to FERPA guidelines.
- Ensure that parents and families have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible,
- Recognize and respect the variety of primary support relationships of students in transition, and work to address this diversity in program offerings,
- Represent the institution in an honest and positive manner.

In relationships with faculty and staff colleagues, *all* Student OTR Staff shall:

- Initiate and foster relationships of mutual respect and support,
- Offer accurate and appropriate feedback about OTR programs to their supervisors ,
- Strive to understand training, information, and support sufficiently to assist faculty/staff members in meeting expectations.