



## Responsibilities in the Tutor-Student Relationship

This document aims to clarify the roles and responsibilities involved in the tutoring relationship as well as the roles and responsibilities of Accessibility Services. These guidelines can be used to set pedagogical goals and establish a strong working relationship with good boundaries.

This document is primarily geared towards students with learning disabilities but it is relevant for all students who are registered with Accessibility Services.

### Accessibility Services Responsibilities

1. Assessing the student's medical documentation.
2. Determining appropriate accommodations for the student while maintaining the academic integrity of the university.
3. Advising students on issues related to their learning disability.
4. Referring students with disabilities to support services such as tutoring for learning strategy and academic skill development.
5. Facilitating the accommodations process; e.g. asking for extensions, supporting petitions, approving test and exam accommodations.

### Tutor Responsibilities

1. Students with disabilities have many of the same problems doing course work as non-disabled students. They also have distinct issues related to their particular type of disability. Tutors who work with students from Accessibility Services must be open to learning differences.
2. A tutor's primary responsibility is to assist students in developing strategies for completing their course work and improving their academic skills. This includes assisting students with organizational and time management difficulties, understanding assignments, readings, and course material, as well as developing writing skills.
3. Maintain academic integrity by ensuring that the work submitted is that of the student. There are stringent consequences for the student for plagiarism.
4. At the outset of the tutoring arrangement, discuss the number of weekly sessions. Students' needs may vary and they may not always require weekly sessions. During very busy times they may require extra sessions each week. The number of tutoring sessions should match the allocated amount from the bursary.
5. A firm hourly rate must be set. **There are differences between tutoring for Accessibility Services and working as a T.A.** Preparation time is not paid for when tutoring for Accessibility Services.
6. Decide in advance what payment will be required for appointments missed but not cancelled 24 hours in advance.

7. Keep appointments with students, show up on time and give 24 hours notice if meetings have to be cancelled. Keep accurate accounts of time spent with students, money paid and/or owed and the topics covered during each session. Students should retain their own copy of this tutoring record. Modeling skills in managing this administrative process is helpful for many students in completing the required records and payment.
8. **Do not allow unpaid sessions to accumulate for any length of time. Accessibility Services cannot assist with the collection of unpaid funds.**
9. It is suggested that you meet in a public place.
10. Within the context of a tutoring relationship, personal issues are only relevant as they affect academic progress. If you have any concerns about a student's wellness, you should contact our main office at (416-978-8060/ 416-978-7677).
11. A copy of your CV should be sent to Michael Richards; [mikean.richards@utoronto.ca](mailto:mikean.richards@utoronto.ca). This is in accordance with requirements by the Ministry for administering the BSWD.

### **Student Responsibilities**

1. All students are responsible for their learning and academic success and are expected to actively participate in developing new learning strategies and improving academic performance.
2. The number of tutoring hours recommended for the Bursary is determined in consultation with your Counsellor. Tutoring hours cannot exceed the number of hours of lecture time per week.
3. If a course is dropped and you have received the tutoring money through the Bursary, the portion of money for the dropped course(s) must be returned to Admissions and Awards
4. Attempt to use the recommended tutor list provided by your Accessibility Counsellor.
5. If an appropriate tutor is not available from the list, use campus resources to find one. This tutor must then provide Michael Richards with a resume and cover letter to meet our accountability requirements for the BSWD.
6. Book appointments in advance showing respect for the tutor's schedule.
7. Provide 24 hours notice for cancelled appointments.
8. Bring relevant course material and supplies to the tutoring session.
9. Actively participate in finding a suitable place to conduct the tutoring session. It is suggested that you meet in a public place.
10. Pay the tutor in a timely fashion.
11. Keep a record of the hours tutored, payments made and the topics covered during each session. This information must be provided to Admissions and Awards at the end of each semester.
12. Budget the available money for tutoring.
13. Tutors are not required to read your texts before the tutoring session.
14. Treat the tutorial sessions as a professional relationship. (Personal issues are only relevant to discuss when they directly impact your ability to learn effectively. The discussion is limited to problem solving the specific learning issue and completing your work.)
15. Avoid plagiarism and other forms of academic dishonesty. (The tutor is only there to help develop strategies.)

## **Pay Scale Guide**

Undergrad degree in progress - \$15-25  
Undergrad degree completed - \$25 - \$30  
Graduate degree -\$30-\$40

For more info: <http://www.accessibility.utoronto.ca>  
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