

Ethics Editorial



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ABOUT THE EDITORIAL

The Rutland Institute for Ethics was established in 2001 with a vision to provide support and encouragement for ethical conversations and leadership across all disciplines at Clemson University. As a branch of the Institute, the CHANGE (Creating Habits and Norms Guiding Ethical Decisions) Student Organization was established in 2019. To further the impact of the Rutland Institute, the Ethics Editorial was created in 2019 and has been published each fall and spring since. CHANGE hopes to shed light on real-life ethical dilemmas and highlight the people who make change across Clemson University's campus! We hope that this feature will inspire you to cultivate ethical decision-making skills in your life

FROM THE EDITOR

Brandi Williams



The Ethics Editorial serves as a platform to explore the intersection of moral reasoning and human experience in our Clemson community. I visioned this issue to challenge assumptions, amplify voices, empower those dedicated to a more ethical world, and remind us that ethical decision-making is not about perfection but compassion in practice. Through this editorial, my aim is to cultivate dialogue that encourages reflection, accountability, and empathy—values that guide every profession and our humanity.



Meet Ridge Kaauwai. He is a graduate student in the Master of Professional Accountancy (MPAcc) program who joined CHANGE in 2021. Ridge returned as a graduate student, taking on the role of our secretary. “I joined CHANGE in 2021 because I understood how important ethics was from a business perspective, especially in the field of Accounting; being a part of this organization has allowed me to clearly articulate my understanding of ethics to those around me.” Ridge says that it has been a joy to see how this organization has grown throughout his time as a member. “I remember sitting in a room with only six members every week, talking about ethical topics that we found interesting while planning events where we got to share about ethical issues with other students on campus. The latter hasn’t changed but watching our organization grow from six to more than forty members emphasizes the growing importance of ethics in all industries.”

“...being a part of this organization has allowed me to clearly articulate my understanding of ethics to those around me.”

His time so far can be described as ever-changing. Each year has brought new challenges and new growth. “Having more members allows us to reach more students on campus, and it also means we need to grow in our executive leadership team to meet everyone’s needs.” Ridge has been working on this year’s CHANGE membership requirements to ensure they are relevant to what members find impactful, as well as what CHANGE needs to ensure visibility on campus. As an organization, CHANGE has a variety of events to look forward to this year. Ridge is especially looking forward to this semester’s Ina B. Durham High School Ethics Case Competition, which gives high school students a chance to address pressing and relevant ethical dilemmas through critical-thinking and teamwork.



Ridge Kaauwai



EXECUTIVE SPOTLIGHT

BOARD MEMBER SPOTLIGHT



Connie McCollough

Stephanie Beitle interviews Mrs. Connie McCollough, a retired educator of 29 years

Connie McCollough, a retired educator with a 29 year career, has served on the Rutland Institute’s Advisory Board for two years. Her commitment to ethics guided her career as a teacher, Mentor Teacher, and Mathematics Department Head at Greer High School, as well as in her role as the Master Teacher for the AP Calculus AB Institute with Clemson University.

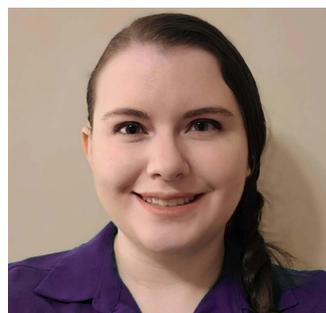
When discussing ethics in the classroom, McCollough said, “In some cases, I was the only adult that [my students] saw model ethical behavior. I wanted to be sure that students knew that it was okay to do the right thing, despite the peer pressure. And I modeled that in my classroom – in the way I taught and in the way I talked to my students.” McCollough talked about how setting equal expectations of ethical behavior helped make her classroom a safe space: “I had a one rule classroom. ... It was

‘Show Respect At All Times – I will respect you; I need you to respect me, and I want us all to respect each other.’ Exemplified throughout her teaching career, McCollough practiced a commitment to give her students a clean slate and avoided the ‘teacher gossip.’ “If you do hear [negative things] about a student, then you may already have a defensive feel towards that student, expecting the worst. I wanted everyone to get the same ‘me,’ and I didn’t want to be influenced by someone else’s judgement.”

She found that such an ethical approach also improved student outcomes as well - “Students are placed on a track by performance prior to high school. And then students think they are less than other students when they are just as smart.” McCollough emphasized the importance of ethical decision-making in her classroom decor– plastering her walls with posters with only the word “Yet.” When her students would say “I’m not good at math” she would point to a poster and say, “yet. Give me a chance. I have confidence in you, so give me a chance, and I’ll take you there.”

As we reflect on the importance of ethics on campus and beyond, it feels fitting to return to McCollough’s words from the very start of our conversation: “I think that ethical decision-making is very important for the world to make it a better place where people can feel safe, accepted, and respected. It goes into the classroom, it goes into business, and because people are making ethical decisions, other people can work and perform in those spaces at a high level.”

ABOUT THE AUTHOR



Stephanie Beitle is CHANGE’s Policy & Procedures Chair and a representative for the College of Computing, Engineering & Applied Sciences. A Ph.D. candidate in Chemical & Biomolecular Engineering focused on mammalian cell culture, she holds an Engineering Science Education Teaching Certificate.



Meet our newest Advisory Board Member!



Morgan Simmons-Gibson

Morgan Simmons-Gibson joins the Rutland Institute for Ethics Advisory Board with more than a decade of leadership in transportation planning, system development, and public engagement. As Deputy Director of Intermodal Services for Cobb County DOT in metro Atlanta, she oversees initiatives that connect highway, transit, and emerging airport operations, with a focus on safety, equity, accessibility, and data-informed decision-making. A Clemson alumna and MPA graduate of Georgia State, Morgan brings a practitioner's perspective on how ethical frameworks guide complex infrastructure choices that affect daily life and long-term regional growth.

On the Advisory Board, she will help strengthen industry partnerships, mentor students, and inform case discussions on public sector accountability, stakeholder trust, and responsible innovation in mobility systems. Morgan's thoughtful leadership and commitment to ethical governance make her a timely addition to the Rutland community.

MEET OUR GREEK PARTNERS

The Rutland Institute for Ethics continues to partner with two Greek Life organizations, Delta Phi Lambda and Beta Upsilon Chi.

The purpose of the Rutland Institute's 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 outstanding commitments to service. Our partners are Delta Phi Lambda Sorority, Inc. and Beta Upsilon Chi fraternity.

“The purpose of the Institute’s Greek partnerships is to recognize and cultivate outstanding ethical leadership within Greek organizations ...”

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 continue to work with the Rutland Institute for Ethics to help Clemson students think more deeply about good decision-making and to encourage ethical discussion.

Delta Phi Lambda

Delta Phi Lambda Sorority, Inc. (DPhiL) advocates for Asian awareness and empowers women leaders through diverse shared experiences. By partnering with the Rutland Institute for Ethics, Delta Phi Lambda helps 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 must strive to make more shared, ethical decisions. 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.





Hannah Simmons
DPhiL

Hannah Simmons, an Environmental Engineering major from Beaufort, South Carolina, has embraced leadership across Clemson’s campus. Within Delta Phi Lambda Sorority, Inc., she has served as Vice President of Internal Affairs since January 2025 and President for the Fall 2025 semester. Her impact extends beyond DPhiL, as she currently serves as Vice President of Administration for Fraternity and Sorority Life Wellness Advocates and previously led as Philanthropy Officer for the Clemson Sailing Club.

For Hannah, ethical leadership is rooted in both heart and integrity. She believes leaders should be reliable, approachable, and willing to serve as true resources for those around them. Leading by example and maintaining respect are central to her approach, as is creating a space where every sister feels valued and heard. “An ethical leader should strive to be dependable and create an environment where people feel comfortable coming to you with anything,” she explains.

DPhiL plays an important role on Clemson’s campus by fostering inclusivity, service, and cultural representation. From supporting national and local philanthropies to collaborating with other Asian-oriented organizations, the chapter builds a community of diverse perspectives across campus. For Hannah, ethics ensures these efforts reflect genuine values, modeling integrity, accountability, and trust.

Wes Knaggs, an Economics major from Great Falls, Virginia, has found ethical leadership to be the anchor of his Clemson journey. Within Beta Upsilon Chi, he has served as the fraternity’s Inclusion & Belonging Chair, while also giving back as a Clemson Welcome Week Leader and through the Reformed University Fellowship’s Freshman Outreach Team. These roles have given him a front-row seat to the impact values-driven leadership can have on a community.

Wes defines ethical leadership through integrity, dependability, and a sincere commitment to serving others. He leads with character in and beyond BYX, building trust among brothers and fostering a culture of accountability. In one-on-one conversations, he invites diverse perspectives and makes sure every member feels seen and valued.

He also points to the broader role BYX plays at Clemson. Its members lead in ministries like FCA and Cru Greek Life, as well as across campus in Student Senate and Transfer Council. Wes believes ethical decision-making is critical in these spaces, especially in Greek Life, where students face new freedoms. In his words, “College is the first time many of us have true autonomy. A strong ethical framework helps us make decisions that build up our organizations and contribute to the Clemson community.”



Wes Knaggs
BYX



Ethics and Sustainability: How to Advocate for Real Virtue in Food Systems

Noah Willsea

Ethics and Sustainability

“Ethics” and “sustainability” are terms with distinct definitions and established schools of thought, yet they are often invoked broadly. In many cases, those who use these words appeal to the authority of vague virtues with which your course of action is expected to comply. Culturally, “ethical” practices and “sustainable” practices have become almost synonymous when applied to choices within the food system (agriculture, food processing, food marketing, grocery shopping, etc.).

When it comes to agriculture, it is not uncommon for individuals with no experience in farming to take a stance on the use of pesticides, calling them unsustainable and therefore unethical. Likewise, food in a store labelled “non-GMO” may be perceived as more ethical and therefore more sustainable than the competing brands. Whether or not these opinions accurately reflect the virtue of the issue at hand, they are shortcuts and diminish the meaning of the words “sustainable” and “ethical” from objective judgements to subjective reactions.

The United Nations has a list of 17 Sustainable Development Goals which they hope to achieve by 2030. This list includes many aspirations such as “No Poverty” and “Zero Hunger” as well as other important goals such as “Protect, restore, and

promote sustainable use of terrestrial ecosystems...” (UN DESA, 2024). While all of these goals are noble and necessary to achieve sustainable life on earth, it is clear that they require nuanced and even non-intuitive applications in different situations. To illustrate this, let’s take a look at two different agricultural cases of this paradox in action.

South Carolina Peach Orchards

South Carolina is the United States’ second-largest peach producer behind California (USDA, 2023). Peaches are a significant portion of South Carolina’s economy, bringing in about \$80 million annually (South Carolina Peach Council, 2024). One of the main goals of improvement for the South Carolina peach industry (along with most other commercial agriculture in the United States) is to move towards high intensity agriculture that will be economically productive. This type of trend in agriculture has been considered unsustainable in the long-term due to “loss of soil fertility, the erosion of soil ... and the high energy and chemical inputs associated with it” (Tilman, 1998) . Thus, academic research is being conducted on peaches and other crops to investigate how agriculture can be made more sustainable through the use of concepts like “rational fertilization” and the push towards organic practices, which forbid the use of synthetic fertilizers (Baldi et al., 2010; Melgar et al., 2022).

Subsistence Agriculture in Africa

African agriculture, meanwhile, has a much different problem of sustainability. Fertilizer use is very low relative to the amount of fertilizer needed to produce enough food to feed the population. For example, one recent study found that nitrogen use would need to increase by about 500% by 2050 in order for the continent to reach food self-sufficiency, even though this would cause more nitrogen loss into the environment (Elrys et al., 2020).

Still, there are very high levels of food insecurity across many African countries, and this is a tradeoff that must be considered in order to combat widespread malnutrition, chronic hunger, and poverty (Akanmu et al., 2023).

Malnutrition, hunger, and poverty are clearly not sustainable. These conditions highlight the fact that people living under such conditions are not being sustained as it is. Here we might even say it is an ethical imperative to increase the amount of nitrogen fertilizer available for use by African farmers so that their families can live healthy and full lives.

Meanwhile, in South Carolina peach orchards we might say that, for sustainability's sake, it may be an ethical imperative to reduce synthetic fertilizer use where possible to decrease the negative impacts on the land.



The Broader Lesson

These are just two examples of how the principle of sustainability must be met with ethical-decision making in order to draw valid conclusions about the virtue of a specific action.

Overall, I would encourage Clemson students to engage sustainability issues using the STAR decision-making model (Rutland Institute for Ethics, 2025). Ethical decision making requires the decision maker to first stop and consider the nuances of a situation before deeming it ethical or unethical.

Likewise, it is not enough to create a list of sustainable and unsustainable practices within food systems and proceed to praise the sustainable operations and condemn the unsustainable. In order to make truly sustainable decisions within our food systems, from the farmer all the way to the end consumer, we have to consider all of the stakeholders involved, ensure that all of them are being treated in a way that is not exploitative, think about whether this practice is something that can continue into perpetuity without the demise of any of the stakeholders, and many other such judgments.

In an age where so many stances, proclamations, judgments, and decisions are made for the sake of appearances or to mirror popular opinion, I would challenge those who want to live a more ethical and sustainable life to form their judgments using a more thoughtful and systematic approach.



ABOUT THE AUTHOR

Noah Willsea



Noah Willsea is a Plant and Environmental Sciences PhD student from Grand Rapids, Michigan and a CAFLS CHANGE representative. He is researching phosphorus dynamics in South Carolina peach orchards. For his undergraduate degree, he completed a double major in philosophy and horticulture at Louisiana State University, and then he went on to a Master's in horticulture at Washington State University. In the summer of 2025, he was awarded a NextGen Fellowship, giving him the opportunity to help develop sustainability programs at an NGO in Addis Ababa, Ethiopia. In his free time, Noah enjoys serving the local community in the upstate area and exploring the many wilderness areas near Clemson.

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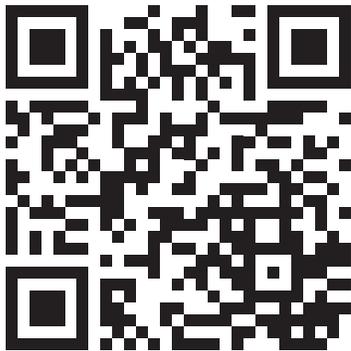
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Be the CHANGE You Want to See!



CHANGE: Student Ethics Committee

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 semiannual Ethics Editorial. For more information about CHANGE, or to learn how to join, scan the QR code below.



Distinguished Ethics Scholars Program

The Distinguished Ethics Scholars Program offers two designations: Ethics Scholar (graduation cord) and Distinguished Ethics Scholar (graduation medallion), each enhancing graduation regalia. Students will also receive a co-curricular certificate, giving them a competitive edge in the professional interviewing process upon graduation. Scan the QR code below and self-enroll now!



DILEMMA!

We asked Clemson students about ethical dilemmas they are passionate about in their fields. Here is what they had to say:



Izabella (Izzy) Martinez
Senior Criminal Justice Major
Lugoff, SC

Opinion vs. Professionalism

I'm passionate about free speech. People should not be fired or reprimanded at work or in school for having an opinion - free speech is protected in this country and should continue to be. I hear people being hateful to minorities, and they don't face repercussions, but if someone speaks out on their political opinion, they are fired from their workplace. The moral dilemma for me is that jobs require a certain level of professionalism in the workplace, but in my opinion, you are still entitled to your opinion.

“People should not be fired or reprimanded at work or in school for having an opinion - free speech is protected in this country and should continue to be.”



Elizabeth Czarniecki
Senior Microbiology Major
Charleston, SC

Expectations and the Ethics of Fantasy

One ethical dilemma I see is in the different forms of romantic escapism for men and women. Men are more closely associated with engaging explicit content, but I don't feel like we address that women use fantasy and “romantasy” for the same purposes. Both lead to unrealistic expectations in relationships that are unfair. I also feel like there is a big push for this genre toward young women, and it's seen as a fun and casual form of entertainment, but it can showcase toxic and harmful content.

“I also feel like there is a big push for this genre toward young women, and it's seen as a fun and casual form of entertainment, but it can showcase toxic and harmful content.”



Valencia Bustamante
Sophomore Political Science Major
Aiken, SC

The Moral Complexity of Ending Child Labor

An ethical dilemma that interests me is how to address child labor in underdeveloped countries. At first, it seems obvious that child labor should be eliminated—but the issue is far more complex. While it's dangerous and deprives children of education, many families and communities rely on the income it provides for survival. In some cases, the only alternative for these children may be early marriage or other unsafe circumstances. This makes child labor a deeply complicated issue without a simple or clear solution.

“At first, it seems obvious that child labor should be eliminated—but the issue is far more complex. While it’s dangerous and deprives children of education, many families and communities rely on the income it provides for survival.”



Jorja Clark
Senior Nursing Major
Traveler’s Rest, SC

Who Gets to Be Healthy?

I believe all people are equally deserving of quality healthcare, but that’s not the reality. Certain groups inevitably receive better care than others for reasons beyond their control. This issue feels deeply personal to me because I see it every day—people who genuinely want and need a better life, but can’t attain it because of financial barriers. At the same time, I understand that it’s not reasonable to expect healthcare providers to offer their expertise for free. Education and training in this field are costly, and professionals deserve to make a living from their skills. To me, the solution lies in finding a more responsible and equitable way to allocate financial resources to close that gap.

“I believe all people are equally deserving of quality healthcare, but that’s not the reality.”



Not All That Counts Can Be Counted: Why More Isn't Always Better in Higher Education

Matt Harrington

In his 2004 book, *The Paradox of Choice* (Schwartz, 2004), psychologist Barry Schwartz argues that having more options doesn't make us happier individuals. In fact, having more options often leads to higher expectations of those options, and, inevitably, a greater sense of dissatisfaction and disappointment when those expectations are not met. Schwartz suggests that someone who chooses one of three ice cream flavors is likely to be happier with their final decision than someone who chooses one of fifty ice cream flavors, due in large part to this escalation of expectations.

This concept is especially relevant in the context of student experiences in higher education, where universities increasingly equate success with numerical growth. In other words, success would be defined as giving students more flavors of ice cream. However, the relentless pursuit of growth—hosting more student events, more outreach, and having higher event attendance—ignores the ethical responsibilities of higher education and jeopardizes the institution's ability to reliably create value. Rather, in an uncertain financial landscape, institutions ought to use their limited resources to understand why their most impactful student events are so impactful, and how to make those value-delivering impacts repeatable and sustainable.

“...having more options often leads to higher expectations of those options, and, inevitably, a greater sense of dissatisfaction and disappointment when those expectations are not met.”

Universities often have complex, competing motivations: they need to generate revenue to function and produce graduates, but they also must fulfill their mission to foster critical thinking and inspire future leaders through experiential learning. In corporate contexts, these contrasting interests are much less common; the primary goal is nearly always exclusively profit-driven. Thus, defining metrics of success as scaling numerical values is more applicable. If the only goal is generating profit from selling ice cream, it makes sense for the firm's goals to include selling more scoops of ice cream every quarter. Alternatively, when assessing programming to enhance student experiences at a university, endlessly increasing numerical metrics are neither effective nor an ethical means of measuring whether that institution is accomplishing its less tangible mission of fostering personal growth.

For instance, Clemson University’s mission statement (Clemson University, 2024) incorporates both of these interests, describing our foundation as “the generation, preservation, communication, and application of knowledge,” while in the same statement, noting that the university “is committed to the personal growth of the individual.” It may initially seem logical, then, to set goals for university leadership similar to those of a corporation: maximize both educational output (the communication of knowledge) and student personal growth. However, while profit and educational output can be quantified with statistics like program enrollment, tuition dollars, and degrees awarded, some core educational and personal growth outcomes are qualitative by nature.

For example, a student who becomes a transformative professional or cultural leader may have been inspired through a small, discussion-based event that received little attention or funding because it wasn’t highly attended or profitable the previous year. Yet, the student from that event may go on to have a greater impact on his or her peers and the university’s brand than any students who attended a highly anticipated, standing-room-only keynote address, but who all walked away uninspired and disengaged. In this instance, quantifiable metrics would suggest that the larger event was still more successful because its message reached more students. In reality, the less attended event was actually more effective at fulfilling the university’s mission statement, but quantitative metrics like overall attendance and numbers of 5-star reviews are insufficient at capturing why the smaller event was more impactful and mission-fulfilling in the long run.

“...quantifiable metrics like overall attendance and numbers of 5-star reviews are insufficient at capturing why the smaller event was more impactful and mission-fulfilling in the long run.”

This is because quantifying complex human experiences, such as personal growth, requires nuance. Jerry Muller uses the term “metric fixation” to refer to the insistence that everything can and should be measured through numerical assessments in his book, *The Tyranny of Metrics*



(Muller, 2018). Muller explains that defining all of an organization’s objectives in terms of specific numbers to be reached can shift the focus from overall mission achievement to shortsightedness and gaming the system for individual gain. This is especially true when failing to meet these ever-increasing numerical goals for larger events and higher attendance often comes at the cost of personnel and funding cuts when they fall short. On a larger scale, the resources spent promoting and hosting events that deliver little to no value to the institution and its students become sunken costs. The fact is that quantifying student experiences into arbitrary metrics inherently requires eliminating nuance, context, and other intangible elements that are critical to accomplishing human-centered missions like fostering personal growth. Instead, higher education leadership ought to prioritize qualitative assessments and longer-term program impact to assess the success and future support of student-centered events.

In their 2009 seminal work outlining education research methods (Borrego et al., 2009), Maura Borrego and colleagues illustrated how qualitative research can provide a more accurate gauge of lived experiences. They explain that qualitative research in the forms of interviews, focus groups, and conversational analyses can help identify patterns and themes in educational events. Despite perceptions to the contrary, qualitative research is not a haphazard collection of stories. Rather, structured qualitative research requires clear definitions of context and provides room for nuance from student subjects. In these instances, students could give specific feedback on events they felt were impactful and why those events shaped their identities as professionals and leaders. Assessing students' experiences in this way upholds institutional integrity and the ethical stewardship of institutional resources. Resources provided to assess and replicate the elements of events that students deemed to contribute to their personal growth are likely better fulfilling the university's mission than if those resources were solely allocated to the largest or the most-attended events.

From the university's perspective, not only is qualitative assessment a more ethical avenue for measuring mission achievement, but investing in event quality over quantity is beneficial for sustainable value creation. Prioritizing endless growth by hosting more and bigger student events can lead to diminishing returns when the number and scale of these events outpace students' capacities for attendance and open-mindedness. Further, focusing exclusively on the scale of events dilutes their impact and responsiveness to student needs. Understanding how student growth is most impacted through qualitative assessments and aiming to repeat those impacts in future events enables sustainable mission achievement and generates value in the form of more impactful, inspired student attendees.

“Prioritizing endless growth by hosting more and bigger student events can lead to diminishing returns when the number and scale of these events outpace students’ capacities for attendance and open-mindedness.”

Thus, institutions of higher education ought to shift their leaders' priorities from generating as many student events as possible to performing more qualitative assessments that support the events that most strongly enhance student personal growth. When facing financial limitations, university administrators, departments, and student organizations should focus first on understanding why their most impactful, mission-fulfilling programs are successful and, second, on growing replicability and value in those strategic niches. In 2026, higher education does not need to blindly develop more flavors of ice cream—we need to better understand which flavors the guests prefer.



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ABOUT THE AUTHOR

Matt Harrington



Matt Harrington is a Master of Science student and graduate teaching assistant in the Department of Bioengineering at Clemson University. His research examines breast cancer metabolism and the implementation of nanoparticle drug delivery systems. As a student leader on campus, Matt is actively involved in CHANGE, Clemson's Bioengineering Organization, and the CECAS Graduate Student Advisory Board. He received his Bachelor of Science in Genetics from Clemson in 2023, and in his free time, he enjoys movies, acting, and rock climbing.

Looking ahead, Matt hopes to translate lab insights into patient-ready therapies—whether through an MD/PhD pathway or industry R&D. He's passionate about mentoring peers, fostering inclusive lab culture, and weaving ethics into biomedical design decisions; recent highlights include a GTA commendation and a poster award recognizing his nanoparticle targeting work.



GET INVOLVED!

Spring 2026 Events Calendar

Bend or Break: Bridging Ethics and Building

February 10th, 2026



College of
**ARCHITECTURE, ART
AND CONSTRUCTION**

CHANGE Lego Building Competition

February 27th, 2026



College of
**ENGINEERING, COMPUTING
AND APPLIED SCIENCES**

Real or AI? Art Showcase

February 25th, 2026



College of
**ARTS AND
HUMANITIES**

**An Ethical Civil Discourse Featuring:
Clemson College Republicans and
Clemson College Democrats**

March 30th, 2026



College of
**BEHAVIORAL, SOCIAL
AND HEALTH SCIENCES**



Campus Wide Event

TIDE Conference Session 4A

Clemson Team Trivia

March 31st, 2026



Clemson University

CHANGE

CREATING HABITS & NORMS GUIDING ETHICAL DECISIONS

Follow @clemsonethics on Instagram to stay tuned for the dates and locations for these events!

Fall 2025 New Members



Sydney Antoncic
CAAC



Michaela Bramlett
CAFLS



Paige Concha
CBSHS



Autumn Donnelly
COE



Heather Greenwald
CAH



Molly Hultstrand
COB



Emily Ibsen
COS



Caroline Johns
COB



Ashley Kirby
COS



Krish Kumar
CBSHS



Richard Kyzer
COE



Ruxandra Merisanu
CAAC



Fatima Molina
COB



Krista Suprenant
COS



Gianna Torielli
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