

Part 5: Encouraging Ethical Behavior

Ethical decision making requires:

1. Identifying your principles and values
2. Learning about populations and their vulnerabilities
3. Recognizing that there may be several right ways to respond
4. Acknowledging that there also are many inappropriate responses
5. Understanding that appropriate responses may vary among academic and cultural climates
6. Putting your knowledge and principles into action

Closing Tips:

- 1. Keep in mind that engineering impacts people.**
Some of them are more vulnerable than others.
- 2. Although ethics and morals are different, both deal with right and wrong.**
It's important to understand the ethical guidelines that govern your profession.
- 3. Don't just avoid blame. Be praiseworthy.**
Just because you can do it, doesn't mean you should do it.



Additional Resources:

- **Be aware of the Graduate Honor System & Graduate Honor Code:** As a graduate student at Virginia Tech, you are held to this honor code and ignorance of its policies is not an excuse for breaking the rules.
<https://graduateschool.vt.edu/academics/expectations/graduate-honor-system/ghs-introduction.html>
- **Look up your discipline's Code of Conduct:** Every disciplinary society (ex: ASME, ASEE) has their own set of standards summarized in a Code of Conduct. Look into your discipline's professional organization(s) to learn more. Examples (not limited):
ASEE: <https://www.asee.org/about-us/what-we-do/ethics-policies-and-resources>
ASME: <https://www.asme.org/wwwasmeorg/media/resourcefiles/aboutasme/get%20involved/advocacy/policy-publications/p-15-7-ethics.pdf>
IEEE: <https://www.ieee.org/about/corporate/governance/p7-8.html>
NSPE: <https://www.nspe.org/resources/ethics/code-ethics>
- **“Ethical Pursuits in Academe” website from VT Graduate School** includes links to additional resources
<https://graduateschool.vt.edu/academics/expectations/ethics-in-academe.html>
- **Cited in class:** Mechanic, D., & Tanner, J. (2007). Vulnerable people, groups, and populations: societal view. *Health Affairs*, 26(5), 1220-1230.
<https://doi.org/10.1377/hlthaff.26.5.1220>
- **Books referenced in class:**
 - *Automatic Inequality: How High-Tech Tools Profile, Police and Punish the Poor* by Virginia Eubanks
 - *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy* by Cathy O’Neil
 - *Invisible Women: Data Bias in a World Designed for Men* by Caroline Criado Perez
 - *Algorithms of Oppression: How Search Engines Reinforce Racism* by Safiya Umoja Noble



● **Case Studies from class:**

- O’Kane, S. (2020, July 8). “Ford employees ask the company to stop making police cars. *The Verge*.
<https://www.theverge.com/2020/7/8/21317894/ford-employees-black-Police-vehicles-law-enforcement-george-floyd>
- “The Impact of Race and Genetic Ancestry on Medicine // Which Box Do I Check?” https://www.youtube.com/watch?v=H_s7iZopkJM

