

Ethics Editorial

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Spring 2021 Events

CHANGE

- South Carolina's Model Code of Ethics - College of Education
- Jurassic Park Film Screening - College of Science
- Competition of Ethics in Agricultural Policies - College of Agriculture, Forestry, and Life Sciences
- Ethics in International Business with the French Professional Society - College of Business
- Ethical Dilemmas and Challenges Writing Contest - College of Behavioral, Social, and Health Sciences
- University-Wide Virtual Jeopardy Game - CHANGE student group



Rutland Institute for Ethics

- Ethical Student Leadership Conference
February 26th-27th
- High School Ethics Case Competition
March 5th
- TIDE Conference
March 30th



CHANGE Exchange

New Members and Leadership Positions

- Margaret Panor- New Member & Chief Marketing Officer
- Lindsay Einbinder- New Member
- Eric Coleman- New Member
- Tomiko Smalls- Chief Alumni Relations Officer
- Sergio Gonzalez Varela- Assistant VP of Historical Context

You can follow CHANGE on Instagram @clemsonchange or their website (clemson.edu/ethics/change) for more information about their events!



Meet the RIE Advisory Board

Interview with Advisory Board Chair, Caroline Stewart



What do you think of when you hear the word "Ethics"?

I think the word "ethics" outlines being truthful and being honest. It's all about doing the right thing. When I think about ethics in the news, the thought that comes to mind is "Are people being truthful and doing their best to be able to make the right decision at that time." I know that every decision I have made has not always been based on ethics. I've made wrong decisions and have been able to learn from them. At the time they seemed like the right decisions.

In order for people to become better practitioners of ethics, you must allow people to learn from their mistakes. A good friend taught me that you need to give people a second chance. You need to have those important conversations about why a certain decision was made or a certain action was taken that was not appropriate for the situation or job. There may be other things going on in their lives that were influencing what they were doing. When they succeed the next time, you can see that it was truly due to other life circumstances and the right decision to give them another chance. It is hard to give people a second chance at times, but there are so many pressures on people that you don't know about. It is part of what forgiveness is. That is why the "breaking bread, let's sit down and have a meal" conversation is so important to better understand people.

What is the most prevalent ethical dilemma you have faced?

While I was serving as the President of the Louis P. Batson Company, part of our business model was that we served as sales agents for foreign companies to align their products with companies in the US. Our role was to present product, assess the benefit to the customer, build the relationship with the customer, make the sale and follow up on the sale. In the process, you hope these companies you represent (and their employees) have the same ethical approach that you have. Unfortunately, that

is not always the case. We had a company that we were representing and made a very large sale for them. Ultimately, the foreign company took the customer's money and never made the machinery for them. Our company was left looking just as bad as the supplier was. The most important knowledge for us was that while we were not completely to blame, we had some ownership in the fraud committed. Thankfully, the customer was understanding and knew it was not completely our fault. So, I thought, "How can we best resolve this?" We took some ownership of our role and went into a negotiation with the customer. They could have taken legal action against us, but we preferred to negotiate a settlement. We asked, "What amount would it take for us to pay you so that you won't pursue litigation?" It was the right thing to do even though it meant a financial burden on the company. It was important to be able to move forward without bitter feelings. The relationship was salvaged because we took ownership and came to a fair agreement of what should be done. Overall, it was hard lesson as the president of the company. You don't always get ethical partners in business; some suppliers and customers are just out to get what they want. The reason this settlement satisfied both parties was because the ethical approach to a solution allowed us to do that.



Director, Dr. William McCoy and Caroline Stewart at Annual Board Meeting

What do you hope to do as leader of the advisory board for the Rutland Institute for Ethics?

I see the role as chairwoman as bringing the Board together and to offer guidance with Dr. McCoy's initiatives with the institute. The Advisory Board has been in transition since Dr. William McCoy has come on board as Director of the Institute. We have

much to offer. Dr. McCoy repeatedly shows us the great vision he has for the Rutland Institute for Ethics. As an Advisory Board and not a governing board our role is to offer advice and support to the director. Our best effort will be spent doing just that. As Chairwoman, I see my role as facilitating this function between the Advisory Board and Dr. McCoy. As Dr. McCoy strengthens and grows the Institute, I see the Advisory Board having some focused roles in the future. This may be in the form of programming or public relations.



Caroline Stewart and Panelists at Ethics Consortium

What are some of the benefits you have seen at Clemson or the surrounding community from the Rutland Institute for Ethics?

Dr. Dilemma is a nice form of outreach and very thought provoking. I enjoy Annual Ethids Day. There is such a benefit to listening to a speaker expose you to different ideas not related to your area of study. I see Annual Ethics Day having more impact as it continues to develop. The High School Ethics Case Competition with high school students is also great because it exposes the students to ethical decision making before they get to college. The High School Ethics Case Competition lets high school students understand the decision-making process and allows them to make those important decisions that can impact them in the future with their careers. Eventually, it will be important for the Institute to bring ethical training or decision-making processes into businesses that may not have ethical training in their core. It is a matter of manpower and man hours at this point because we have so many good programs right now.

Interview by Graduate Assistant,
Landan Hydrick

How has your familial upbringing fostered your background in ethics?

My mother and father are strong in ethical behavior. My mother was involved with a lot of volunteer work. My father supported her in all of her volunteer activities while volunteering himself. In volunteering, you are exposed to a much more diverse social circle. Volunteering allows so much personal growth and exposure to either ethical or non-ethical decision making. Both of my parents were raised in a family that had some pretty strong ethics. My mom and dad always expected us to do our best. My dad would never say, "why did you make a B or C" or "why did you do that." He always said, "Did you do your best?" I knew that as long as I did my best, my parents would not be critical of the result. That expectation to be up front and honest and to do the right thing was a big part of my family. Even now, I don't like being caught doing something where I didn't give my best. I think some of that parental pressure stays with you all your life.

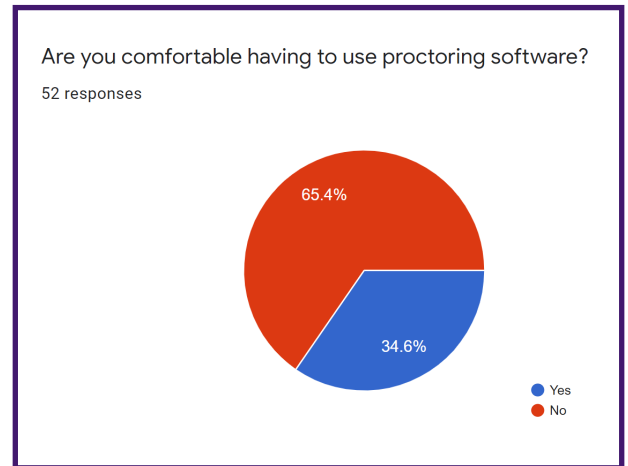


Caroline Stewart and President Clements at Annual Board Meeting

A Brief Discussion and Survey of the Ethics of Universities Using Proctoring Software

Written by CHANGE Members Ben Clark and Lindsay Einbinder

The COVID-19 lockdown in universities has caused a widespread demand for online courses and online assessments. In an attempt to monitor students taking quizzes and tests remotely, many institutions and professors have opted for their students to use online proctoring (OP) software (e.g. Respondus Lockdown Browser, ProctorU, Examity, Proctorio, etc.). To demonstrate the prevalence of OP software, a 2020 Gallup Poll indicates that 54% of educational institutions use OP software. Proctoring software often uses AI to identify suspicious behavior, such as receiving help from a third party or an unauthorized device. These programs have generated much ethical controversy among academic institutions throughout the United States. Some universities have responded to criticism of proctoring software by defending it, while others have opted to remove it (Coghlan, Miller, and Paterson, 2020).



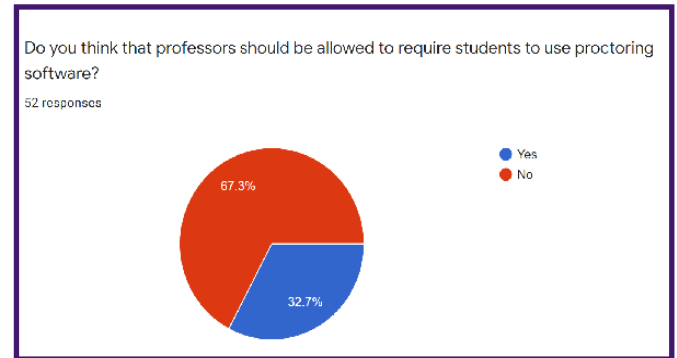
Brief Survey taken from current Clemson Students

To make a conclusion on the overall -- and situational -- ethicality of OP software, we must consider several ethical cornerstones: academic integrity, fairness, transparency, privacy, and respect for autonomy (Coghlan, Miller, and Paterson 2020). Academic integrity refers to upholding academic honesty. Students may gain a higher grade by cheating, but their long-term education and skills will be harmed. Thus, academic integrity brings greater value to a university and its students. Fairness refers to unbiased determination of cheating by the OP system. For fairness, all students must be proctored in the same fashion. Transparency refers to open communication by AI with the student about alerts to the professor. Respect for autonomy refers to AI not being overly invasive. To use OP software, students must install web browser extensions with varying control over the student's computer while in action, including making screen captures, accessing web page content, and even changing privacy settings. These softwares can also record personal information such as name, email, IP address, and even an ID card photo. These factors have caused privacy concerns among many students. It is unsurprising then that some students feel that the requirement for OP software is an invasion of privacy.

As defined by Alan Westin, privacy is "the ability to determine for ourselves when, how, and to what extent information about us is communicated to others" (DeCew, 2018). Extensive information is required from students before accessing an exam while using proctoring software. For instance, students must present an university or government issued ID before taking an exam in order to prove their identity and a video scan of one's room to check for cheating materials. These steps are required despite little disclosure about the final destination of this content. Furthermore, proctoring software also gains access to students' browsing history in order to monitor access to outside websites that could be used as sources for cheating. Teachers or administrators can then gain access to sensitive medical data and other personal information that is gathered from these scans. While these measures taken by the software may be necessary to maintain academic integrity, privacy comes into question when universities fail to provide distinct disclosure about where and how students' information is utilized. Thus, transparency is necessary from the side of administration in order for students to maintain personal privacy. Students are beginning to question the lack of discrepancy from universities regarding the type of information that they collect and how it is stored. Thus, many students feel that the level of information required for them to simply take an exam violates their privacy. Northwestern is currently facing a lawsuit from a student for the extensive data that they have collected on the student. The University allegedly "collects, captures, and stores everything

from a student's facial features to their voice through a web portal accessed through the student's personal device" (Edscoop, 2021). The information ranges from "facial images, keystroke patterns, eye movements, and video and audio recordings." While proctoring software flags the same suspicious behavior for every student, the fairness component comes into play when considering structural oppression (Swauger, 2020). Facial detection software has historically had issues recognizing race and gender. In a specific instance, a black woman was denied access to an exam and prompted to shine more light on her face (Flaherty, 2020). It is worth considering whether this level of student surveillance is appropriate at the university level.

At Clemson, the use of Lockdown Browser and other online proctoring services is not enforced as a university-wide standard. Clemson Online provides the technology but not the policy -- in other words, the professors of each department or college must decide independently whether or not to use OP for their courses, and to what extent. The two main OP programs supported by Clemson University are Lockdown Browser with Monitor and Remote Proctor Now. Furthermore, faculty are free to enforce students to use any proctoring service of their choosing, though it may or may not be supported by Clemson Online (Kinley, 2021). Nonmaleficence is another ethical cornerstone to consider in analyzing the ethicality of online proctoring at Clemson. Nonmaleficence is about minimizing the harm to benefit ratio (Coghlan, Miller, and Paterson 2020). This is important to consider in the ethics of online proctoring because, while these softwares are designed to enforce academic integrity, there are privacy issues to be considered. Nonmaleficence begs the question: does the OP software a Clemson professor enforces do more harm than good for the student?



Brief Survey taken from current Clemson Students

As we welcome a new age of online learning among the COVID-19 pandemic, there are many developments being made, some of which are trial and error. In the 2020-2021 academic school year, online proctoring is unsurprisingly the most prevalent it has ever been, so there is no more demanding time than now to put its ethicality to the test. To delineate and most precisely measure the ethics of online proctoring in grading and the test-taking process, we consider its relative contribution to maintaining academic integrity and its fairness as lack of discrimination in flagging students across socioeconomic and racial groups. To measure the ethicality of online proctoring in terms of the safety of the individual, we consider to what degree the OP software program is transparent in what personal information is being collected, stored, and shared as well as respect the privacy of the individual. These ethical foundations also tie into the idea of nonmaleficence. The baseline intention of the online proctoring service must be to do no harm, for example through nontransparent trafficking of personal information. Now that you have a background in the major ethical fundamentals of online proctoring in higher education, is it ethical for academic institutions to require students to use proctoring software?

References/Further Readings:

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Rachel's Report



Assistant
Director,
Rachel Dial

As I sit down to write this, I am 2 years and 1 day from the start of my time at Clemson and we are 1 year and 6 days from the date that it feels the world shut down, or at least that is the day that Clemson closed campus and our students went home. It has been an interesting time to be a part of an ethics institute on a college campus. I don't think there has been a year with more ethical challenges and more people are talking about ethics than probably ever before, even if

they do not realize it. Every time someone argued for or against a stay at home order, a mask mandate, or vaccination, they debated about public health ethics. When there were not enough ventilators for patients, bioethical discussions were held around prioritization of patients and allocation of resources. When data began to show that minorities were disproportionately affected by COVID-19, many individuals heard about social determinants of health for the first time and learned about ways that access to healthcare and socioeconomic status as it relates to virus exposure due to occupation and living conditions can affect populations.

In October of 2019, after that year's Annual Ethics Day we began to think about next year and who we might invite to speak then. We had speakers from government and business, so quickly decided to focus on health and healthcare for 2020, blissfully unaware of what was to come. If you have not yet heard the presentation by our keynote speaker, US Surgeon General Dr. Jerome Adams, I highly encourage you to visit our Facebook page and watch it yourself as he discusses many of the points listed above.



Rutland Staff with The Tiger



Addressing Clemson students at the 2020 Annual Ethics Day

We have had to change our way of thinking about what we offer to the Clemson campus and community and how we are able to offer our programs. We have learned more about the capabilities of Zoom than we ever thought we would and that Zoom fatigue is a real thing. But we also learned more about the capabilities of technology to keep us connected. The surgeon general was able to join us remotely from Washington, DC, with not only a small, socially distanced audience in Clemson, but with hundreds of others watching on Facebook live.

Though this past year was one of great challenge for all of us as we or those we know were affected by COVID-19, social isolation, mental health struggles, economic issues arising from the shutdown, etc., I have never been prouder to work in the field of ethics. While the Rutland Institute had to find new ways to introduce our students and our community to ethics, ethical challenges, and ethical decision-making, never have our resources been more needed nor has the need for a space to bring these issues to light been more important. We are looking forward to a return of some normalcy and are excited to see you face to face again!

STAR Decision-Making Model

Stop- Recognize the ethical problem, identify the stakeholders, and develop at least 3 solutions to the problem.

Test- For each potential solution use at least 3 ethical tests.

Act- Using the tests, make a decision and act upon it.

Reflect- Consider/reflect on the outcome of your decision, take responsibility and adapt for the future if necessary.

Ethical Tests

Harm Test- Does this option do less harm than the alternatives?

Legality Test- Is this option legal?

Precedent Test- Does this option set a precedent which may become problematic in the future?

Respect Test- What would someone I respect or hold in high regard say if he or she learned of this option?

Golden Rule Test- Would I still think this choice was a good option if I were adversely affected by it?

Peer or Colleague Test- What do my peers or colleagues say when I describe my problems and suggest this as my solution?

Need advice on an ethical issue in your life?

Ask Dr. Dilemma

Submit questions to ethics@clemson.edu or go to clemson.edu/ethics and click on "Ask Dr. Dilemma".

Select questions will be answered on the Rutland Institute for Ethics' Facebook and Twitter (@clemsonethics). Anonymity will be respected.



Scholarship Opportunities

Cherry Braswell Rutland Memorial Scholarship

This scholarship is designed to recognize a student at Clemson University who exhibits ethical leadership through excellent decision-making skills. A minimum of one award will be presented annually in the amount of **\$1,000** to an eligible student who embodies the spirit of ethical leadership.

J.T. Barton, Jr. Memorial Ethics Award

This award is given to a singular student and/or a student group on the Clemson University campus who programmatically uses the award to in part or fully advance good ethical decision-making skills. Three awards are provided annually in the amounts of **\$1,500, \$1,000, and \$500**.

Scholarship applications open November 1-December 31 at clemson.edu/ethics/awards-scholarships

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To register and find more information go to: clemson.edu/ethics/ethicsscholars



CLEMSON® UNIVERSITY

CHANGE

CREATING HABITS AND NORMS GUIDING ETHICAL DECISIONS

CHANGE is an officially recognized student organization on campus. Among its activities, CHANGE is the creator of the Rutland Institute for Ethics bi-annual newsletter.



For more information about CHANGE, please contact Landan Hydrick at landanh@clemson.edu or 864-656-5379.