

Code of Ethics for Engineering Educators

American Society for Engineering Education

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. 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. Use their knowledge and skills for the betterment of human welfare, including in such areas as social justice and sustainability.
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.
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.
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.
6. Respect the intellectual property of others by properly attributing previous works and sharing appropriate credit with co-authors, including students and community partners.
7. Avoid or disclose actual or apparent conflicts of interest.
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.

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.
10. Identify opportunities to advocate for systemic changes for continuous improvement of engineering education and student experience.
11. Protect from misuse the privacy of information concerning students and professional colleagues.
12. Provide fair evaluations of students and professional colleagues that reflect the true merit of their work.
13. Support other professional colleagues in following this code of ethics.

Version Approved by ASEE Board: June 21, 2026