

## ***The Ethical Professor: # 22 "SECURITY"***

Dear Faculty Member,

As you prepare your syllabi and think about your first meetings with your students we know you will also be thinking about how to be the best possible "guardian" of their physical, intellectual and emotional security. Please consider sharing some or all of this information with your students – on your syllabus, via eCompanion, or in your opening remarks.

First, due to recent events, Opening Day will address our physical security and safety by focusing on emergency preparedness. Please attend the sessions and review the online resources at: <http://www.smc.edu/StudentServices/EmergencyPreparedness/Pages/Faculty-Tool-Kit.aspx> Reassure students that you are aware of Campus policies; inform them as to what you will do as well as what they should do during an emergency during class. (Emergency Preparedness Taskforce invites your responses to or suggestions about this information.)

Second, we hope you will also take appropriate steps to protect the "intellectual security" of our campus community by emphasizing the importance of ethical conduct and maintaining academic integrity. You might find it useful to view and perhaps show and/or discuss in class these videos on plagiarism. (Go to: STUD 101 on eCompanion.) We recommend informing students of SMC's and your policies on cheating, etc.

Let's be prepared for "the worst" but expect – and demand – the best! Have a great semester!

Jim Stramel (on behalf of the Academic Senate's Professional Ethics and Responsibilities Committee. Teri Bernstein and Jim Stramel, co-Chairs)

Please don't respond to this email; if you would like to comment or participate in the threaded discussion go to: **FAC 101** in eCompanion, "Faculty Forum" unit.

One of the functions of the Academic Senate's Professional Ethics and Responsibilities Committee is to promote understanding of and adherence to our Code of Ethics. To this end, we are continuing our series of brief emails to faculty which present a variety of common ethical dilemmas or problems that faculty members may face. Rather than telling people what they must do, we raise these issues in order to stimulate reflection on our own individual conduct and we try to encourage "best practices." Our presumption is that each of us is committed to being an "ethical professor," but that reflection on our practices might reveal opportunities for improvement or help us to better handle such situations when they arise.