

RESEARCH QUESTIONS

1. What institutional barriers do faculty and administrators perceive in incorporating ethics into undergraduate engineering education?
2. How can these barriers be overcome?

DATA COLLECTION

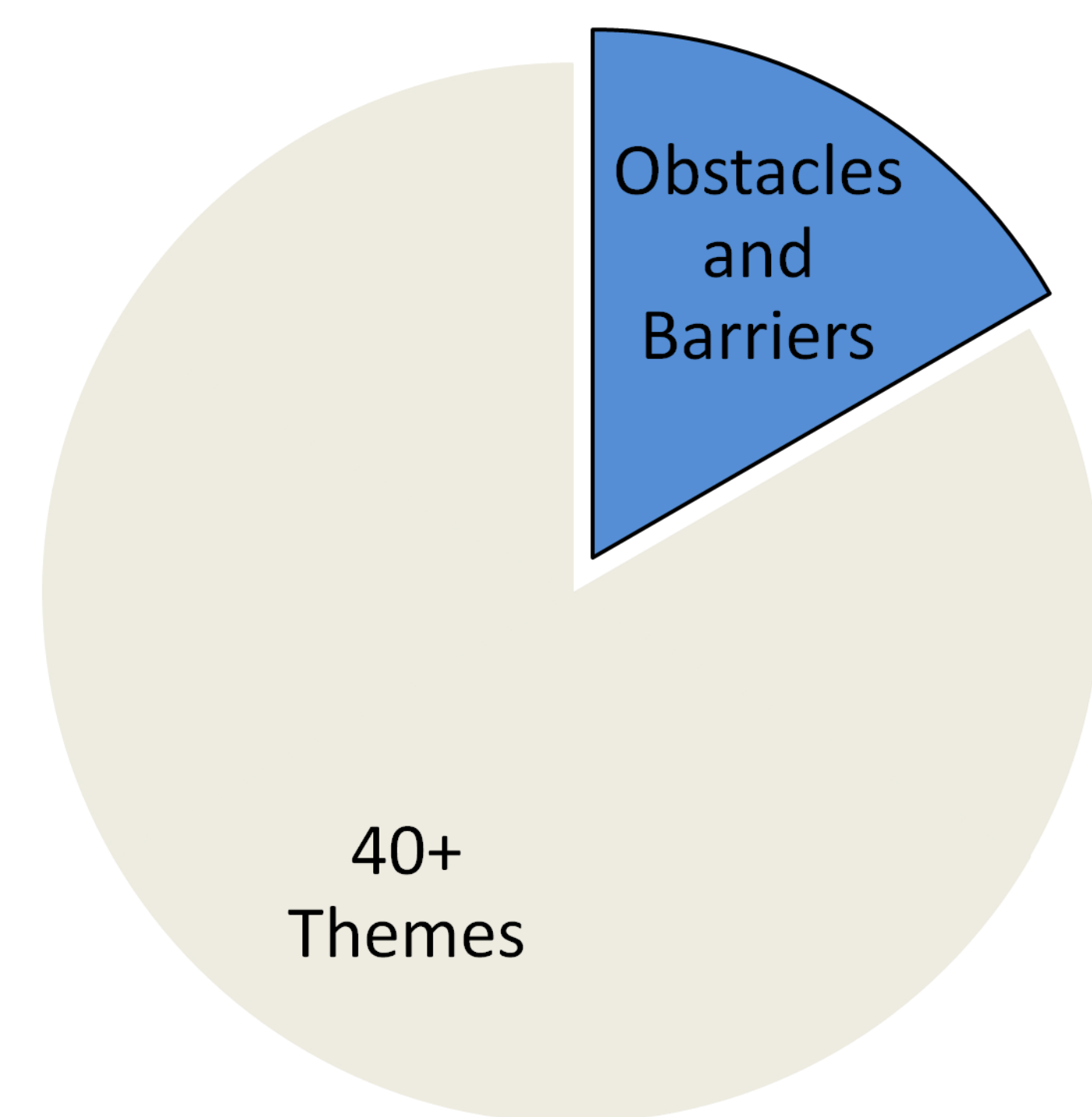
- . Visits with institutions of various locations, sizes, and Carnegie classifications over a 2 year period ($n=14$)
- . Focus groups with students ($n=90$)
- . Focus groups with faculty ($n=84$)
- . Interviews with academic affairs and student services administrators ($n=29$)

DATA ANALYSIS

Verbatim Transcription

Student Focus Groups
Faculty Focus Groups
Administrator Interviews

Open Coding



Non-institutional Factors

Institutional Factors

[Faculty] are not rewarded for [talking about ethical behavior] and they should be. It should be part of the reward system for faculty, to help students be good people as well as just be good scholars... The promotion and tenure guidelines for the teaching component is weighted heavily, and I think almost primarily by student evaluations. So [faculty] believe that they can't really go out on a limb and push students because they'll get negative teaching evaluations.

~ Administrator

1. Curriculum is full, with little room for additional topics such as ethics
2. Bureaucracy around modifying curriculum
3. Lack of resources and training on how to teach ethics
4. Inconsistent, unenforceable, or unclear policies about academic dishonesty

I was working at [institution's satellite campus] and they don't have an honor code system in place and so it was interesting to deal with what we [at the home institution] would consider very strong violations of the honor code. How do we treat those students? What do we do?

~ Faculty member

Axial Coding

Faculty and administration are reluctant to incorporate ethics into the curriculum.

Students receive inconsistent teaching and inconsistent messages in the area of ethics.

RECOMMENDATIONS

1. Offer incentives to faculty for training or curricular innovation
2. Create consistent policies among faculty and staff regarding academic integrity
3. Integrate curricular and co-curricular activities to promote ethical development