Survey Questionnaire

1. Major field: _____
2. Yr: _____ (Fr, So, Ju, Sr, Grad 1, Grad 2, Grad 3)
3. Nationality: _____
4. Sex: _____
5. Do you intend to become a practicing engineer? (Y/N) _____ (If No, go to question 8.)
6. Do you expect to be faced with any ethical issues or conflicts during your engineering career? (Y/N/NoOp)
7. If you do, what kind of such issue or conflict do you think is most likely to confront you?
8. Has any engineering-related ethical issue ever been discussed in any of your technical engineering courses at BUCT? (Y/N) (Here "discussed" implies that something more was done with the issue than simply mentioning it.)
9. If so, what issue in what course?
10. Do you think it might be useful to study such issues and conflicts as part of your engineering education? (Y/N/NoOp)
11. What, as you see it, makes an issue or a conflict be one that falls within the domain of ethics (as opposed to, say, the domain of aesthetics or law)?
12. Assume that you will be confronted by a difficult ethical issue or conflict early on in your engineering career. What kind of background or preparation do you think might help you come to grips with such a challenge in a thoughtful, socially responsible way?
13. In your opinion, to what extent has your undergraduate education thus far helped prepare you to come thoughtfully and effectively to grips with engineering-ethical challenges that you may encounter in your career? (0 = not at all; 1 = a little bit; 2 = somewhat; 3 = a good deal; 4 = a great deal)
14. Who or what has had the most significant influence on the ethical/moral values, attitudes, ideals, or approach to making moral judgments that you would probably call upon if faced with a difficult ethical situation in engineering practice?
15. Have any of your BUCT engineering instructors said or done anything inside or outside of class that has led you to conclude they believe that taking ethical issues or social responsibility concerns seriously while functioning as an engineer is important? (Y/N)
16. If so, what gave you that impression?
17. Have any of your BUCT engineering instructors said or done anything inside or outside of class that has led you to conclude they believe that taking ethical or social responsibility concerns seriously while functioning as an engineer is unimportant? (Y/N)
18. If so, what gave you that impression?
19. Have any of your engineering instructors ever conveyed anything specific to you about what is involved in being an ethical or socially responsible engineering professional in contemporary society? (Y/N) (If N, go to question 22.)
20. What specifically have you learned from him/her/them about this idea?
21. How did you come to learn that from her/him?
22. In the course of your engineering education at BUCT have you ever gotten or picked up a message to the effect that there is more to being a good engineering professional in today's society than being a state-of-the-art technical expert? (Y/N)
23. If so, how did you come to get that or a similar message?
24. If you have been employed in an engineering-related position while a student, e.g., in a summer or part-time job, have you ever encountered an engineering-related deed, practice, or policy that you considered morally questionable or wrong? (If you have never had such a position, write "NA.") (Y/N/NA)
25. If you answered "Y" to #24, briefly describe what you encountered. (Revised version of [1])

[1] Robert E. McGinn. 2003. "Mind the gaps": An empirical approach to engineering ethics, 1997–2001. *Science and Engineering Ethics* 9, 4 (December 2003), 517–542. DOI:https://doi.org/10.1007/s11948-003-0048-3