

Ethics Editorial

A photograph of four young adults sitting in a row, laughing and looking towards the left. From left to right: a young man in a plaid shirt, a young woman in a light grey hoodie, a young woman in a dark blue zip-up hoodie and a black baseball cap, and a young woman in a white hoodie with 'LEMO' and 'UNIVERS' visible. They are all smiling and appear to be in a social setting.

Vol. 6, Issue 2
Spring 2024



Executive Spotlight:

Vice President Lindsay Einbinder shares about her time in CHANGE

My name is Lindsay Einbinder, and I am proud to serve as CHANGE's Vice President. I am a senior economics major and biochemistry minor, graduating in May. I am from the Boston area, where I served as an Emergency Medical Technician (EMT). I am on the pre-health track and plan to attend a graduate program in the near future. I was drawn to this career path by my passion for ethical issues pertaining to public health and patient advocacy.

CHANGE has made a profound impact on my college experience. During the pandemic, I sought ways to become more involved on campus, as my freshman year was lonely and isolating.

I stumbled upon CHANGE and decided to give it a shot. I was drawn to the idea of having a supplementary experience to my degree, strengthening my ethical understanding, and developing my critical-thinking skills. Though I was a shy and quiet first-year student, I immediately felt welcomed by the organization's members. I was eager to learn and excited to move forward.

As a member of CHANGE, I gained the confidence to come out of my shell and advocate for the ethical issues that I continue to be passionate about. I knew early on that serving in an executive position was a goal that I hoped to achieve.

"As a member of CHANGE, I gained the confidence to come out of my shell and advocate for ethical issues..."

Now as the vice president, I am beyond grateful to serve with such a motivated and supportive team. We have expanded CHANGE across new colleges at Clemson, while continuing to organize programming that promotes ethical decision-making to college students and our greater community. Though I am sad this is my final semester, I have complete faith that our members will continue to carry out our mission. I am excited to see what our next group of student leaders will accomplish on our campus.



Board Member Spotlight

A look at Dick Sargent's life in Clemson
and his impact on the Institute

Matt Harrington & Lucy Hart

R

ichard "Dick" Sargent was one of the founding board members of what was originally the Robert J. Rutland Center for Ethics. Since 2001, Sargent has been a long-time friend of

the Rutland Institute for Ethics and involved in its administration for nearly the entirety of its time on Clemson's campus. After a brief hiatus, he rejoined the Institute's Advisory Board in 2020 and currently serves as a member Emeritus of the Institute's Advisory Board.

A proud Clemson alumnus, Sargent graduated from Clemson University in 1965 with a bachelor's degree in industrial management. He recently reflected on his experiences at Clemson in the early 1960s and noted that while there are many differences between Clemson then and now, there are also many similarities.

After completing high school in Lakeland, Florida and following a hometown friend on a visit to Clemson, Sargent knew that he had found some place special. At the time, attendance at Clemson came with two years of mandatory military service and saw freshmen students in a more deferential role to upperclassmen around the campus. Early in his time at Clemson, Sargent became fast friends and roommates with Robert J. Rutland, founder of the Rutland Institute for Ethics. While the landscape of Clemson has shifted over the decades, Sargent still finds Clemson to have a special sense of home and the feeling of family like no other.

Following his graduation from Clemson, Sargent put his degree to use by working his way up in the corporate world. Having worked in human resources for over 30 years, Sargent noticed that one of the most concerning ethical trends of his later career was a declining sense of loyalty and accountability from management to those they employed.

"...Most concerning ethical trends was a declining sense of loyalty..."

Following numerous instances of managers putting their own interests above their teams, and asking Sargent to violate his own principles, Sargent ultimately started his own company, D&M Restoration, in hopes of doing things differently. Upon reconnecting with his old roommate, Bob Rutland, who shared similar experiences, the two agreed that the best way to improve ethical decision-making in the world was to further ethics education. And what better place to start than their own alma mater?

Guided by his faith, his passion for Clemson, and his variety of experiences in and beyond corporate America, Sargent has found success in holding fast to a structure of personal moral principles in order to make ethical decisions.



Left: Delta Phi
Lambda
Right: Beta
Upsilon Chi



Meet our Greek Partners!

The Rutland Institute for Ethics has partnered with two Greek Life organizations

The purpose of the Rutland Institute for Ethics Greek Partnerships is to recognize and cultivate outstanding ethical leadership within Greek organizations serving the campus of Clemson University. Our Greek Partners are campus leaders who exemplify ethical leadership and have an outstanding commitment to service. Our partners this year are Delta Phi Lambda Sorority, Inc. and Beta Upsilon Chi fraternity.

Delta Phi Lambda

Delta Phi Lambda Sorority, Inc. (DPhiL) advocates for Asian awareness, empowers women leaders through its values-based programs, and forges Everlasting Sisterhood through diverse shared experiences. Their vision is that Delta Phi Lambda will be recognized by universities and among the greater fraternal community for its progressive initiatives that aim to develop women into strong, independent leaders. By partnering with the Rutland Institute for Ethics, Delta Phi Lambda hopes to enhance ethical thinking at Clemson.

The sisters of DPhiL understand that in order to have a positive impact on Clemson University, the entire Greek Community has to work together ethically and morally. Their hope is that their partnership with the Rutland Institute for Ethics allows them to reach more people and improve the Clemson community as a whole.

Beta Upsilon Chi

Beta Upsilon Chi (BYX), a National Christian Fraternity, exists for the purpose of establishing brotherhood and unity among college men based on the common bond of Jesus Christ. They are a lifelong brotherhood of committed Christian men seeking the bonds of brotherhood and unity in Christ through the avenue of a social fraternity on a college campus.

The brothers of BYX look forward to working with the Rutland Institute for Ethics to help Clemson students think more deeply about good decision-making and encourage ethical discussion.

"The purpose of this partnership is to recognize and cultivate outstanding ethical leadership..."

Matthew Bravo
BYX

My name is Matthew Bravo, and I am an animal and veterinary science major from Charleston, South Carolina. I served as the New Member Educator in 2023 and am currently the President of Beta Upsilon Chi for the 2024 year. My organization promotes brotherhood and unity through the common bond of Jesus Christ. We are a social fraternity which gives us the opportunity to host functions such as formals, semi-formals, mixers, brotherhood retreats, ski weekends, and parents' weekends. BYX offers the social aspects of a fraternity, but also the deep-rooted connections of brotherhood where we are able to lean on one another and live life together.

Ethical leadership is important to me because it fosters and promotes ideas such as trust, culture, and decision-making in our Greek and Clemson communities. As part of our partnership with the Rutland Institute for Ethics, we hope to foster an engaging atmosphere where we are able to have leadership workshops and trainings, expand philanthropic opportunities, and promote ethical ideologies on the Clemson campus.

"Ethical leadership...fosters and promotes ideas such as trust, culture, and decision-making..."

Audrey Webb
DPhiL

Hello everyone! My name is Audrey Webb and I am a junior management major from Camden, South Carolina and an active member of Delta Phi Lambda Sorority, Inc.. I have served in several leadership positions including Assistant Affiliate Member Educator and Vice President of Finance. Nationally, Delta Phi Lambda Sorority, Inc. advocates for Asian awareness, empowers women leaders through its values-based programs, and forges Everlasting Sisterhood through diverse shared experiences.

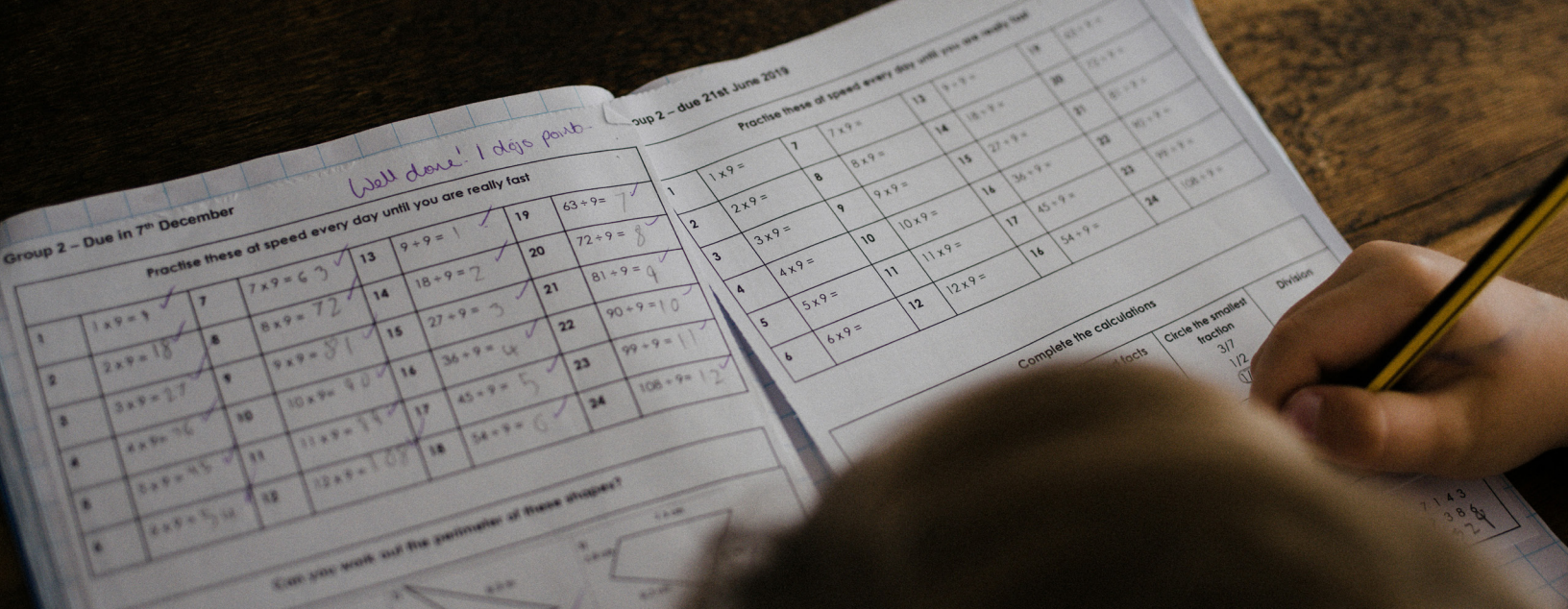
Our chapter upholds these standards by hosting events that promote Asian culture, raise awareness of osteoporosis - our national and local philanthropy - as well as minority mental health, and providing a home away from home for our sisters. I believe ethics and ethical leadership are significant parts of Greek Life as an organization. If our leaders are unethical, it impacts the ability of the organization to achieve its goals. I hope that through our partnership with the Rutland Institute for Ethics, we are able to impact the Greek community by raising awareness about the importance of ethical leadership.

"If our leaders are unethical, it impacts the ability of the organization to achieve its goals."



Left: Matthew Bravo
Right: Audrey Webb





Ethics of Standardized Testing vs. Test-Optional College Admissions

Lindsay Einbinder & Rylee Cowan

In the absence of affirmative action, college admissions have become increasingly controversial. While many universities chose to transition to test-optional admissions during the pandemic, administrations have begun to question if this decision should be permanent, especially after the U.S Supreme Court's 2023 ruling that overturned the use of affirmative action in college admissions. Some universities, like the Massachusetts Institute of Technology, have chosen to reinstate required submission of SAT and ACT exam scores, while others worry about the discriminatory implications of doing so. All in all, the question of how universities should utilize standardized testing in the absence of affirmative action policies exposes an ethical dilemma in American education.

Carl Brigham, a Professor of Psychology at Princeton University, created the Scholastic Aptitude Test (SAT), as a measure of army members' aptitudes during World War I. Soldiers were divided into units based on these scores, revealing a clear segregation. In subsequent research, Brigham demonstrated a continued history of racist and eugenicist ideology. In his research, he asserted that his testing revealed the superiority of "the Nordic race group" (Carlton, 2022).

Still, both the SAT and ACT were implemented in the early 1900s as entry exams into American colleges.

Many argue that standardized testing perpetuates discrimination particularly based on race, income, and familial education. Historically, analysis of SAT scores has demonstrated correlations among racial groups. In 2023, Black students made up only 12% of SAT-takers, averaging the second lowest total score of 908, while white students made up the largest percentage of test-takers at 26%, averaging a total score of 1082 (Hall, 2023). For universities that heavily weigh these scores in admission decisions, certain racial groups may be left out.

The ability to secure test preparation resources is an additional consideration that contributes to prejudice, as it is an unaffordable cost for many families. Students who can afford and partake in test preparation courses are more likely to earn high scores. Studies demonstrate that a significant proportion of families with large amounts of disposable income are willing to spend upwards of \$10,000 on college admissions preparation, including single tutoring sessions which may cost several hundred dollars per hour. In 2019, the test preparation and tutoring industry was valued at \$1.1 billion (Wellemeier, 2019).

"... no admissions metric can be entirely objective..."

While effective, researchers argue that these measures counteract the modern intention of the exams: to measure students' baseline academic performance and potential success in postsecondary education. With extensive preparation for the exam itself, test results instead become an indicator of one's financial access to a billion-dollar training industry that is tailored to these specific exam questions.

On the other hand, standardized testing may establish a level playing field, while also providing information on educational gaps that allow for redirection of resources. In particular, standardized tests may provide some additional credibility and context to provide legitimacy to students' grades and academic achievements. High schools lack a universal grading scale, and grade inflation has increased exponentially in recent years. Grade inflation describes the rise in the average grades of students, as the majority of students earn GPAs in the upper range.

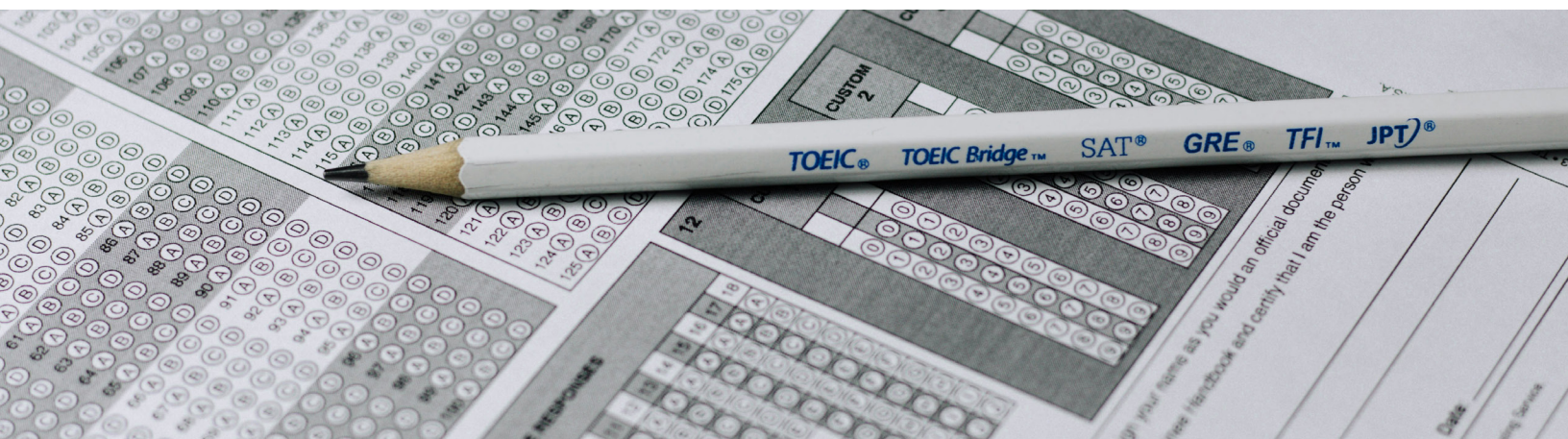
Additionally, some educators and admissions officers argue that GPA is a poor predictor of success in postsecondary education. Opportunity Insights, a research institute based out of Harvard University, conducted a study that highlighted how high school GPA and college success possess little to no correlation, while standardized test scores and later success have a much stronger relationship (Chetty, 2023). Thus, some education and admissions professionals believe that test scores will actually reverse discrimination by indicating which students from underprivileged backgrounds could thrive at high level institutions. By using SAT and ACT scores in the admissions process, colleges may help to create a level playing field for students across diverse contexts (Leonhardt, 2024).

While there are disparities resulting from these tests, these measures only account for a fraction of the gaps in socioeconomic status and education levels.

While no admissions metric can be entirely objective, these tests help to establish a sort of baseline for predictable success and achievement. The ethical principles of fairness and equity are useful in understanding the complexity of this issue. Fairness can be defined as the equality of opportunity for all in a given group. In the case of standardized tests, fairness could be applied by ensuring each student has access to the same test preparation and educational opportunity, paired with a lack of bias (Raymond, Southwick, Zhang, 2021). A fairness-based approach would ultimately ensure the consideration of all students in education environments, regardless of background and access to resources.

Subsequently, the concept of equity is a byproduct of fairness. Equity recognizes that individuals exist under "different circumstances" (GWU, 2020), yet expresses that resources and opportunities can be allocated in an effort to overcome these differences. In this context, the principle of equity highlights the need to establish a level playing field in college admissions, whatever that might look like.

All in all, the future of college admissions remains up in the air as institutions continue to adapt to changing political environments. While universities attempt to evaluate candidates fairly, administrations must determine what measures best accomplish this task. While no perfect solution to this dilemma exists, institutions ought to think critically about the implications of their admissions processes.



About the Authors

Lindsey Einbinder, CHANGE Vice President



Lindsay Einbinder is the CHANGE Vice President. She is a senior majoring in economics, with a minor in biochemistry. She worked as an Emergency Medical Technician (EMT) in the Boston area,

and her dream is to attend physician assistant school following her graduation. She loves to explore ethics in relation to healthcare as well as healthcare policy.

Rylee Cowan, CHANGE Member



Rylee Cowan is a freshmen English major in the Honors College. She wants to go into editing and publishing after her graduation. Rylee joined CHANGE in Fall 2023. She is interested in

exploring the intersection of ethics and our daily lives.

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Welcome to our New Members!

This spring, we admitted 11 new members to CHANGE. We are excited to have them with us!



Albash Kahn
COS



Allyna Gichuhi
CBSHS



Bobbi Elmore
COE



Carson Cordero
COS



Delaney McLaughlin
CAH



Emma Hardy
CAH



Erin Glass
CBSHS



Gabrielle Kovan
COS



Joyce Dosseh-Anyron
CECAS



Ryan Mehlem
COS



Zach Padgett
COS

Join
CHANGE!

Dilemma!

Gretchen Highberger

We interviewed several Clemson students to explore the ethical dilemmas they have identified during their time at Clemson. Here's what they had to say...



Emelee Mann
Bioengineering, 2027

Bridging Healthcare Gaps

I am passionate about providing specialized healthcare to low-income and underdeveloped communities. Coming from a rural community, I have had to travel almost two hours to reach a specialized ophthalmologist since I was a child. This issue impacts every place in our world, especially in low-income countries where people do not have the opportunities to obtain the treatment they desperately need. As a bioengineer, I hope to stay aware of the modern challenges our world is facing and gain the knowledge that will enable me to tackle them. By combining research with policy, I hope to bring specialized healthcare to low-income and rural communities!

"This issue impacts every place in our world..."

Building Patient-Physician Relationships

As an aspiring physician, my ethical focus lies in the framework models of the physician-patient relationship: paternalistic, informative, interpretive, and deliberative. These vary in a physician's authority for making medical decisions and considering patients' values. There is much debate on the most "ideal" model, and choosing which to employ can be the difference between life and death. I wonder if there truly is an ideal model; however, there is clearly a lack of quality treatment discourse in healthcare. Too many patients feel misheard by countless healthcare providers who are burnt out. Mutual respect is necessary, and policy infrastructure can create medical settings that forge strong relationships.



Tulsi Patel
Philosophy with an Emphasis in Medicine,
Health, and Human Values, 2027

CHANGE Spring Event Calender

CHANGE + UNITES Ethics Jeopardy

Date: Thursday, February 15th

Time: 7:00pm

Location: The Barnes Center

The Ethics of Board Games

Date: Tuesday, February 27th

Time: 7:00pm

Location: Martin Hall, Room M-105

Clemson Compass: Find Yourself In These Hills

Date: Thursday, March 7th

Time: 6:00pm

Location: Watt Center, Room 106

Write or Wrong: Ethics Essay Competition

Date: Prompt release Friday March 8th,

prompt due Friday, April 12th

Virtual Essay Competition

Ethical Pet Parenting

Date: Friday, March 29th

Time: 9:00 –11:00 am

Location: Bowman Field

Business Ethics with Emeka Igwilo

Date: Monday, April 8th

Time: 3:30pm–4:30pm

Location: Watt Center, Room 106 & Atrium

Constructing Ethics: A Round Table

Date: Tuesday, April 16th

Time: 5:30pm

Location: Daniel Hall 301, 302, 303

CHANGE and the Clemson Period Project

Date: Thursday, April 18th

Time: 5:30pm

Location: Hendrix Meeting Room A



Charlie Silver

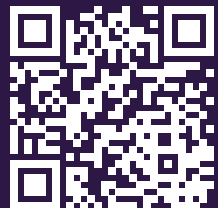
Philosophy with an Emphasis in Law,
Liberty, and Justice, 2024

Nurturing Social Cohesion in a Digital Age

In my experience studying ethics as a philosophy major at Clemson, I've grown increasingly sympathetic to the issue of disintegrating social cohesion and the harmful consequences of our technological isolation from our communities. Serving on Clemson's Ethics Bowl Team for three semesters, I was exposed to the ethical framework of Care Ethics and its unique emphasis on the moral value of our relationships with those in our immediate lives and our broader community. Unless we can recognize and preserve the interpersonal relationships that compose the fabric of our society and our lives within it, proliferating political polarization and our steadily increasing reliance on technology will continue to divide us into disjointed ideological bubbles in the online realm. This means that the health of our communities, our political process, and our mental well-being will continue to suffer.

"...its unique emphasis
on the moral value of
our relationships..."

Scan the QR code
for more information



Be the CHANGE You Want to See

CHANGE

Creating Habits and Norms Guiding Ethical Decisions (CHANGE) is Clemson's student ethics committee and a delegated student organization of the Rutland Institute for Ethics. Among its activities, CHANGE is the creator of the Rutland Institute for Ethics semi-annual ethics editorial.

For more information about CHANGE and to learn how to join, scan the QR code below or contact Emily-Elizabeth Castelleo at eecaste@clemson.edu.



Distinguished Ethics Scholars Program

The Distinguished Ethics Scholars Program allows students to earn one of two designations accompanied by an item to enhance your regalia at graduation: Ethics Scholar (Graduation Cord) or Distinguished Ethics Scholar (Graduation Medallion). Students will also receive a co-curricular transcript, giving them a competitive edge in the professional interviewing process upon graduation. Scan the QR code to enroll now!



CHANGE and U-NITES!



On February 15th, 2024, CHANGE partnered with U-NITES! to host speed friendship dating and relationship-themed ethics jeopardy! It was a great first event with U-NITES!, and we look forward to the rest of our events this semester.



Monday, April 8th

5:00 pm



Emeka Igwilo
Chief Data Officer and Vice
President of Operations Support
Southern Company Gas

Presented by the Wilbur O. and Ann Powers
College of Business
Watt Innovation Center, Room 106

6:30 pm



Nathan McNeese, Ph.D
McQueen Quattlebaum
Endowed Associate Professor
Clemson University

Presented by the College of Engineering,
Computing, & Applied Sciences
Watt Innovation Center, Room 106

Tuesday, April 9th

5:00 pm



Emma Braaten
Director of Digital Learning at the Friday
Institute for Educational Innovation
NC State University



Danielle Herro, Ph.D
Professor of Learning Sciences
Clemson University



Golnaz Arastoopour Irgens, Ph.D
Assistant Professor of Learning Sciences
Clemson University

Presented by the College of Education
Watt Innovation Center, Room 106

Wednesday, April 10th

5:00 pm



Siobahn Grady, Ph.D
Program Director & Assistant
Professor of Information Science
for the School of Library and
Information Sciences
North Carolina Central University

Presented by the College of Agriculture, Forestry
& Life Sciences, Clemson Libraries, and Clemson
Graduate School
Watt Innovation Center, Room 106

Thursday, April 11th

5:00 pm



Jyotishman Pathak, Ph.D
Frances and John L. Loeb Professor of
Medical Informatics,
Population Health Sciences
Weill Cornell Medical College

Presented by the College of Science and the College of
Behavioral, Social, and Health Sciences
Watt Innovation Center Auditorium

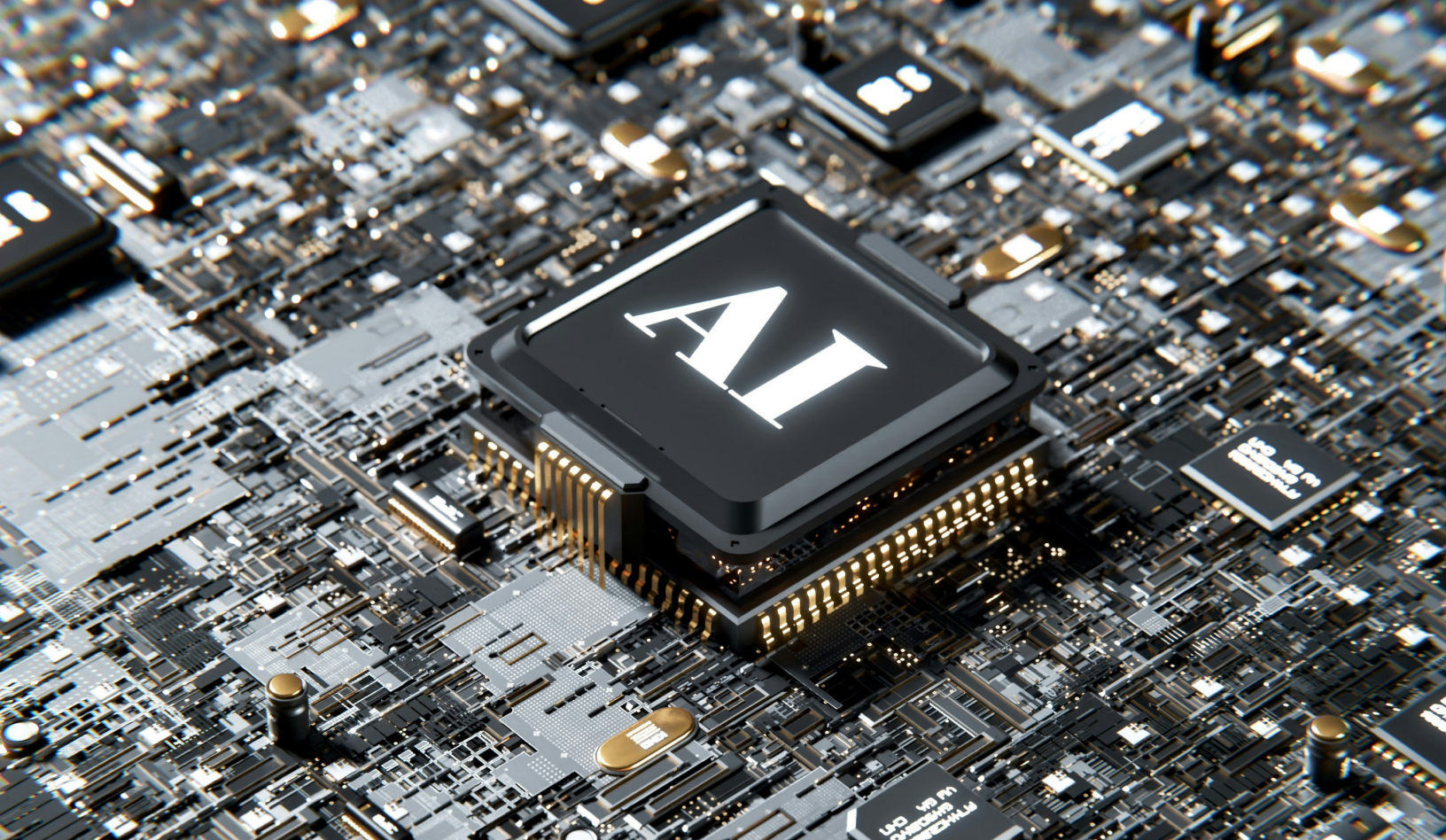
6:30 pm



Tharon Howard, Ph.D
Professor of Professional
Communication
Clemson University

Presented by the College of Arts and Humanities
Watt Innovation Center, Room 106





Is Artificial Intelligence Ethical in Education?

Seth Harding shares an opinion piece about A.I.

The world of academia finds itself at a crossroads. An increasingly popular and easily accessible form of technology, artificial intelligence (AI), is shaking up the world as we know it. Many institutions are beginning to incorporate AI into their curriculum, but are first questioning the ethics of doing so.

A strict no-tolerance policy for artificial intelligence often originates from attempts to protect original thought, unaided by AI. The problem is that the other benefits of AI are often overlooked. Instead of seeing it as leeching away creativity, the academic world ought to consider additional uses of AI. It can help brainstorm ideas, create presentations, and phrase an email correctly, all of which can contribute to a higher quality of work. AI is not inherently unethical, as it can be used to help support students in their education, instead of detracting from it.

Artificial intelligence is the next technological boom. It is poised to generate new jobs, companies, and industries. Educators must prepare students for the future by helping to familiarize them with AI to keep ahead of the curve. Failure to do so may cause students to fall behind, and require them to work twice as hard to catch up when they could have been working with AI throughout their education. AI also allows the freedom to focus on higher-order thinking instead of spending time on other tasks that may not add value.

There ought to be stipulations for using this new technology, however. For example, using artificial intelligence to write a paper or complete an entire project would be unethical, as it not entirely the student's own work. Using AI ethically can be seen through other examples, such as for formatting or brainstorming innovative ideas.

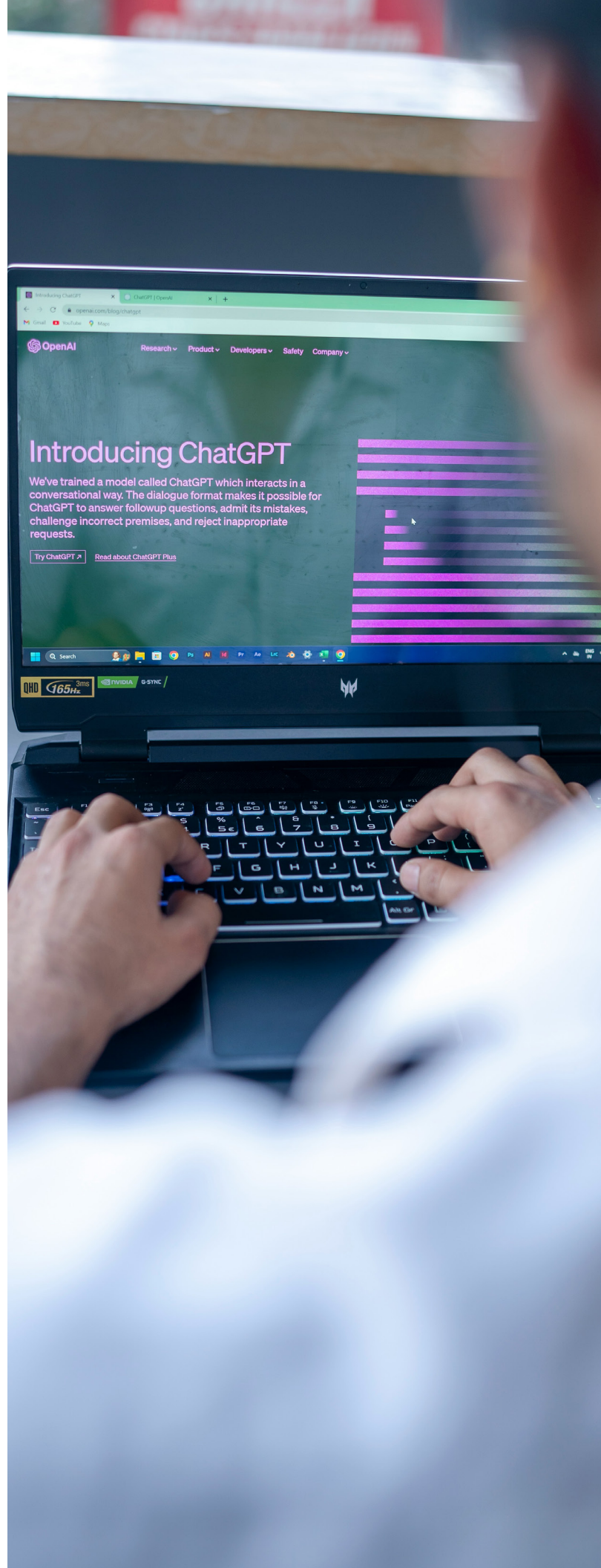
AI is doing the same work as other applications, like Google would, only ten times faster and while creating new material with every new prompt. Many academic resources already utilize AI through their existing applications. For example, Grammarly is an AI-integrated grammar-checking software commonly utilized in academic spaces. Thus, AI can be more accurately viewed as a tool for combining separate resources into a more accessible final product.

Artificial intelligence is a new frontier for higher education and ought to be utilized, rather than ignored, by faculty, staff, and administrators alike. If we can perceive AI as a tool alongside one's own creative and informational brain, then perhaps development of a complementary curriculum can become the standard of higher education in the future.

"AI also allows the freedom to focus on higher-order thinking instead of spending time on other tasks that may not add value."

Using AI as an education enhancement instead of a replacement is vital. Educators ought to allow AI to brainstorm ideas, proofread content, and help create aesthetically pleasing products, rather than ban the tools altogether. These three potential uses still enable students to learn while allowing them to delegate more routine tasks to technology. Ultimately, this would lead to a higher quality of work and education. Additionally, allowing students to experiment with AI makes them familiar with it when entering the workforce.

Artificial intelligence will need to be tackled by every concentration and area of study uniquely. It is up to each institution and educator to decide what is best for their students and how to approach the ethics of using AI. There needs to be an expansion of the use of AI to not only produce higher order thinking and a higher quality of work, but also to allow students to become proficient in using AI for the workforce.



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CHANGE

CREATING HABITS AND NORMS GUIDING ETHICAL DECISIONS