Date: 10 July 2003 (modified October 13, 2009)

TO: Steve Castillo, Provost

FROM: Ethics Across the Curriculum Fall 2009 Committee
   Carl Mitcham (LAIS), Co-Chair; Roel Snieder (Geophysics) Co-Chair; Tom Boyd (Academic Affairs), Elizabeth Davis (LAIS), Tony Dean (Chemical Engineering), Tom Furtak (Physics), Kathleen Hancock (LAIS), Wendy Harrison (Academic Affairs), Deb Lasich (Academic Affairs), David Munoz (Engineering), Natalie Van Tyne (EPICS)

Ethics Across the Curriculum Spring 2003 Committee
   Carl Mitcham (LAIS), Chair; Ed Cecil (Physics), Tony Dean (Chemical Engineering), Anna Hanley (Career Development), Hugh King (MACS), Deb Lasich (Academic Affairs), Juan Lucena (McBride/LAIS), Roel Snieder (Geophysics), Jordan Wiens (Associated Students of the Colorado School of Mines)

RE: Recommendations for developing, implementing, and sustaining Ethics Across the Campus at CSM

This report grows out of a series of meetings and electronic exchanges during the last halves of the Spring semester 2003 and Fall semester 2009. Meeting themes ranged from the initial charge to the committee and a review of EAC activities both at CSM and in other U.S. institutions to pedagogy, idea collection, choices/scope, and report write up. The committee quickly decided that it needed representation from both students and the Career Center, and took the initiative to invite Jordan Wiens (ASCSM president) student and Anna Hanley (Career Center) to join the committee. Erica Henningson (Student Development and Academic Services) and Jon Leydens (Coordinator, Writing Across the Curriculum Program) also met with the committee.

The importance of ethics at CSM is clearly indicated by both the mission statement and the profile of the CSM graduate. According to the mission statement, CSM is “committed to serving the people of Colorado, the nation, and the global community by promoting stewardship of the Earth upon which all life and development depend” (CSM Board of Trustees 2000). Such stewardship is obviously an ethical issue. According to the graduate profile, “Graduates should exhibit ethical behavior and integrity... They should assume a responsibility to enhance their professions through service and leadership and should be responsible citizens who serve society, particularly through stewardship of the environment” (CSM Undergraduate Bulletin 2002-2003, p. 5). Finally, the ABET criterion 3, Program Outcomes and Assessment standards, requires that engineering programs demonstrate that their graduates have “an understanding of professional and ethical responsibility” (www.abet.org/criteria.html). The National Science Foundation (NSF) started requiring all students (graduate and undergraduate) and postdocs funded by the NSF receive training in responsible conduct of research (RCR). Against this background, and with a sense that although CSM is doing good work in the area of ethics it is called upon by its own ideals to do more, our recommendations are as follows:
1. That CSM establish a standing Ethics Across the Campus (EAC) Committee. This committee would have the responsibility to meet at least once a semester to review progress and consider initiatives to promote ethics teaching and learning in the curriculum and throughout other activities at CSM. In addition, the committee will assist the Institution and degree granting programs in meeting their responsibility with regard to the NSF RCR requirement. The scope of the committee should, however, go beyond undergraduate and graduate teaching.

During its first year of operation the EAC Committee would endeavor to

- draft a mission statement,
- review campus activities and needs,
- develop and make available a collection of EAC-related teaching materials,
- host one or more public lectures on campus,
- develop a website, and
- identify a limited number of activities that could begin to promote EAC at CSM.

2. That to facilitate its pursuit of these activities, the EAC Committee should be granted a budget, starting in the academic year 2009-2010, and the staff necessary to make the EAC initiative effective in realizing its mission.

3. That the spectrum of primary concerns and activities to be considered by the EAC committee (not necessarily to supervise but to take notice of or promote and enhance) should be as broad as possible. It should thus include but not be limited to the following aspects of undergraduate, graduate, and faculty education and practice:

- Ethics-related information in CSM publications such as the Bulletin and/or special announcements and fliers
- Student, faculty, and staff integrity and honor codes or graduation oath and commitment (such as the Order of the Engineer)
- Responsible conduct of research education as required by some federal funding agencies
- Providing advice on ethical issues, such as academic honesty, relevant to the campus community.
- Faculty academic and research integrity, including the need for an Institutional Review Board (IRB) on campus
- Co-curricular events such as public lectures and seminars related to professional conduct, ethics, and teaching ethics skills
- Guest lectures in classes by visiting speakers, scholars, and professors
- The development of ethics modules or cases for use in a diversity of technical courses
- Investigate the need for further development of stand-alone courses in ethics courses in Liberal Arts and International Studies but also in other academic units
- Service learning courses and opportunities that promote ethical development, reflection,
and practice

- Faculty development workshops
- Connections with CSM alumni, other expanded constituencies, and other institutions in Colorado
- Continuing education programs in ethics and professional responsibility
- Stimulating teachers to incorporate

3. That more specific activities to be considered by the EAC Committee would include but not be limited to the following:

- Surveying faculty and student needs and interests
- Explicit statements in course syllabuses about the ethics expectations of instructors and professors
- The addition of ethics-related questions to the student course evaluation form
- Develop ethics modules for existing courses, and investigate opportunities for co-teaching such modules
- Collaboration with the CSM Diversity Committee, WISEM, and other groups with common interests
- Create a database of ethics initiatives on campus (such as Nature and Human Values, EPICS, Smart Geo, The Art of Science) and facilitate communication between faculty and staff involved in these initiatives
- Student entry activities such as a convocation (maybe with an ethics teaching video) and/or CSM 101
- Drama course re-enactment of ethics cases or scenarios
- Development of an ethics education resource collection and designating a physical space where such resources can be readily available
- Annual luncheon with grad students on some ethics theme or topic
- Sponsorship of an annual campus lecture on ethics
- Holding a faculty forum on ethics (perhaps especially during the Fall semester convocation)
- Development of grant proposals (to both public agencies and private foundations) and other fund raising to support EAC activities
- Bringing an internationally recognized ethics scholar to campus for an academic year
- Establishing an interdepartmental ethics seminar series
- Mechanisms to ensure that graduate students are exposed to ethics issues.

5. That from such lists of concerns and activities, the EAC Committee should prioritize and/or pick a target of opportunity to focus on each year and then report to the institution as a whole.