

Revising the ASEE Code of Ethics: A Community Process

Prof. Rebecca A Bates, Minnesota State University, Mankato

Rebecca A. Bates received the Ph.D. degree in electrical engineering from the University of Washington. She also received the M.T.S. degree from Harvard Divinity School. She is currently Professor of Integrated Engineering and Computer Science at Minnesota State University, Mankato.

Dr. Sharon A. Jones P.E., University of Washington

Sharon Jones is the Vice Chancellor for Academic Affairs at the University of Washington Bothell. She is a licensed civil engineer with degrees from Columbia University, the University of Florida, and Carnegie Mellon University. Her research interests focus

Dr. Jonathan Beever, University of Central Florida

Jonathan Beever is Associate Professor of Philosophy and faculty with the Texts & Technology Program at The University of Central Florida. He has held postdoctoral positions with Penn State's Rock Ethics Institute and with Purdue University's Weldon S

Dr. Joseph R. Herkert, North Carolina State University

Joseph R. Herkert (Life Senior Member, IEEE) is an Emeritus Associate professor of Science, Technology, and Society (STS) at North Carolina State University, Raleigh, NC, USA. Professor Herkert taught engineering ethics and STS courses for more than 35 years. He is editor of *Social, Ethical and Policy Implications of Engineering: Selected Readings* (Wiley/IEEE Press, 2000) and co-editor of *The Growing Gap between Emerging Technologies and Legal-Ethical Oversight: The Pacing Problem* (Springer, 2011), and has published numerous articles on engineering ethics and societal implications of technology in engineering, law, social science, and applied ethics journals and edited volumes. Herkert previously served as Editor-in-Chief of *IEEE Technology and Society Magazine* and an Associate Editor of *Engineering Studies*. Professor Herkert has been a leader in many professional organizations including the Society on Social Implications of Technology (SSIT) of the Institute of Electrical and Electronics Engineers (IEEE), the National Institute for Engineering Ethics (NIEE), and the Engineering Ethics and Liberal Education/Engineering and Society Divisions of the American Society for Engineering Education (ASEE). He is a fellow of the American Association for the Advancement of Science, a fellow of ASEE, and a Distinguished Life Member of the NIEE Board. He recently served as chair of the SSIT Technical Committee on Ethics and Human Values and was Program Co-chair of IEEE ETHICS-2023 and IEEE ETHICS-2025. Herkert graduated with a D.Sc. Engineering and Policy, Washington University in St. Louis and B.S. Electrical Engineering, Southern Methodist University. Prior to his career in academia, he worked for more than 5 years as a consultant in the electric power industry, during which time he became a registered Professional Engineer.

Dr. Rosalyn W. Berne, University of Virginia

Rosalyn W. Berne, Ph.D. is the Olsson Professor of Applied Ethics in the School of Engineering and Applied Sciences at the University of Virginia, and Chair of the Department of Engineering and Society. She also co-directs the Online Ethics Center for Engineering and Science (OEC). As a scholar, Berne explores the intersecting realms of emerging technologies, science, fiction, and myth, and the links between the human and non-human worlds. Published under her name are three academic books; a science fiction novel; two award-winning books in the genre of body-mind-spirit, and numerous papers and articles. On leave from UVA from 2009 to 2011, she served as Vice President for Academic Affairs for the Institute for Shipboard Education. On leave from 2018 to 2020, she served as Director of the Center for Engineering Ethics and Society at the National Academy of Engineering. Professor Berne serves on the ethics committee of the American Society for Engineering Education; on the Engineering Change Lab - USA Communication & Outreach Committee; and on the Board of the National Institute for Engineering Ethics. She is an emerita advisor to the "Engineering One Planet" project of the Lemelson

Foundation and emerita advisor to the Kern Family Foundation KEEN project: "Educating the Whole Engineer." She is currently PI of the Engineering Character Strength Initiative funded by Wake Forest's Educating Character Initiative.

Dr. Angela R Bielefeldt P.E., University of Colorado Boulder

Angela Bielefeldt is a professor at the University of Colorado Boulder in the Department of Civil, Environmental, and Architectural Engineering (CEAE) and Director for the Engineering Plus program. She has served as the Associate Chair for Undergraduate

Dr. Andrew O. Brightman, Purdue University – West Lafayette (College of Engineering)

Andrew O. Brightman is Professor of Engineering Practice in the Weldon School of Biomedical Engineering. His research background is in cellular biochemistry, tissue engineering, engineering ethics, and diversity, equity, and inclusion in engineering education. Professor Brightman is an inaugural Fellow of the Online Ethics Center for Engineering and Science and is developing a Community of Practice around Ethics Education in Biomedical Engineering to develop and disseminate best practices for ethics training for the field of Biomedical Engineering.

Revising the ASEE Code of Ethics: A Community Process

Abstract

A professional code of ethics is a representation of a community's obligations within the context of its values, principles and rules. The field of engineering education, including research and practice, has grown and matured in the last few decades into an exemplar of a professional community, driving the need for a revision to the American Society for Engineering Education (ASEE) Code of Ethics. This practice paper presents the process that we used for such revision, and the findings suggesting that the Code should apply to professionals, especially ASEE members, in a broad rather than narrow sense. Revisions were benchmarked with recent revisions to ethics codes for several other professional associations relevant to engineering education. The process included an informal review of proposed changes by expert colleagues, a special session to review and discuss proposed changes during the 2024 Annual Conference, and a period of public comment and feedback during 2025. Contextually, the latter parts of this process took place during a period of great uncertainty and change for higher education that had to be acknowledged. We discuss the motivation and reasoning behind some of the decisions about words, phrases, and focus that resulted in the updated version.

Introduction

A code of ethics is a representation of a community's values, principles and rules, and the obligations associated with those, within a particular context. A narrow sense of a code's application connotes a narrow sense of professionalism: that technical membership in a profession exhausts the ethical reach of that profession. The field of engineering education, including research and practice, has grown and matured in the last few decades into an exemplar of a broad sense of professional membership, driving the need for a revision to the ASEE Code of Ethics.

Earlier ASEE codes of ethics assumed that the behavior of all society members would likely be “covered” under their individual disciplinary code of ethics. The first code recognized that the roles of engineering educators would include additional expectations as well as overlapping disciplinary obligations across the education and enculturation lifecycle. However, engineering educators are not just engineers but include librarians, and scholars and teachers in the humanities, social sciences, math, sciences, entrepreneurship, and others. Given the relational and complex reach of many professional fields and domains, an ASEE code should apply to all who support the development of engineers through formal education. As a community of educators, we have both micro ethical obligations to our peers and students and macro ethical obligations to society and the communities we serve. Addressing this need for inclusion motivated additional changes to the code.

Background

Engineering codes of ethics have intended to guide engineering students and professionals since at least the early twentieth century. But they are notoriously difficult to maintain, actualize, and enforce. Scholars have evidenced, for example, ways that they are “almost universally ignored”

in determining solutions to ethical issues [1]. Luegenbiehl argued in the early 1980s that codes of ethics should focus on guidelines for ethical engineering decision-making rather than a set of rules in order to overcome the application problem [1]. Engineering ethicist Michael Davis and colleagues at Illinois Institute of Technology (IIT) have led the aggregation of engineering codes of ethics in part to track their change over time through the Ethics Code Collection at IIT. Davis' work evidences improvement over time (as a "slow increase in the written commitments they [engineers] are willing to make" [2]) and revision over time (at least in terms of their verbosity [2]). Riley, Slaton, and Herkert have argued that so-called "canonical" codes might require supplementation by "shadow codes" in order to "reframe existing priorities... or introduce entirely new, previously unspeakable priorities" [3] into engineering practice and culture. More broadly, other scholars have worried to what extent ethics codes provide legal or normative shields rather than actually promoting responsibility [4], and how effective the standard negative framing and "bare minimum" approach of codes of ethics can be in training and education [5].

Further, some claim that codes are unnecessary or redundant because engineers just do the right thing by their training or inclination. That is, engineers might have a general or implicit sense of the "right thing" and are habituated to do it. On this view, ethics is not the sort of thing that can be taught because, as Deborah Johnson notes, "skeptics seem to believe that ethical behavior is not a matter of reasoning or reflection but something more primitive" [6, p. 60]. As Johnson, Davis, and many others have argued, this view denies the complexity of ethical decision-making, and makes too many assumptions about the epistemic and moral straight-forwardness of the engineer's moral evaluations under complex and shifting conditions. It seems more reasonably the case that engineers are trained to have narrow and specific expertise and, in part because of this, often find that their sense of "the right thing to do" conflicts with others across sub-disciplines or teams or is muddled by the complexity of the context in which they are asked to make decisions.

Yet, despite their difficulties, engineering codes of ethics continue to serve as normative signposts for students, educators, professionals, and engineering communities. The processes by which professional societies revise their codes of ethics vary substantially, reflecting differing ethical commitments to transparency, member engagement, and the cultivation of shared understanding and accountability. For example, IEEE employs a highly procedural and public revision process with formal member comment and board approval requirements, ASCE uses a hybrid committee- and member-informed approach for major revisions, while ASME relies more heavily on centralized, board-driven processes with limited public input. Code prominence in education also varies by discipline; 62% of those teaching civil engineering students about ethics and societal issues included codes of ethics compared to only 34% in computer science and 37% in aerospace engineering [7].

Many argue that codes of ethics remain important components of ethics enculturation, as part of training within the profession in conversation with other forms of professionalization, ethics education, and socialization (see Fig 1, [8]). Within professionalization specifically, Brown et al. see codes as situated in the professional landscape among educational standards, bodies of knowledge, affinity organizations, and regulatory professionals (see Fig 2, [5]). Others have taken an even more positive position on the role of engineering codes of ethics. Michelfelder and Jones, for instance, have argued that codes of ethics should advance paramount norms of

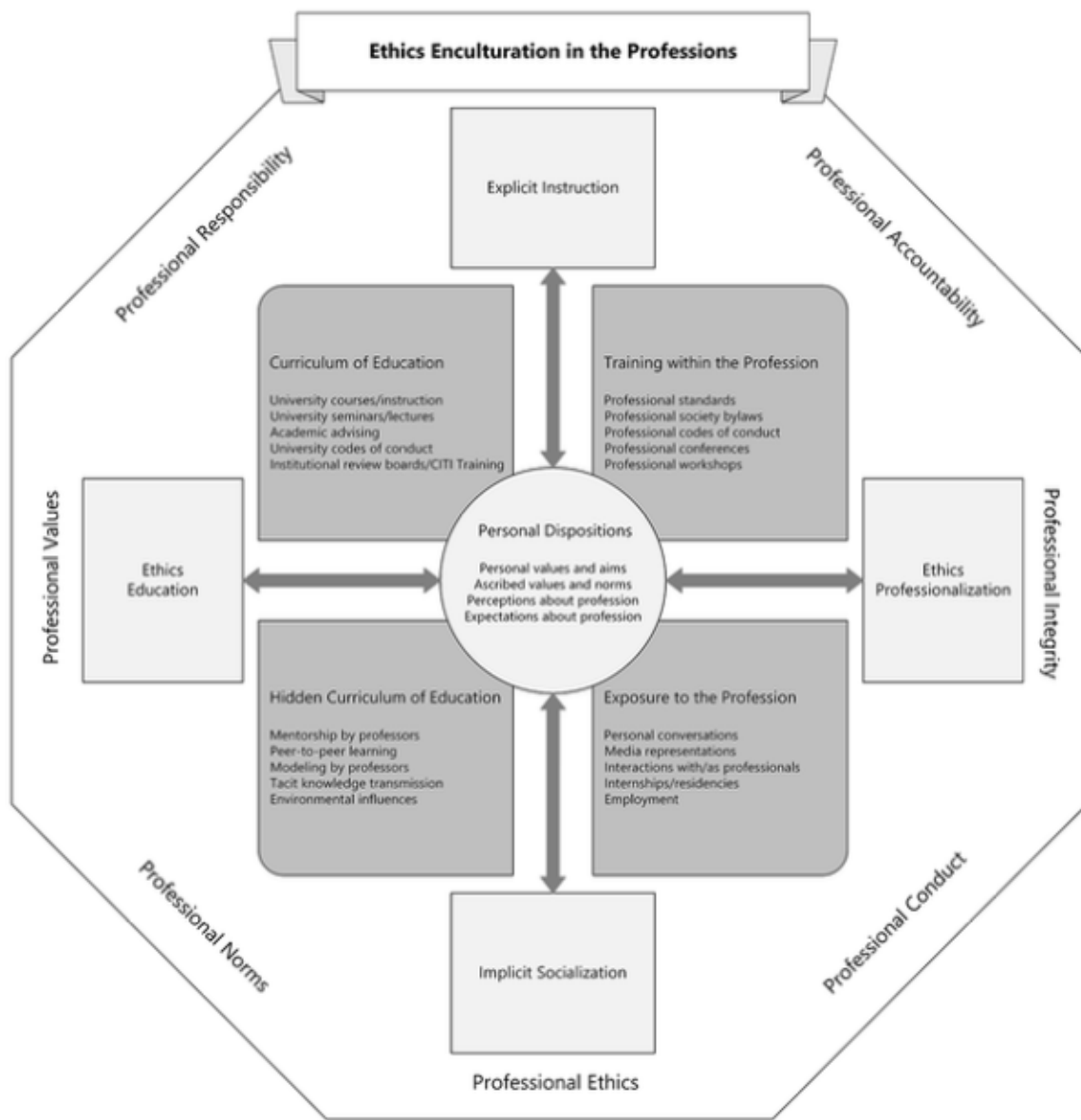


Figure 1: Framework of ethics enculturation in the profession (from [8, p. 315])

sustainability and social justice with the explicit goal to “elevate the status of the engineer as public intellectual and agent of social good” [9]. For ASCE members, the Code of Ethics serves as a mechanism of affirming and communicating Society norms and expectations. Beyond their specific roles, codes of ethics shape community identity, especially important in collaborative environments in which most engineers work. Indeed, as Michael Davis noted, “[a] code is a solution to a coordination problem” [10].

Conversations about the difficulties, potential, and tensions around engineering codes of ethics are fundamental to their creation and maintenance. Thought leaders in professional organizations play a vital role in both reflecting their communities’ values and also advancing emerging

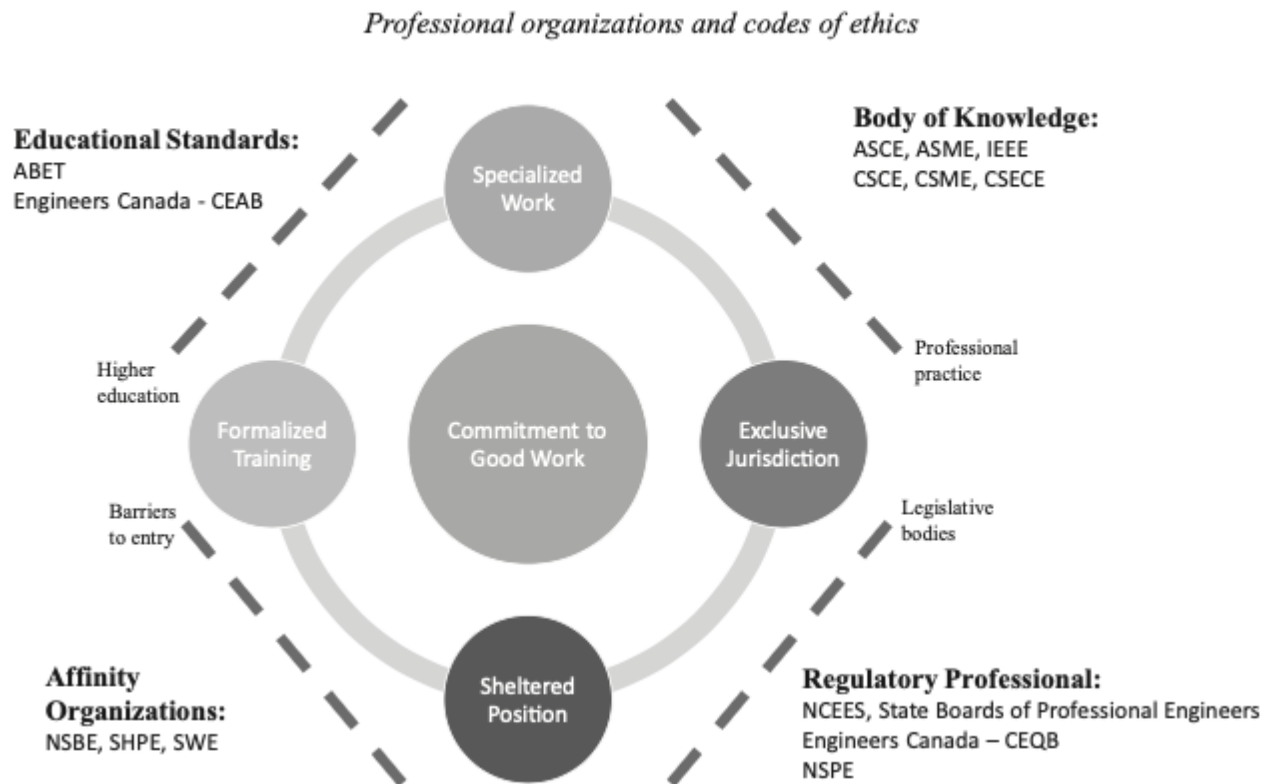


Figure 2: Professional organizations and codes of ethics (from [5, p. 97])

normative perspectives in their fields. Engineering educators stand as a paradigmatic use case here, given the breadth of engineering communities across subdisciplines and professions.

History of the Code of Ethics for Engineering Educators

The ASEE Code of Ethics was initially formulated in 2011 by an ad hoc committee of the ASEE Engineering Ethics Division. The 2011 Code (see Table 1) was fairly simple and straightforward although an objection was raised by the ASEE Board who questioned the inclusion of “sustainable development.” Although the committee found this to be an odd objection given the long-standing commitment of ASEE to the importance of the principles of sustainable development in engineering education (<https://www.asee.org/about-us/who-we-are/our-vision-mission-and-goals/statements/sustainable-development-education>), “sustainable development” was replaced by “environmental and social impact” and the Code was adopted by the Board [3].

At the request of the Board a comprehensive review of the Code was undertaken in 2018-2019 by an Ethics Task Force (which subsequently became the ASEE Committee on Ethics and Member Conduct). Major changes included: a change from an ASEE member code to a code for Engineering Educators; indication that the code provisions are intended to be guides; inclusion of ABET language regarding contexts of professional and ethical responsibilities; inclusion of sustainable development and social justice; and inclusion of gender identity and gender expression. This version (See Table 1) was adapted by the Board in 2019.

Table 1: Evolution of the Code of Ethics for Engineering Educators

American Society for Engineering Education Code of Ethics (2011)	Code of Ethics for Engineering Educators (2019)	Code of Ethics for Engineering Educators (2025)
The American Society for Engineering Education (ASEE) is a nonprofit organization committed to furthering education in engineering and engineering technology. ASEE members, including educators and the industry partners who work with them, occupy positions of significant authority, and that authority is accompanied by significant ethical responsibilities. Those members who perform professional work in a technical discipline are bound by the code of ethics of their professional society, including the requirement to hold paramount the safety, health, and welfare of the public. In addition, all ASEE members shall	The American Society for Engineering Education (ASEE) is a nonprofit organization committed to furthering education in engineering and engineering technology. ASEE members, including educators and the industry partners who work with them, occupy positions of significant authority, and that authority is accompanied by significant ethical responsibilities. Those members who perform professional work as a representative of a specific disciplines are guided by the code of ethics of their professional society, including, in engineering codes, the requirement to hold paramount the safety, health, and welfare of the public. In addition, all ASEE members shall be guided by the following:	Engineering educators occupy positions of significant influence over the development of individuals students, colleagues, and the profession of engineering and engineering technology that are accompanied by responsibilities described in this code of ethics. Engineering educators must be aware of and respect the power dynamics, expectations, cultures, principles, rights, policies, and regulations that affect their work. Engineering educators are also guided by the code of ethics of their disciplines or fields, including, in professional engineering codes, the requirement to hold paramount the safety, health, and welfare of the public. The American Society for Engineering Education (ASEE) is a nonprofit organization of individuals and institutions committed to furthering education in engineering and engineering technology. ASEE and its members play a leadership role in promoting ethical responsibility and following this code of ethics. Engineering educators shall guide their students in recognizing, evaluating, and acting on their professional responsibilities and be guided by the following responsibilities:
1. Ensure all graduates have an understanding of their professional and ethical responsibility.	1. Work to cultivate students' abilities to recognize ethical and professional responsibilities in engineering situations and make informed judgments, including consideration of the impact of	1. Cultivate abilities to recognize ethical and professional responsibilities in engineering situations and make informed judgments, including consideration of the impact of

	engineering solutions in global, economic, environmental, and societal contexts.	engineering solutions in global, economic, environmental, and societal contexts, through effective teaching, mentoring, research, and advising.
2. Encourage students to use their knowledge and skills for the enhancement of human welfare.	2. Encourage students to use their knowledge and skills for the betterment of human welfare.	2. Use their knowledge and skills for the betterment of human welfare, including in such areas as social justice and sustainability.
3. Encourage students to be aware of the environmental and social impact of their solutions.	3. Encourage students to be aware of the need for sustainable development and social justice and how engineers can contribute to both.	
4. Maintain and improve their expertise by continuing professional development and provide opportunities for colleagues to do the same.	4. Maintain and improve their expertise by continuing professional development	3. Maintain and improve their expertise as educators; participate in opportunities for professional development and engagement with engineering practitioners; and commit to applying and advancing evidence-based practices and sharing knowledge.
5. Undertake professional responsibilities only in the areas of their competence.	5. Recognize the limits of their knowledge and areas of competence and act with humility to engage others with complementary knowledge and competence when pursuing professional responsibilities.	4. Recognize the limits of their knowledge and areas of competence and act with humility to engage others with complementary knowledge and competence when pursuing educational responsibilities.
6. Be honest and impartial, with no tolerance for bribery, fraud, corruption, and academic dishonesty, and instill those same principles in their students.	6. Be honest, transparent, and impartial, taking care to recognize and mitigate hidden biases, with no tolerance for bribery, fraud, corruption, and academic dishonesty, and instill those same principles in their students.	5. Be honest, transparent, and impartial, taking care to recognize and mitigate hidden biases, with no tolerance for discrimination, harassment, bribery, fraud, corruption, and academic dishonesty.
7. Respect the intellectual property of others by properly attributing previous works and sharing appropriate credit with co-authors, including students.	7. Respect the intellectual property of others by properly attributing previous works and sharing appropriate credit with co-authors, including students.	6. Respect the intellectual property of others by properly attributing previous works and sharing appropriate credit with co-authors, including students and community partners.
8. Avoid actual or apparent conflicts of interest.	8. Avoid or disclose actual or apparent conflicts of interest.	7. Avoid or disclose actual or apparent conflicts of interest.

9. Build their professional reputations on the merit of their own work and the professional partnerships they form.	9. Build their professional reputations on the merit of their own work while acknowledging the contributions of the professional partnerships they form and the students they work with.	8. Build their professional reputations on the merit of their own work while acknowledging the contributions of the professional partnerships they form and the students with whom they work.
10. Treat all persons fairly regardless of race, religion, gender, sexual orientation, disability, age, or national origin.	10. Treat all persons equitably and with fairness regardless of race, religion, gender, gender identity, gender expression, sexual orientation, disability, age, or national origin.	9. Treat all persons equitably with respect, dignity, and fairness regardless of characteristics including race, religion, gender, gender identity, gender expression, sexual orientation, social class, type of dis/ability, culture, age, military service status, and national origin.
11. Demonstrate respect for students and professional colleagues, never tolerating harassment.	11. Demonstrate and model respect for students and professional colleagues, never engaging in nor tolerating any forms of harassment.	[included in numbers 5 and 9]
		10. Identify opportunities to advocate for systemic changes for continuous improvement of engineering education and student experience.
12. Protect confidential information concerning students and professional colleagues.	12. Protect confidential information concerning students and professional colleagues.	11. Protect the privacy of information concerning students and professional colleagues.
13. Provide fair evaluations of students and professional colleagues that reflect the true merit of their work.	13. Provide fair evaluations of students and professional colleagues that reflect the true merit of their work.	12. Provide fair evaluations of students and professional colleagues that reflect the true merit of their work.
14. Support other professional colleagues in following this code of ethics.	14. Support other professional colleagues in following this code of ethics.	13. Support other professional colleagues in following this code of ethics.

Review Process

The ASEE Ethics Committee was charged with the following activity by President Doug Tougaw on October 18, 2023:

Reviewing the Code of Ethics and Codes of Conduct including the study of codes of other organizations to determine whether they need to be updated. Reviewing the policies and procedures document followed by the Committee for any needed updates, including:

- Investigating whether we should allow anonymous submissions of ethical complaints as part of our policy.
- Determining whether we need to add a Harassment Policy to our existing policies to ensure that the ethical policies cannot be used to harass someone with a frivolous complaint.

Proposed Review of Codes of ethics and conduct (effective July 2024)

At least every 8 years, a review is initiated by the ASEE President.

- The President calls on the Committee on Ethics and Member Conduct plus others as appointed to create a task force to review the codes.
- The task force makes recommendations for changes within 9 months.
- The recommended changes are presented to ASEE members for a period of comment of at least 6 weeks. Comments could be gathered electronically or through online or face-to-face meetings.
- The task force reviews comments and updates recommendations if warranted.
- The task force finalizes a draft and presents it to the board for feedback or approval within 6 weeks.

Figure 3: Defined Process for Review of Codes

The Committee, formed in 2018, began by reflecting on and discussing the first few years of committee activity. Questions that have arisen seemed to be best addressed by reviewing and updating the policies and procedures that have guided committee activity. A complete revision of the Committee's policies and procedures was undertaken with key changes being that anonymous submissions are not allowed, although confidentiality can be requested during the process by the complainant. A policy of strong confidentiality about results and sanctions was recommended, which had been the Committee's practice and expectation thus far.

After this, a review of the Engineering Educator Code of Ethics as well as the Codes of Conduct for volunteers and at meetings began, including review of code updates across a variety of professional engineering societies. By June of 2024, the Committee proposed a process for formal review of the codes that includes broad stakeholder involvement (See Fig. 3) and planned for opportunities for education, engagement and awareness-building about the codes amongst society members, behavior expectations, and reporting and investigation processes. With updated versions of the codes, a feedback session at the 2024 Annual Conference provided an opportunity to disseminate the process.

Some professional societies invest significant attention to their codes of ethics, recognizing that their influence depends not only on formal adoption but also on sustained interpretation and engagement. For example, the American Society of Civil Engineers (ASCE) has revised its code of ethics multiple times since the 1970s, such as adding a responsibility to strive toward sustainable development in 1996 and adding a new canon embracing equity and inclusion in 2017. In 2020 the ASCE fundamentally reorganized how ethical obligations are defined and prioritized, replacing the traditional canons with a hierarchical stakeholder-centered framework. This shift reflects not merely an update to ethical guidance, but a reconceptualization of professional responsibility in civil engineering. In addition to these formal revisions, ASCE has long reinforced the relevance of its code through regular ethics commentary published alongside technical content in its monthly professional magazine, helping to keep ethical considerations visible and salient within everyday civil engineering practice. [7]

Initial revisions of the code were benchmarked with recent revisions to ethics codes for several other professional associations relevant to engineering education. In addition to the ASCE code discussed above, examples here include comparisons of codes from IEEE and the American Academy for Environmental Engineers and Scientists (AAEES). The IEEE Code of Ethics has been revised three times in recent years. In 2013 the provision on diversity and inclusion was revised to more clearly prohibit discrimination and to include sexual orientation and gender identity as non-discrimination categories. In 2017 significant revisions were made to the Code as a result of changes in societal values and developments in Artificial Intelligence and other emerging technologies (e.g., inclusion of ethical design, sustainable development, and intelligent systems). In 2020 the Code was revised in response to further concerns about diversity and inclusion and protection of personal privacy and reorganized under high-level principles including an emphasis on not engaging in harassment and discrimination. [11,12]

The AAEES code addressed several issues that the existing ASEE code did not have [13]. These included highlighting leadership in that subdiscipline in the preamble; setting a high expectation for professionalism by all members (not just students); defining the breadth of sustainable development; and emphasizing innovation, multidisciplinary, and sharing knowledge; and mentioning inclusivity throughout the code. It was also found that other engineering codes have significantly changed over the last decade to address issues such as sustainability and equity.

In spring of 2024, the proposed updates to the ASEE Code of Ethics for Engineering Educators included adding the phrase “through effective teaching, mentoring, and advising.” to the end of point 1 as well as significant changes to the preamble. In essence, the change to the preamble sets up the Code as the Code for all engineering educators rather than just a code for members of ASEE. This aligns with the codes of ethics for many professional societies where the codes of ethics are understood to apply to all members of the profession rather than to just members of the society. As the field of engineering education has developed over the last decades, with more and more earning doctorates in the field of engineering education, we see that the code of ethics could reasonably apply to all who are members of the profession, and not just ASEE. Because this is a significant change, and one that is connected to the development of a profession, we believed this is an appropriate point to both present to membership and allow for comment. Proposed updates to the Code of Conduct at ASEE events were set up to align reporting with the processes updated and defined by the committee. Proposed updates to the Volunteer Code of Conduct were minor wording changes to address the range of volunteer activity, including reviewing and other service activities that may not be considered leadership, and other points to clarify the principles.

At this point, the Committee formally responded to the two points of charge from the ASEE Board with statements indicating 1) ASEE should not allow anonymous submissions per policy. As appropriate, confidentiality will be maintained to the greatest extent possible. 2) Because the codes specify no harassment of any type as well as no retaliation, behavior shown to be harassing would also be violations of the existing code. The committee did not believe additional wording needed to be added to either the code or policy.

Responding to Community Feedback

In response to the 2024 conference feedback session, which included about 25 conference attendees, issues of how restorative justice was and could be used as an approach for reconciliation rather than punitive processes were clarified in the Committee processes and issues of social justice were formally included. After this, consideration of earlier calls for changes (e.g., [14]) as well as informal review by expert colleagues happened that included feedback that how educators guide students should be formally included, either in individual tenets or in the preamble. The preamble was revised to incorporate this. Because “betterment of human welfare” can be debated, we specified some lenses for evaluating betterment.

After incorporating this feedback in fall of 2024 and preparing for formal community feedback, the committee requested support for reaching out to ASEE membership. At the time, limited society and committee resources meant that the most effective period for reaching members would be during the 2025 ASEE Annual Conference. The six-week review and comment period specified in the review process began during the conference in June 2026 and ended on July 31, 2025. A summary of the 54 responses to an electronic survey asking for feedback via a Likert survey and written comments is included in Table 2.

Table 2: Tabular summary of 54 responses to the changes proposed in the November 8, 2024 version of the Code of Ethics

Proposed Changes	Total Responses	% Agree or Strongly Agree	% Disagree or Strongly Disagree
Overall, I support the proposed changes to the ASEE Code of Ethics.	54	90%	10%
I support the proposed changes to the Preamble of ASEE Code of Ethics (the first two paragraphs).	54	98%	2%
I support the proposed changes to the updated responsibility #1.	54	100%	0%
I support the proposed changes to the updated responsibility #2 (with components of original responsibilities #2 and #3).	54	81%	19%
I support the proposed changes to the updated responsibility #3.	54	96%	4%
I support the proposed changes to the updated responsibility #9 (with components of original responsibilities #10 and #11).	54	89%	11%
I support the proposed changes to the updated responsibility #10.	54	81%	19%

Of the 54 respondents, twenty provided written feedback including twelve responses about the proposed changes to the preamble. Of these, none felt that the Code (with proposed changes) omitted anything that should be included. Responses supporting the changes describe them as timely and as putting ASEE on equal footing with other professional societies. Besides minor editing, themes with substantive feedback for consideration included addressing the following issues: power vs. authority to contextualize impact and responsibility; whether there should be an emphasis on students vs. individuals; the use of the word "equity" in item 2; a missing emphasis on educators working with practitioners, licensing, engineering workplace, etc.; whether teaching practice should be innovative (requiring change) vs. evidence-based; suggested wording changes related to abilities and status of veterans; whether we should include lists which have the potential to leave concepts out; and whether advocacy should be a required responsibility.

Weighty Conversations & Moving Forward

Given this feedback, we as the committee strongly debated the use of the word “power” in the preamble instead of authority, but ultimately recognized that both authority and influence are forms of power, one bestowed through structures and one that may come from personal characteristics. Influence can extend across the breadth of structures. While ultimately removing the word “power” from our initial proposed change, we also felt it was important to acknowledge that power dynamics along with many other things will affect our work as engineering educators.

We had originally proposed including equity in the list of the second point along with social justice and sustainability (which were already in our Code), but we have concerns the word may serve as a lightning rod. We feel maintaining the concepts of social justice and sustainability are crucial in our code and that equity can be captured in the term social justice. If equity had been used in the earlier code, we would not strike it, but do not propose adding it now. Working with the idea of what social justice means in an engineering context is something we as a community should continue discussing.

One commenter suggested adding an additional fourteenth point to the code: *Safeguard academic freedom and freedom of expression for themselves, their colleagues, and their students, while at the same time modelling the responsible exercise of academic freedom.* We have not added this point because it was not something that was reviewed through the process, either in earlier versions or as part of the comment period. As a professional society comprised mainly of academics, this is an important conversation for our community to engage with. As engineering educators, can we effectively safeguard academic freedom individually, as a code would suggest? While it is something we could strive for, it may be more effective to have a message come from the society as a whole, representing the community.

The final proposed revisions to the Code of Ethics of Engineering Educators (see Table 1 as well as the Appendix for a version of Table 1 that can be used as a handout) were submitted to the board in September of 2025. Because we want the Code to be effective and have value for the community, future work requires community education and interaction with the Code. Special sessions at conferences, webinars, and formal and informal conversations can motivate engagement for engineering educators. Specifically, an associated special conference session at

the 2026 Annual Conference will continue the work of education and convergence around the updated Code of Ethics within our community.

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Appendix

Table 1, illustrating changes in the ASEE Code of Ethics for Engineering Educators is presented here as a single page table so that it can be used as a handout for educational or discussion purposes.

Evolution of the Code of Ethics for Engineering Educators

American Society for Engineering Education Code of Ethics (2011)	Code of Ethics for Engineering Educators (2019)	Code of Ethics for Engineering Educators (2025)
The American Society for Engineering Education (ASEE) is a nonprofit organization committed to furthering education in engineering and engineering technology. ASEE members, including educators and the industry partners who work with them, occupy positions of significant authority, and that authority is accompanied by significant ethical responsibilities. Those members who perform professional work in a technical discipline are bound by the code of ethics of their professional society, including the requirement to hold paramount the safety, health, and welfare of the public. In addition, all ASEE members shall	The American Society for Engineering Education (ASEE) is a nonprofit organization committed to furthering education in engineering and engineering technology. ASEE members, including educators and the industry partners who work with them, occupy positions of significant authority, and that authority is accompanied by significant ethical responsibilities. Those members who perform professional work as a representative of a specific disciplines are guided by the code of ethics of their professional society, including, in engineering codes, the requirement to hold paramount the safety, health, and welfare of the public. In addition, all ASEE members shall be guided by the following:	Engineering educators occupy positions of significant influence over the development of individuals students, colleagues, and the profession of engineering and engineering technology that are accompanied by responsibilities described in this code of ethics. Engineering educators must be aware of and respect the power dynamics, expectations, cultures, principles, rights, policies, and regulations that affect their work. Engineering educators are also guided by the code of ethics of their disciplines or fields, including, in professional engineering codes, the requirement to hold paramount the safety, health, and welfare of the public. The American Society for Engineering Education (ASEE) is a nonprofit organization of individuals and institutions committed to furthering education in engineering and engineering technology. ASEE and its members play a leadership role in promoting ethical responsibility and following this code of ethics. Engineering educators shall guide their students in recognizing, evaluating, and acting on their professional responsibilities and be guided by the following responsibilities:
1. Ensure all graduates have an understanding of their professional and ethical responsibility.	1. Work to cultivate students' abilities to recognize ethical and professional responsibilities in engineering situations and make informed judgments, including consideration of the impact of engineering solutions in global, economic, environmental, and societal contexts.	1. Cultivate abilities to recognize ethical and professional responsibilities in engineering situations and make informed judgments, including consideration of the impact of engineering solutions in global, economic, environmental, and societal contexts, through effective teaching, mentoring, research, and advising.
2. Encourage students to use their knowledge and skills for the enhancement of human welfare.	2. Encourage students to use their knowledge and skills for the betterment of human welfare.	2. Use their knowledge and skills for the betterment of human welfare, including in such areas as social justice and sustainability.
3. Encourage students to be aware of the environmental and social impact of their solutions.	3. Encourage students to be aware of the need for sustainable development and social justice and how engineers can contribute to both.	
4. Maintain and improve their expertise by continuing professional development and provide opportunities for colleagues to do the same.	4. Maintain and improve their expertise by continuing professional development	3. Maintain and improve their expertise as educators; participate in opportunities for professional development and engagement with engineering practitioners; and commit to applying and advancing evidence-based practices and sharing knowledge.
5. Undertake professional responsibilities only in the areas of their competence.	5. Recognize the limits of their knowledge and areas of competence and act with humility to engage others with complementary knowledge and competence when pursuing professional responsibilities.	4. Recognize the limits of their knowledge and areas of competence and act with humility to engage others with complementary knowledge and competence when pursuing educational responsibilities.
6. Be honest and impartial, with no tolerance for bribery, fraud, corruption, and academic dishonesty, and instill those same principles in their students.	6. Be honest, transparent, and impartial, taking care to recognize and mitigate hidden biases, with no tolerance for bribery, fraud, corruption, and academic dishonesty, and instill those same principles in their students.	5. Be honest, transparent, and impartial, taking care to recognize and mitigate hidden biases, with no tolerance for discrimination, harassment, bribery, fraud, corruption, and academic dishonesty.
7. Respect the intellectual property of others by properly attributing previous works and sharing appropriate credit with co-authors, including students.	7. Respect the intellectual property of others by properly attributing previous works and sharing appropriate credit with co-authors, including students.	6. Respect the intellectual property of others by properly attributing previous works and sharing appropriate credit with co-authors, including students and community partners.
8. Avoid actual or apparent conflicts of interest.	8. Avoid or disclose actual or apparent conflicts of interest.	7. Avoid or disclose actual or apparent conflicts of interest.
9. Build their professional reputations on the merit of their own work and the professional partnerships they form.	9. Build their professional reputations on the merit of their own work while acknowledging the contributions of the professional partnerships they form and the students they work with.	8. Build their professional reputations on the merit of their own work while acknowledging the contributions of the professional partnerships they form and the students with whom they work.
10. Treat all persons fairly regardless of race, religion, gender, sexual orientation, disability, age, or national origin.	10. Treat all persons equitably and with fairness regardless of race, religion, gender, gender identity, gender expression, sexual orientation, disability, age, or national origin.	9. Treat all persons equitably with respect, dignity, and fairness regardless of characteristics including race, religion, gender, gender identity, gender expression, sexual orientation, social class, type of dis/ability, culture, age, military service status, and national origin.
11. Demonstrate respect for students and professional colleagues, never tolerating harassment.	11. Demonstrate and model respect for students and professional colleagues, never engaging in nor tolerating any forms of harassment.	[included in numbers 5 and 9]
		10. Identify opportunities to advocate for systemic changes for continuous improvement of engineering education and student experience.
12. Protect confidential information concerning students and professional colleagues.	12. Protect confidential information concerning students and professional colleagues.	11. Protect the privacy of information concerning students and professional colleagues.
13. Provide fair evaluations of students and professional colleagues that reflect the true merit of their work.	13. Provide fair evaluations of students and professional colleagues that reflect the true merit of their work.	12. Provide fair evaluations of students and professional colleagues that reflect the true merit of their work.
14. Support other professional colleagues in following this code of ethics.	14. Support other professional colleagues in following this code of ethics.	13. Support other professional colleagues in following this code of ethics.