




St Martin's Institute of Information Technology

Code of ethics

Malta 2009



“Live
like you
may die
tomorrow
but study
like you
may live
forever”

Edmund of Oxford

With the collaboration of all the academic staff at
St Martin's Institute of IT

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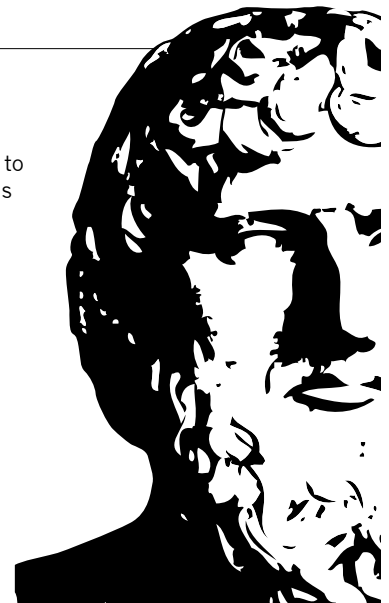
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“A rock pile
ceases to be a
rock pile the
moment a
single man
contemplates
it, bearing
within him the
image of a
Cathedral”

Antoine de Saint-Exupery, *The Little Prince*

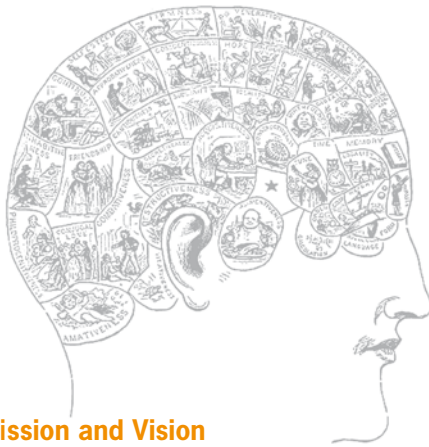
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Mission and Vision



“Rigour is to the mathematician what morality is to men”

André Weil



1. Mission and Vision

1.1 Mission Statement

St Martin's Institute seeks to be a regional icon in quality education excelling in teaching and research in multi disciplinary fields.

1.2 Vision

St Martins Institute is a private educational establishment, with the primary objective being the advancement of student achievement through intellectual, moral and social education, unlocking the students' potential to develop academically and psychologically.

Academically we aim to provide the highest quality tuition accompanied by giving close individual attention to each of our students.

We aim to assist with our students' character development and behaviour through example and by providing extra curricular activities including sports, leisure and general knowledge.

Ultimately we aim to teach by example by strict adherence to a professional attitude and code of ethics.

1.3 Objectives

We will strive continuously to become an education centre of excellence to be widely recognized in the business and academic communities for our:

- outstanding student-centered teaching that results from the faculty working together and being committed to the development of each student as an individual;
- integrated and innovative curriculum and course materials attuned to the lifelong learning needs of current and future leaders in their field;
- research that improves the profession in collaboration with other academic institutions and industry;
- action-oriented graduates who embrace an enterprise perspective and lead with integrity, vision, judgment, determination, and social responsibility.

To accomplish our goal, we create and sustain a collaborative environment for teaching, course development, research, and programme management that builds on the inter dependencies of these activities and respects the contribution of every individual.

1.4 Stake holders

St Martin's Stake holders are:

- Our Students: We are driven by the needs of our students. We understand our students' needs and deliver innovative services to meet these needs.
- Our Employees: We respect each other. We work together as one team.
- Our Community: Everywhere we do business we strive to make our community a better place to live, work, grow and prosper.



“They
cannot take
away our
self-respect
if we do
not give it
to them”

Mahatma Gandhi

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Code of Ethics



“To exist is to change, to change is to mature, to mature is to go on creating oneself endlessly”

Henri Bergson

2 Code of Ethics

2.1 Lecturers' Principles

Principle 1: Total Commitment

Total Commitment is understood in terms of the passion that lecturers shall achieve through:

- Successful students' intellectual, psychological and social development;
- Effective, enthusiastic and excellent transmission of knowledge creatively through experiential and practical methods;
- Value-added holistic education.

Principle 2: Discipline

Discipline towards self, others and the Institute is understood in terms of justice that Lecturers' shall achieve through:

- Fair dealing both academically and also in relation to other Lecturers and students;
- Responsibility and accountability towards the institution;
- Respecting students' rights and needs.

Principle 3: Role Modelling

Lecturers shall lead by example in all circumstances by:

- Respecting the Institute's Culture and Mission;

- Acting as Academics even as private citizens;
- Reflecting on the learning process by invigorating students' enthusiasm towards learning.

Principle 4: Honesty

Honesty shall be understood in terms of integrity in all matters through:

- Giving attention to students' welfare in a holistic manner;
- Taking initiative and responsibility within the profession's parameters;
- Acting with care and sincerity in all circumstances.

Principle 5: Professionalism

Professionalism shall be at the heart of every Lecturer by:

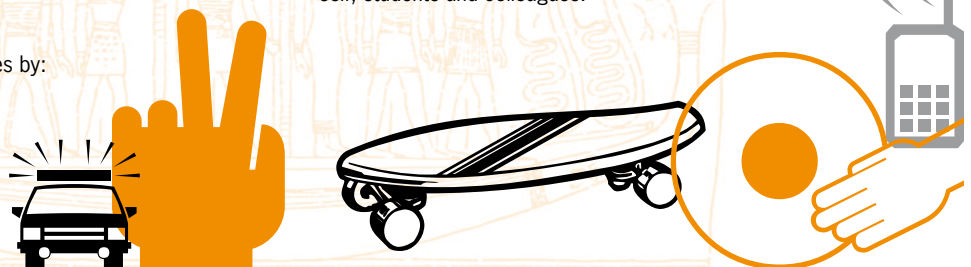
- Keeping abreast in the discipline through continuous research and continuous academic development;
 - Facilitating the students' learning process and development and supporting them to achieve successfully their tasks successfully;
 - Developing students' communication and leadership skills;
- Acting professionally towards colleagues by never criticising their work publicly as this might jeopardise their reputation;
- Showing empathy, skill and care in all duties by providing all services with the highest level;
 - Taking teaching and learning as a challenge and delivering all tasks with excellence;

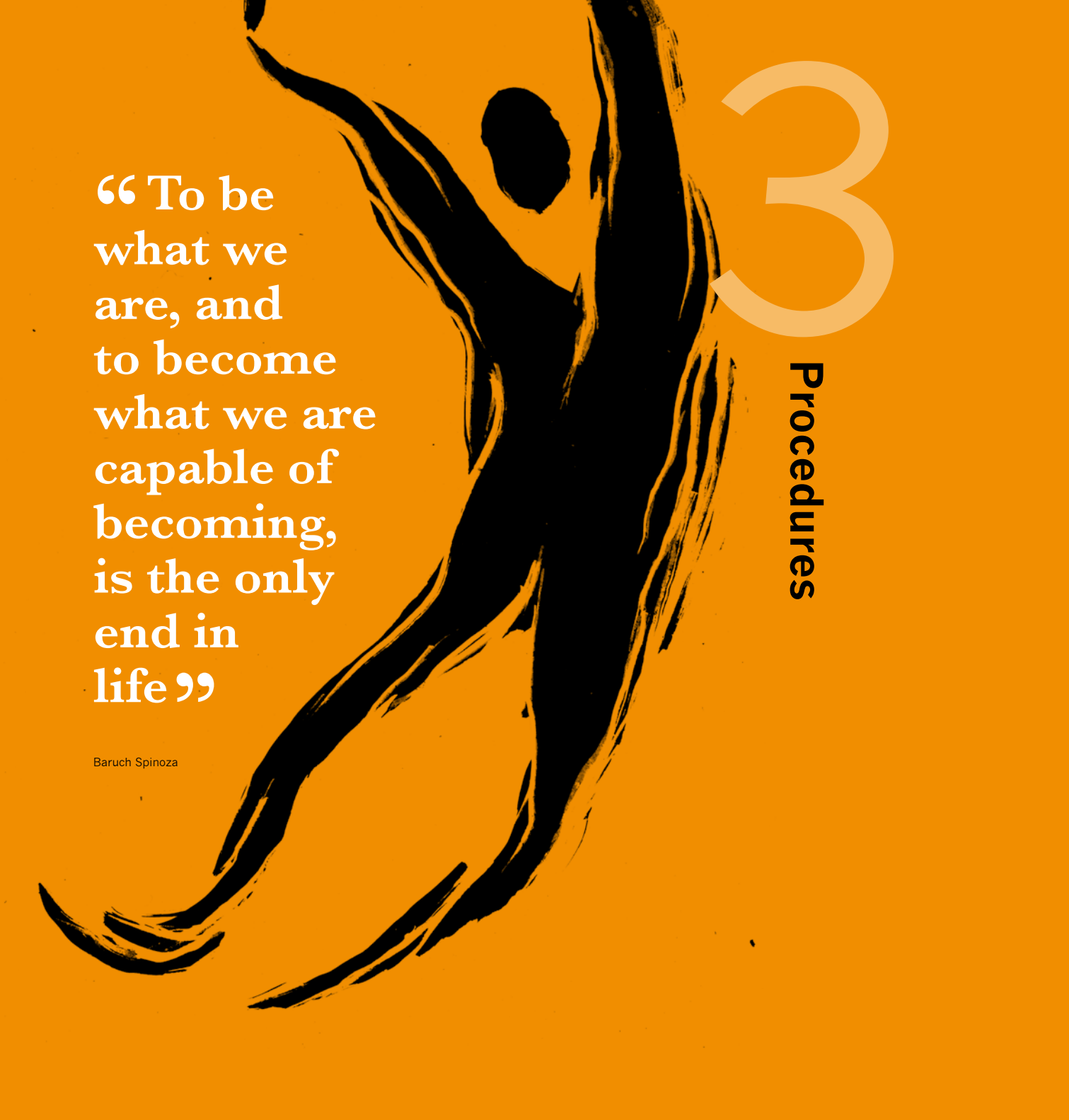


Principle 6: Respect

Respect breeds respect. Lecturers' shall:

- Preserve and keep confidential any information whether critical or not, about students, the Institute and any other related information that is deemed confidential;
- Foster intellectual critical thinking whilst respecting colleagues' and students' divergent opinions in the spirit of academic debate;
- Assist and collaborate with colleagues academically and non-academically in order that team spirit be built and fostered;
- Respect the dignity and self worth of each individual through one's appearance, behaviour, preparation, expectations of self, students and colleagues.





“To be
what we
are, and
to become
what we are
capable of
becoming,
is the only
end in
life”

Baruch Spinoza

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Procedures

“ Study without
desire spoils
the memory,
and it retains
nothing that it
takes in”

Leonardo da Vinci



3. Procedures

3.1 General Procedures

3.1.1 Code of Conduct: All members of the Institute shall apply the fundamental principles laid down in this guide in order to ensure that a high standard of conduct is observed throughout the faculty. These principles shall be applied at all times even in cases where these may be contrary to personal self-interest, and members of a faculty should encourage students to apply the same high standards of conduct.

3.1.2 Professionalism: Academics are encouraged to act with the utmost professionalism in every aspect of their profession.

3.1.3 Confidentiality: Lecturers shall not externally disclose confidential records or other non-public information without appropriate authorization, and any confidential record or information they access as a result of their position or duty is neither exploited for personal benefit nor misused for any unauthorized purpose.

3.1.4 Private Advantage: Lecturers shall not use professional relationships with students for private advantage.

3.1.5 Gratuities: Lecturers shall not accept gifts that exceed €50, and even these shall be registered with the Vice-Principal's office. The acceptance of gifts might impair, or appear to influence, professional decisions or actions.

3.1.6 Use of Adequate Language. Adequate and appropriate language shall be used to show appreciation towards students by always being in control of one's behaviour in all circumstances. This avoids hurting emotionally students and colleagues. Lecturers shall endeavour to be tactful and adopt the Institute's disciplinary rules whenever this is necessary.

3.1.7 Empathy. Lecturers shall manage effectively students' inappropriate behaviour by evaluating the situation. Lecturers shall provide feedback to the Vice-Principal, so that critical issues will be dealt with in a timely and appropriate manner.

3.1.8 Conflicts of Interest: Lecturers shall ensure that they carry out no personal activity or have no personal relationship that is in conflict with the promotion of the school and the objectives of the school or in competition with the school. Lecturers shall not provide private lessons against payment to our students, and any other activity must be approved by the Vice-Principal.

3.1.9 Dress Code: Dress code should be in keeping with the high standards of conduct encouraged by the Institute and in conference with ethical fashion.

3.1.10 Promotion: Lecturers shall be pro active in promoting the Institute at all times.

3.1.11 Usage of Resources: The Institute's resources shall not be used for other than their intended purpose. Lecturers shall manage those resources prudently and not improperly convert any such resource to their personal use.

3.1.12 Courtesy: Lecturers shall show courtesy to other members of staff and students at all times and as a norm.



“The empires
of the future are
the empires of
the mind”

Sir Winston Churchill

3.2 Procedures in relation to Lectures, Presentations and Handouts

3.2.1 Availability: Lecturers should be available, approachable and accessible to students. Lecturers shall be open to discuss issues with students outside lectures.

3.2.2 Referencing and Quoting: Lecturers shall educate students how to evaluate and use academic resources effectively and critically by using the appropriate academic methodology in their presentations, papers and handouts.

3.2.3 Punctuality: Lecturers shall penalize latecomers. Lecturers themselves shall strive to be in class at least 10 to 15 minutes before the lecture starts. They shall lead by example.

3.2.4 Diversity in Opinions. Lecturers shall foster a spirit of debate during and outside lectures respecting diverse opinion. Lecturers shall speak out their opinion as part of this spirit of debate. Lecturers shall not discriminate because there is diversity of opinions, except when these opinions are illegal or go against the known beliefs of St Martin's Institute policies. Lecturers shall foster debate amongst students.

3.2.5 Sideshow Presentations. Lecturers shall strive to upload the presentations and relevant materials for the lectures at least two days in advance so students can go over them or print them for the lecture avoiding copying during lectures. Mistakes on electronic presentations shall be amended as soon as possible, but no later than the end of the week.

3.2.6 Short Revision. Lectures comprise a short revision of the previous lecture with a short time allotted for clarifications and a short summary at the end of each lecture.

3.2.7 Real Life Examples. Examples from everyday life help the student relate new concepts to existing knowledge but lecturers shall make sure their interpretation is understood correctly by the student. Bad examples have adverse effects since they may confuse students.

3.2.8 Synchronisation with Study guide. Though lecturers are not bound to follow step by step the study guide, it is essential that there is continuous synchronisation with the study guide or assigned textbook. The learning outcomes must be adhered to at all times.

3.2.9 Tests. Lecturers are to ensure that any tests assigned are workable, unambiguous and adequately tried. Marking shall be carried out within a maximum of 10 working days.

3.2.10 Skill and care: Lecturers should ensure that they carry out their duties with proper skill and care by devoting sufficient time and energy to ensure the highest possible professionalism.

3.2.11 Academic needs: Lecturers are encouraged to suggest new books and other resources for the library.

3.3 Procedures in relation to other Lecturers

3.3.1 Communication: When lecturers deem it necessary they shall report certain circumstances to the Vice Principal or bring up the issues at the Faculty meeting and ensure that the issue is followed up. Feedback among all Faculty members shall be continuous in order that everybody is fully informed, motivated and provided with sufficient encouragement. Acknowledgement of emails or other forms of communication shall be done systematically.

3.3.2 Fostering Debate: Lecturers shall collaborate during the whole academic year to provide a smooth learning environment, including discussions on various subjects related to the course and/or subjects.

3.3.3 Scheduling of lectures: Lecturers shall collaborate for the various scheduling of classes outside the normal timetable such as for assignments and examinations.



“It is better to be hated for what you are than to be loved for what you are not”

Andre Gide

3.4 Procedures in relation to students

3.4.1 Assisting Students. Lecturers shall assist students to access all educational opportunities and benefits available at the Institute in an environment that is free of harassment, discrimination or intimidation. Lecturers shall dedicate some time (before or after a lecture) where students may be assisted with certain difficulties.

3.4.2 Disruptive Behaviour: Lecturers shall skilfully deal with disruptive behaviour and if this is persistent, they shall take the necessary steps and refer the situation to the Vice Principal.

3.4.3 Emails from students with questions that might be beneficial to others should be posted on the intranet forums. The student would be advised to seek the answer on the forum.

3.4.4 Repetitive absenteeism is to be followed through by email and/or SMS and if no response is received, the first time the student attends a lecture, the subject of absenteeism is brought up to identify the reason. The importance of attending lectures must be emphasised and if recurrent absenteeism persists, this shall be reported to the Vice-Principal.

3.4.5 Students Learning Process. Lecturers shall invite, encourage and help students to reflect upon and monitor their own learning and create enthusiasm in their learning process.

3.4.6 Availability: Lecturers shall ensure that they are available in a specified and announced time period to students outside contact hours. They should also try to be involved in extra curricular activities.

3.4.7 Knowledge: Lecturers shall keep an open mind and listen attentively to students' input. Lecturers shall preferably answer students' queries there and then. If lecturers wish to consult before answering, then they should provide the answers at the next session.

3.4.8 Positive Thinking: Lecturers shall encourage students by emphasizing the positive aspects rather than the negative.

3.5 Procedures in relation to Parents

3.5.1 Lecturers shall recognise that, at times, they should work with parents to promote the welfare of their students, particularly by consulting and involving parents whenever this is necessary without breaching data protection.

3.5.2 Lecturers shall recognise the right of parents to consult them, through proper channels, on the welfare or progress of their children with their children's consent where necessary unless the issue is endangering their own life or other people's life.



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