





- A. Ethical issues involving AI continue to arise in the context of powerful institutions that have histories of inequity and injustice.
- B. We ought to respond on a number of fronts.
- C. Two closely related fronts are AI Ethics research and education.

- D. Assumption: By helping AI practitioners* understand moral concepts, they will either take “right” actions more reliably, or they will be more motivated to deepen their understanding of moral concepts.
- E. The usual approach is to describe a set of ethics principles and how they ought to play out in practice.

* teachers, developers, regulators,
decision-makers

- F. Problem: Reasoning from principles requires shared stories of what it means to be “good” in one's profession. Mittelstadt: These are missing in AI. Knowles: These exist, but are told, not published.
- G. Goal: Find the shared contours of AI practitioners' stories of what it means to be a good AI developer.
- H. Findings: It was more complicated than I or Mittelstadt anticipated.

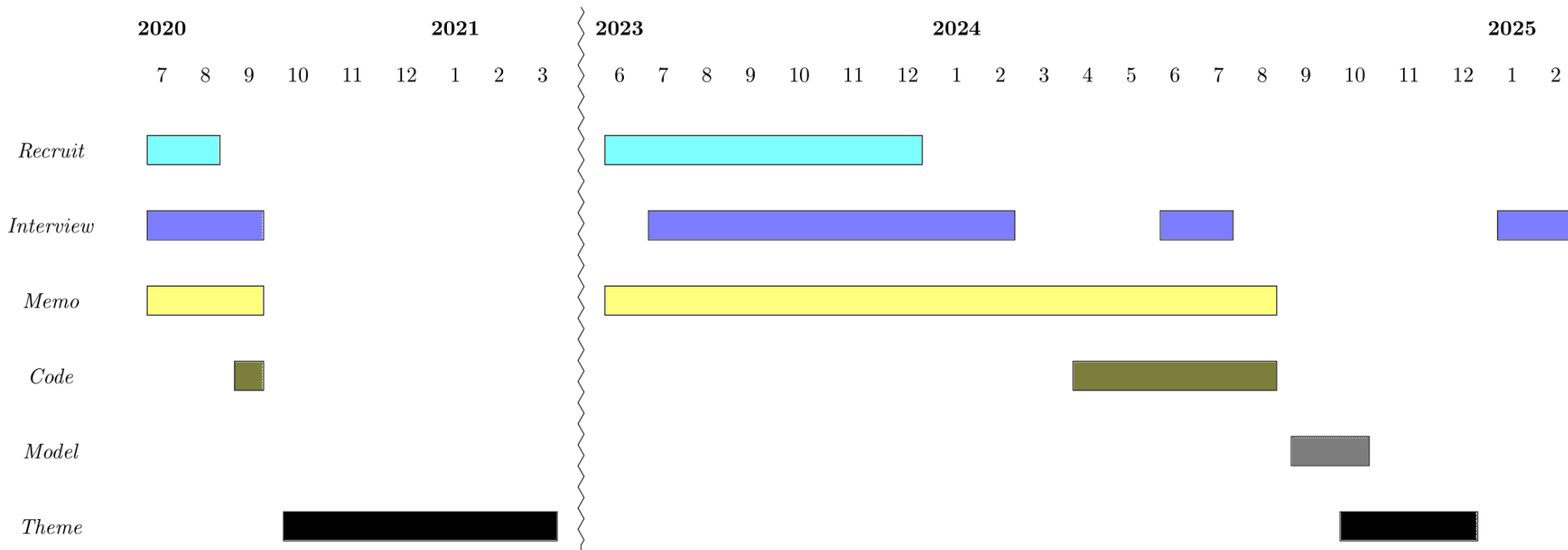


Doing Evil for Money

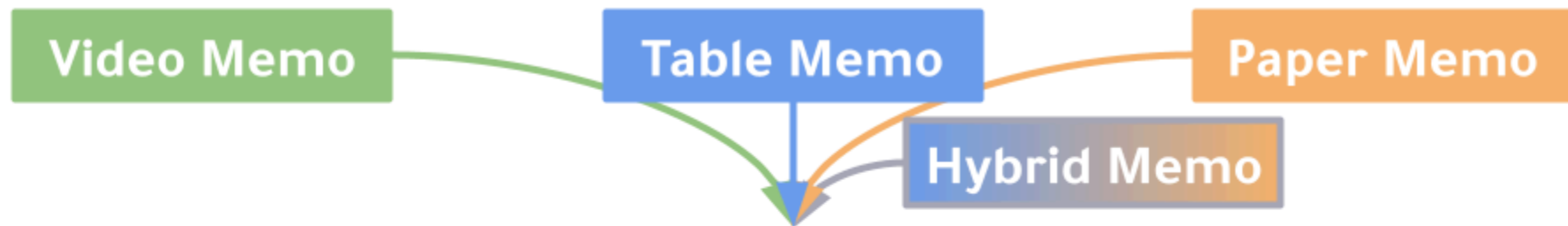
Motivation, Collaboration, and Social Change in AI Ethics Practice and Education

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- What **moral aspirations** for AI do people hold, and why do those things seem to matter?
- What are the conditions and social dynamics of their **workplace**, and how do those relate to their values?
- What are the **symbols, metaphors, and stories** they use to get at things hard to get at?



As one participant remarked, AI Ethicists have a certain "look" to them that has been popularized.	140372	<div>Coworkers and Other Professionals</div> <div>AI Practitioners Motivate One Another</div> <div>Cross Talk, Lack of Shared Language, Guidelines don't Resonate</div> <div>Bad Writing</div>
They are young. They are skilled communicators. And they are comfortable speaking in a range of domains and outlets.	140470	<div>Ethics is Maturity</div> <div>Ethics is Collaborative</div> <div>AI Practitioners Motivate One Another</div> <div>Broad Actors Shaping Broad Swaths</div> <div>Identify is Non-Static, Narrative, Colloquial</div>
At worst, this image takes on associations with buzz-wordiness, sound bytes, whitewashed corporate events, and general lack of "depth."	140587	<div>AI Practitioners should not Launder their Agency or Engage in Specious "Washing" Activities</div>
This image does no service to what ethical AI practice or empirical AI ethics research look like; this in turn harms the community, by providing a narrowing image to what we do, providing an image devoid of stories of how our various skills fit together, exclude these from entering or feeling "belonging" who don't "look the llok," overly-figures the work we do so that crosstalk increases as we collaborate with others in and out of our community, and fails to promote new avenues in empirical research.	140722	<div>Identify is Non-Static, Narrative, Colloquial</div> <div>What Gets to Count?</div> <div>AI Practitioners want to do the Profession they Identify with and Feel a Sense of Belonging</div> <div>Ethics is Collaborative</div> <div>Cross Talk, Lack of Shared Language, Guidelines don't Resonate</div> <div>Skills Need to be Kept Up-to-date, Continual Learning Valued Highly</div>

Social and Collaborative

Coworkers and Other Professionals

AI Practitioners Motivate One Another

Ethics is Collaborative

Broad Actors Shaping Broad Swaths

Act with Integrity

AI Practitioners should not Launder their Agency or Engage in Specious "Washing" Activities

Ethics is Maturity

Bad Writing

Right Image

What Gets to Count?

Shared Language

Cross Talk, Lack of Shared Language, Guidelines don't Resonate

Belonging

AI Practitioners want to do the Profession they Identify with and Feel a Sense of Belonging

Identity Formation

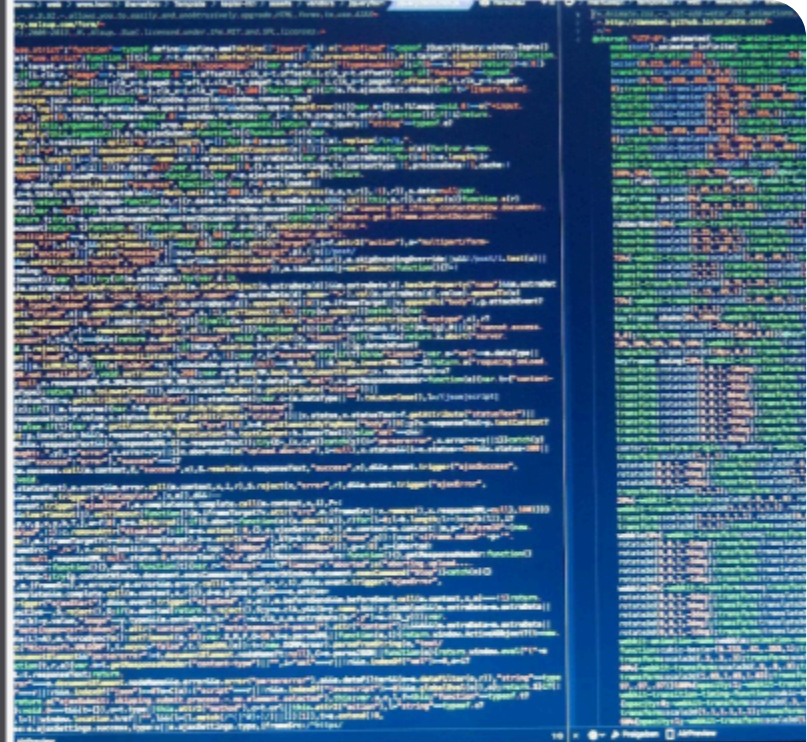
Identify is Non-Static, Narrative, Colloquial

- Ch. 5 **Responsibility**
- Ch. 6 **Collective Sensemaking**
- Ch. 7 **Belonging and Inclusion**

A Story: “Doing Evil for Money”



Responsibility



Collective Sensemaking



Belonging
Inclusion



Evil



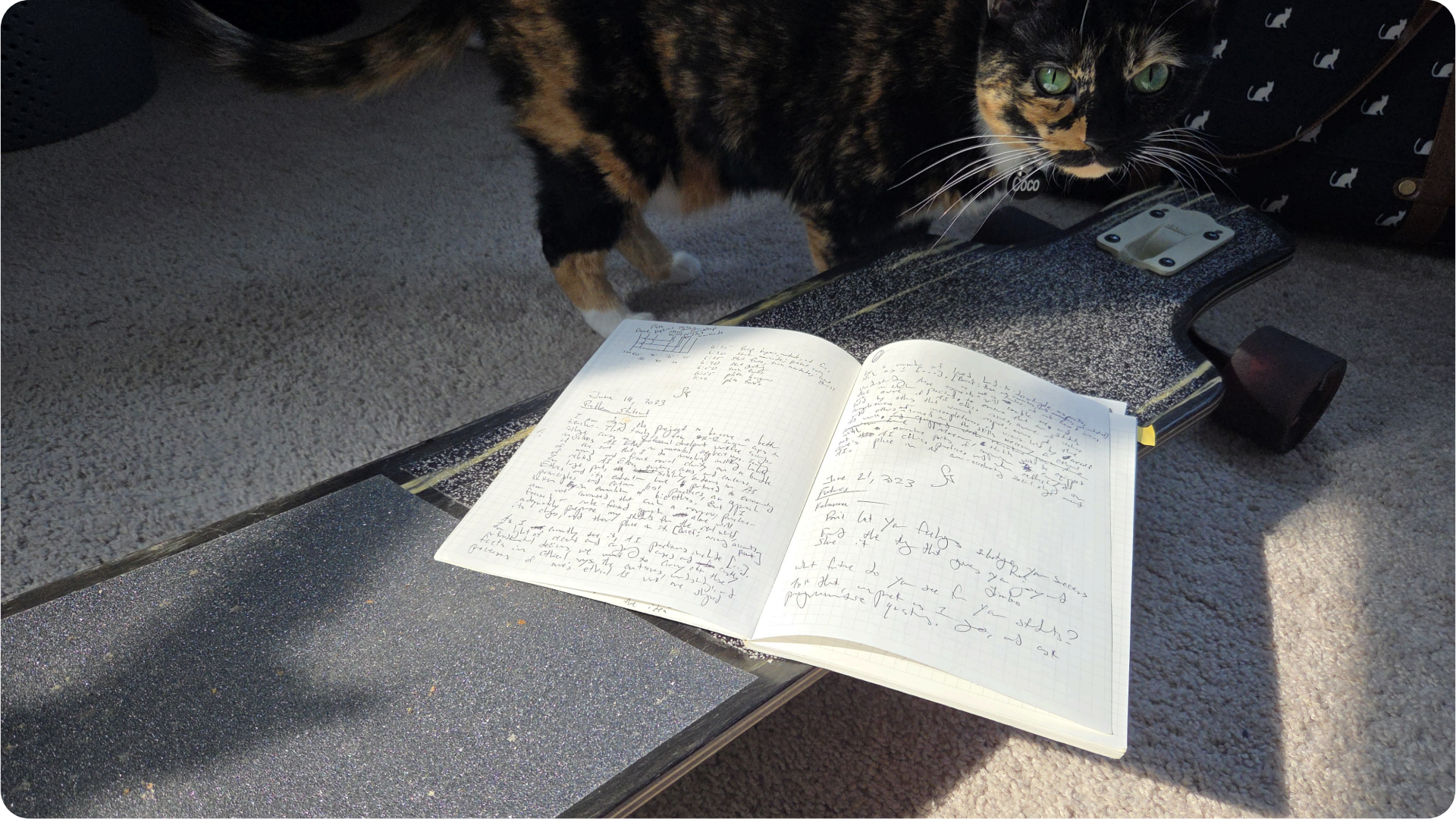


Problem Statement

I am leading the project to become a better teacher. That truly for ~~the~~ 12 summer days to college course in professional judgment rather than in values. AI Ethics is a merciless expert vs. Telling of the sort that I do involves writing labels of mind and frank vocal clarity on a bundle of related AI Ethics, questions, cases, and concerns. In large part, ~~the~~ that scholarly concerns on AI Ethics and its education have to prepared to examine principles and certain best practices, an approach I am by in addition of bioethics. But I am not convinced that such a narrow, practice-focused or rule-focused approach ~~can~~ also will adequately prepare my students for the real world, its challenges, and their place in it. [Brief: using accounts part]

As I ~~can~~ currently see it, AI problems include [unclear]
in light of recent and ongoing ~~cases~~ and ~~ethical~~ ^{ethical} decisions, we must ~~do~~ ^{consider} giving out these
facts in ethical sys. the outcomes, including, and
problems of our ethical AI work are shaped

“Thanks for seeing us as people and not just assignment-doing machines!”



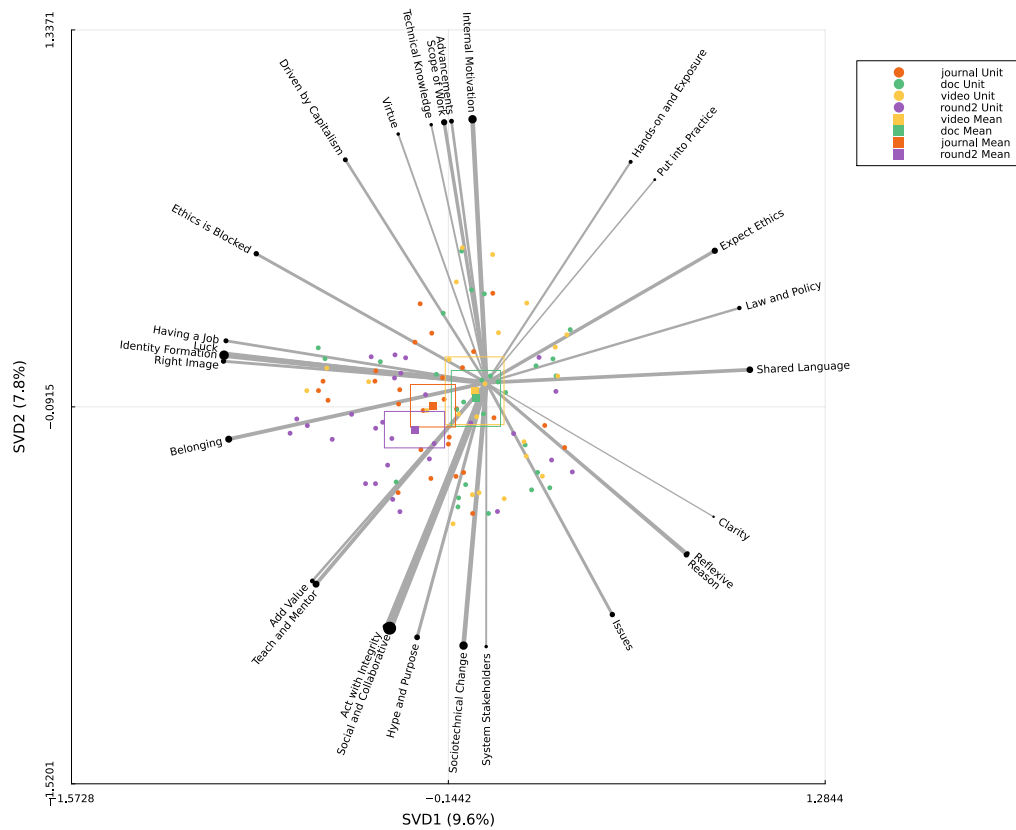


There's going to be so much more money...in
mitigating the risk before anyone else finds out.

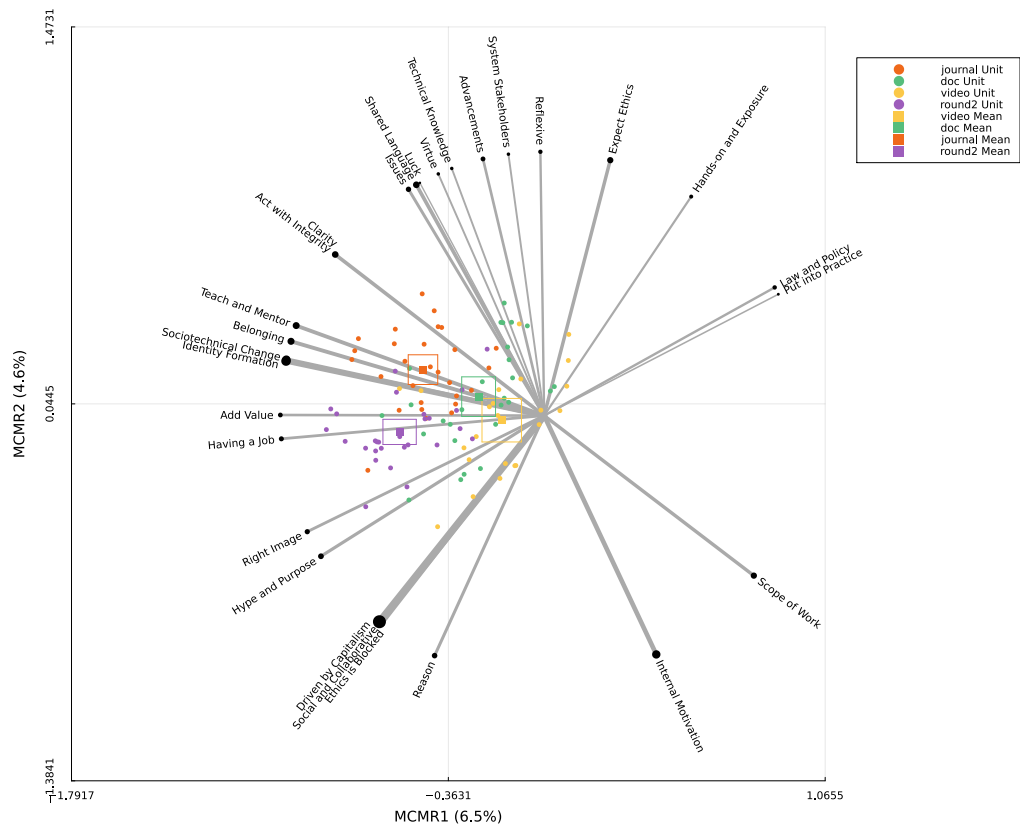
(Participant #02)

Timeline	2020–2025
10	Teachers
10	Practitioners
Purposive	Sampling
28	Interviews
4	Rounds
Thematic	Analysis
Interpretivist	Stance

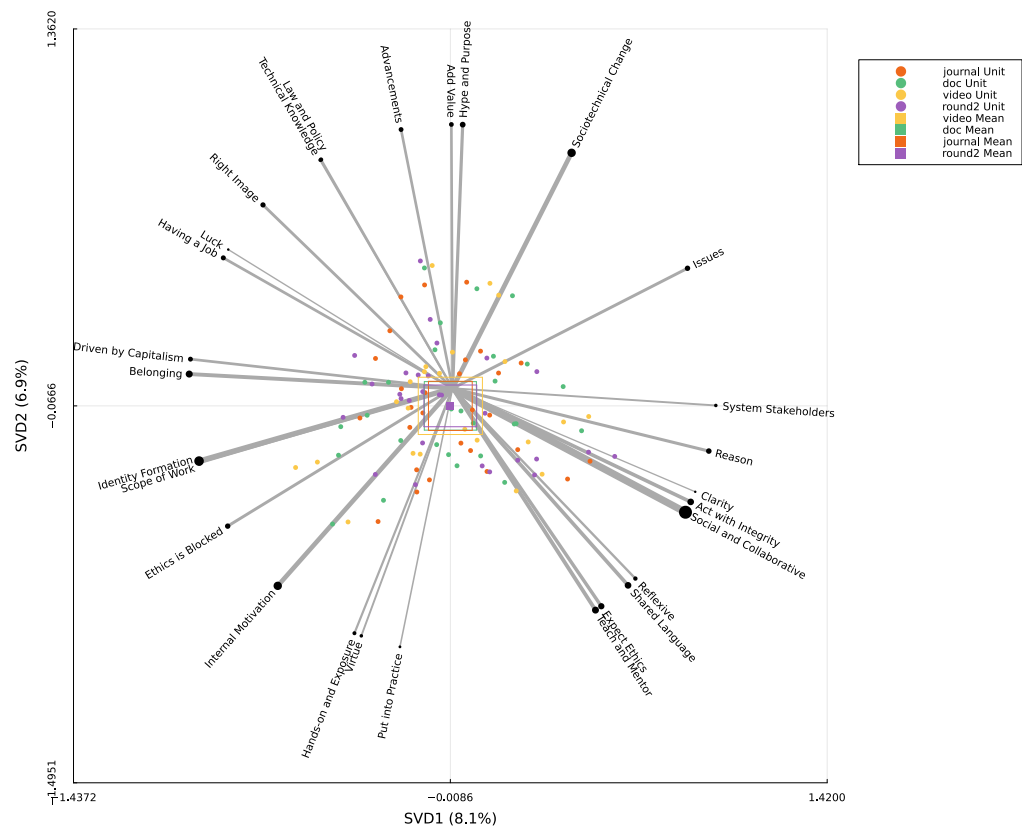
Original ENA Model



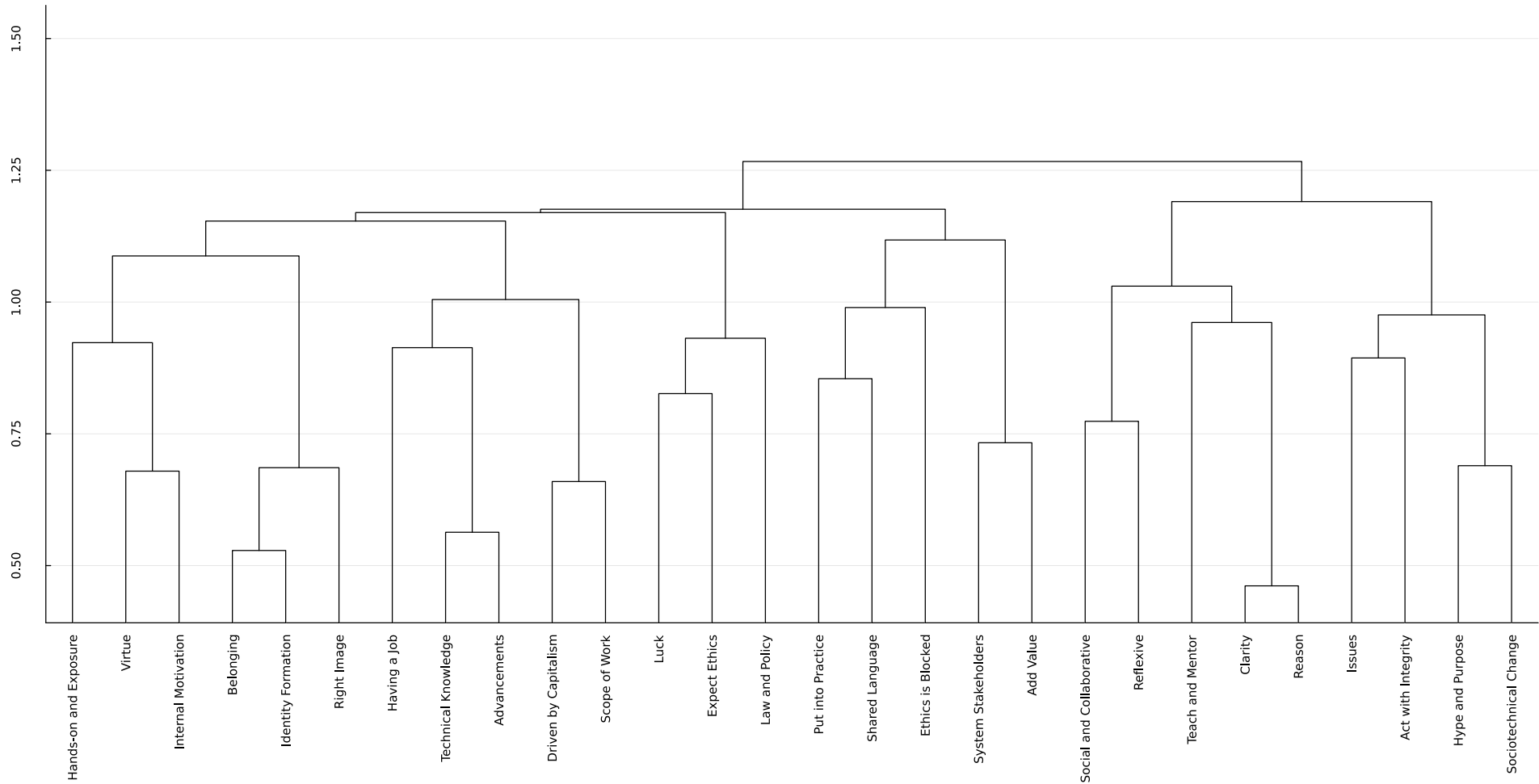
MCMR ENA Model



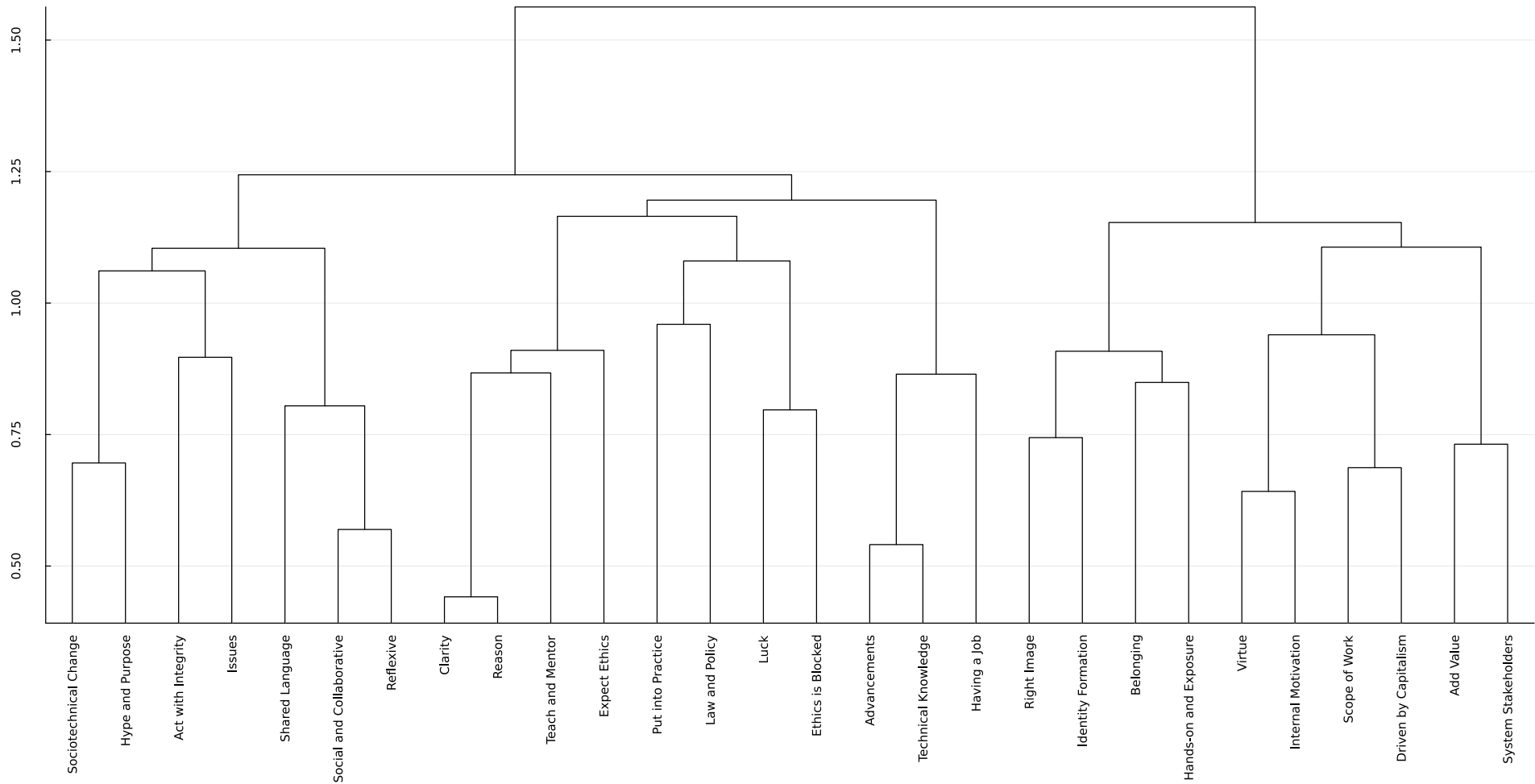
MCMR-Discarded ENA Model

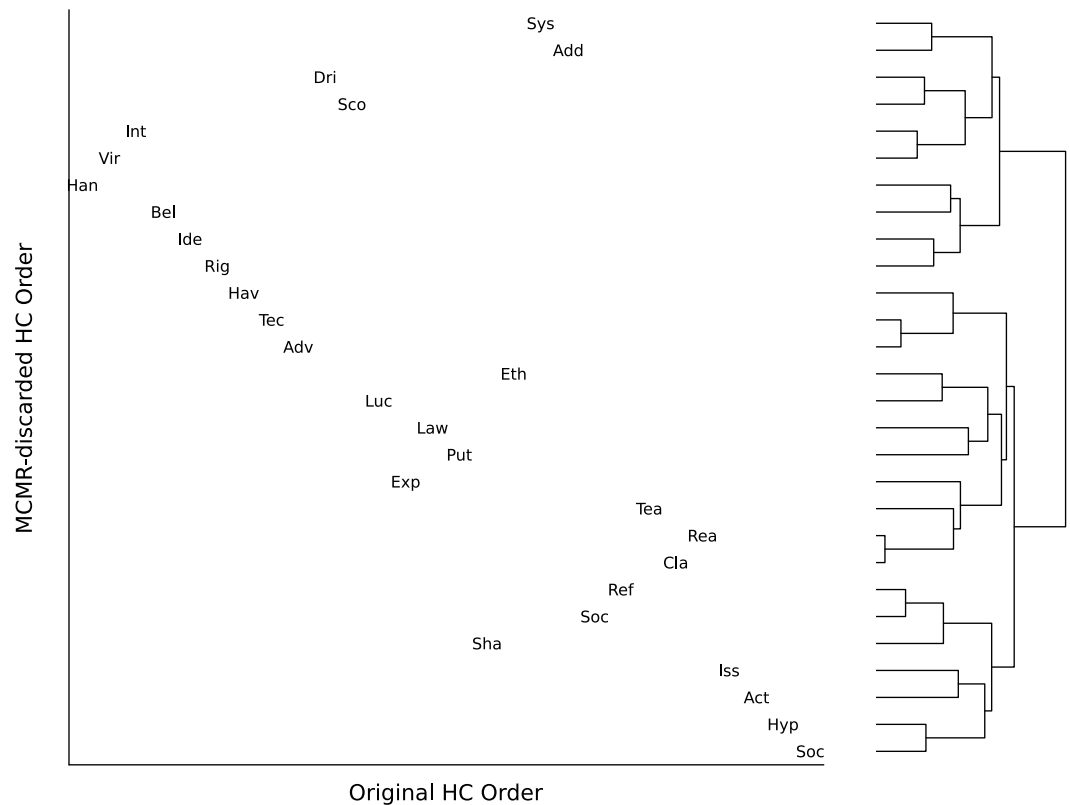
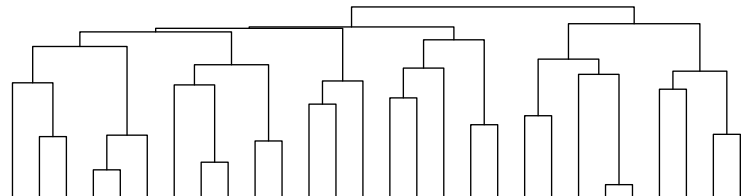


Original Model



MCMR-Discarded Model





EVIL Reading Group

go.wisc.edu/2te1c3



EVIL Ethics • Values • Information • Law