

Educational Policy Committee Agenda
September 15, 2021, 3-4:20pm, via Zoom

In Attendance: Mary Beth Deily (COB, chair); Ginny McSwain (CAS); Albert Xinliang Liu (COH); Linda Bell (RAS); Susan Szczepanski (CAS); Paul Salerni (CAS); Wenxin Liu (RCEAS); Paolo Bocchini (RCEAS); Nobuko Yamasaki (CAS); Sabrina Jedlicka (RCEAS); Xiaosong (David) Peng (COB); Duncan Shoher-Fernback (student, RCEAS); Sterling Salmini (student, CAS); Katrina Zalatan (COB); Ryan Gogerty (student, COB); Brook Sawyer (COE); Madison Tschauner (graduate student, COE); Rosa Zheng (RCEAS); Henry Odi (D&I); Yenny Anderson (OIRSA); Steven Wilson (Registrar, secretary).

Zoom: [Ed Pol Committee Meeting Zoom](#)

1. Minutes from meeting of September 1, 2021

Approved without revision.

2. Notetaking/homework assistance sites

Recommended text for academic integrity statements (attached), as previously discussed:

The use of Bartleby, Chegg, Course Hero, EduBirdie, etc. is not allowed during quizzes, tests, or examinations.

Discussion: Student representative agreed that the use of such sites is problematic. It was noted that Pearson publications is suing Chegg (the article describing the suit is attached).

Proposed: DPAA Jensen has agreed to work with the Provost's Office to add prohibition of these and similar sites to semi-annual academic integrity communication (attached).

3. Teaching Evaluations

- a. Note that R&P is silent on the subject of teaching evaluations.
- b. Last spring, a general discussion in the committee included the following points:
 - i. There is value in the current system but also difficulties, especially for newer tenure-track faculty. Current questionnaire questions are attached.
 - ii. Campus-wide standardization is to be avoided, as departments would know their own needs better
 - iii. Size, nature, and mode of courses affect the outcomes.
 - iv. Student members suggested that participation is uneven.
- c. Is there flexibility from the administration? If so, where would we like it to bend?

Yenny Anderson (OIRSA) presented on the questions: How well is the current system collecting data? The response rate for the online evaluations has declined over time. The system includes online reminders for students. Data suggests that faculty emphasis on the practical use of the evaluations increases rate of completion by student. The electronic

collection of evaluations (with a fixed window for return) yields a more regular, secure, and efficient result (e.g., OIRSA resources are better used).

Questions and discussion from the committee members:

- 1) Do faculty value and use the evaluations? Do students?
- 2) Faculty representatives expressed concern that higher evaluations reflect popularity of a particular instructor/course rather than quality of instruction. It was noted that studies strongly suggest that female instructors may experience the evaluations as inequitable.
- 3) Student representatives noted the uneven opinion of students (some take evaluation seriously, others do not; it does depend on the course and instructor)
- 4) Is it more or less equitable, accurate, or adequate to maintain the online evaluations vs. paper-based evaluation?

There were some calls to review the current approach. General consensus is that online evaluation will continue, but students and faculty both need better information on the uses and purposes of the evaluation system at Lehigh. Chair proposed summarizing the discussion, with the object that the Faculty Senate should use its voice to encourage faculty to promote higher completion rates.

4. Outstanding Items to be Carried Forward

- a. Diversity and Inclusion: With the University's DI&E plan expected to be released soon, EdPol will invite Henry Odi to report on the findings in the plan.
- b. Guidelines for undergraduate Internships and Experiential Learning: A committee is working on these guidelines, and will report progress at a future meeting.
- c. R&P 3.7.3.1 Final Examinations: Proposed revision for cases where an emergency requires the cancelation of scheduled final exams.

Pearson sues former partner Chegg for copyright infringement. Submitted by Emma Whitford on September 15, 2021 - 3:00am

Source URL: <https://www.insidehighered.com/news/2021/09/15/pearson-sues-former-partner-chegg-copyright-infringement>

Pearson Education, a textbook publishing giant, filed suit against the education technology company Chegg for allegedly infringing on Pearson's copyright only a few months after a partnership between the two companies ended.

Pearson alleges that Chegg infringed on its copyright by selling answers to end-of-chapter questions included in Pearson textbooks. The answers are available to students via Chegg Study, an online tool that provides answers to thousands of homework questions for a monthly fee.

"Those answers are derived from and often copied directly from Pearson's end of chapter questions themselves," a press release from Pearson said.

The complaint, filed Monday in the District Court of New Jersey, seeks unspecified damages and a court order that

would require Chegg to stop using answer sets derived from Pearson materials. The case could have implications for the entire study guide industry, said Jonathan Band, a lawyer and expert on intellectual property law.

"It could undermine not only Chegg, but you have this entire industry of study guides, and the study guides are all based on existing texts and follow the general selection and arrangement of those texts," Band said.

Chegg's subscription base grew by 67 percent over the past year while many students attended classes online during the pandemic, *Financial Times* reported [1]. Today, the company has 6.6 million users and an \$11.1 billion market capitalization.

Pearson's complaint lists 150 of its textbooks for which Chegg provides hundreds of thousands of answers, using language "copied or paraphrased from the original question," the Pearson press release said. For example, Chegg Study lists more than 700 answers for questions from *Campbell Biology*, a popular biology textbook.

A Chegg spokesperson on Tuesday denied the company has violated Pearson's copyright.

"Chegg will fight Pearson's allegations vigorously and we believe we are in full compliance with copyright law," the spokesperson wrote in a statement. "Chegg has been helping millions of students learn and thrive for many years, in compliance with copyright laws, creating a transformative digital learning platform that helps them learn more in less time and at a lower

cost.”

Four years ago, the two companies partnered [2] to provide 50 Pearson titles to students via Chegg through an online textbook rental program.

The Chegg spokesperson said that a partnership between the two companies ended on May 31 of this year. They declined to specify what partnership.

A Pearson spokesperson also declined to comment on the partnership Tuesday. “We’re not in a position to be able to comment on our current or former distribution agreements with Chegg,” the spokesperson said.

Currently, less than 10 percent of Chegg’s new subscriptions are generated from Textbook Solutions, the part of Chegg Study that includes Pearson end-of-chapter questions.

“Pearson’s content -- to which Pearson’s allegations relate -- was only ever a fraction of this Textbook Solutions content,” the Chegg statement said.

Band said determining copyright infringement can be tricky.

“Copyright protects expression, not ideas,” Band said. “On the extremes, it’s very easy to understand, but then there’s a gray area in the middle.”

The case is made even more complicated because it refers to nonfiction texts, which are often more difficult to claim as copyrighted material.

“In a history book or a chemistry book, there’s only a certain number of logical ways to present the material,” Band said. “The individual words or paragraphs -- that’s obviously protected. But if I’m just presenting the information in the same general way using my own words, you don’t want to give the first author a monopoly over the way to present information.”

The lawsuit reflects increased tension between the two companies. Pearson recently launched a subscription service that offers students access to thousands of textbooks for \$14.99 per month, putting the publisher in more direct competition with Chegg, *Financial Times* reported.

Links

[1] <https://www.ft.com/content/a615d011-0878-4f54-802e-88792928a2cf>

[2] <https://www.insidehighered.com/quicktakes/2017/04/11/pearson-and-chegg-partner-textbook-rentals>

Statements on Academic Integrity

Lehigh University Undergraduate Student Senate Statement on Academic Integrity

We, the Lehigh University Student Senate, as the standing representative body of all undergraduates, reaffirm the duty and obligation of students to meet and uphold the highest principles and values of personal, moral and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping to ensure an environment of academic integrity. As such, each student is expected to complete all academic course work in accordance to the standards set forth by the faculty and in compliance with the University's Code of Conduct.

Lehigh University Graduate Student Senate Statement on the University's Code of Conduct

We, the representatives of the Lehigh University Graduate Senate, affirm our commitment to an intellectual community in which undergraduate students, graduate students, faculty, and staff share an obligation to uphold the highest standards of personal, professional, and academic integrity. In this partnership, we recognize our unique, multifaceted role as students, teaching assistants, research assistants, and graduate assistants. As such, each graduate student has a responsibility to fulfill his or her duties in accordance with the standards set forth by the faculty and in compliance with the University's Code of Conduct.

Message from the Provost: Academic Integrity and Respect

As the new semester begins, we encourage you to be active in fostering academic integrity and community standards. A culture of integrity is an essential element of the Lehigh environment to promote intellectual honesty and respect for intellectual property. We strive to provide an environment that encourages the ethical pursuit of knowledge and understanding. This is one part of a broader expectation of respect for all members of our community.

As a community of learners, we know that humans make errors in judgment at times. Sometimes these errors in judgment involve academic dishonesty. Sometimes they involve actions that violate the community of trust and respect that we expect our learning environments to foster. We want to foster an educational climate that helps prevent actions that violate our expectations of respect, integrity and understanding.

This year, faculty are being asked to engage students in discussions to assist their understanding of the distinctions between appropriate and inappropriate actions. To aid in these discussions, they may consider the use of one or more vignettes made available to them through CourseSite. Greg Reihman, Vice Provost, LTS and Director, Center for Innovation in Teaching & Learning, developed seven short vignettes describing cases where student actions bring into question issues of academic integrity and community standards. These vignettes are available at http://www.lehigh.edu/lts/official/Academic_Integrity_Vignettes.pdf. The five vignettes on academic dishonesty cases are all based on actual cases that have come before the University Committee on Discipline.

Additional resources on academic integrity for students and faculty are available [here](#). Included are sample syllabus statements for different course types that faculty can consider including in their course syllabi to outline their expectations and policies. You'll also find information about Turnitin plagiarism detection service for both faculty and students. The web resources also provide an understanding of the student Code of Conduct's expectations, ways to report violations of the Code, and the thoughtful adjudication of Code violations to which the Dean of Students Office is committed.

The Undergraduate and Graduate Student Senates have affirmed students' responsibility to uphold academic integrity by creating student statements of academic integrity (<http://go.lehigh.edu/integrityresources>).

During orientation, first-year students sign a pledge to abide by the Undergraduate Student Senate's affirmation of the Code of Conduct. At the first-year convocation, these student commitments are shared with Lehigh's President. This symbolic ritual highlights the core values of honesty and integrity in Lehigh's culture. The Undergraduate and Graduate Student Senates have also affirmed Lehigh's Principles of Our Equitable Community.

We thank you in advance ...

Current Questions on Evaluations, Spring 2021

Why did you take this class?

What percentage of class meetings did you attend?

What aspects of this course and your instructor's teaching helped you the most?

What specific advice would you give to the instructor to improve student learning in the course?

What significant knowledge did you learn in the course that you will carry forward?

Instructor presented content in an organized manner.

The instructor's teaching methods contributed to my understanding of the course material.

The instructor was responsive when I had difficulties or questions.

The instructor gave me constructive feedback.

The instructor's assignments (i.e. projects, homeworks, papers, etc.) provided opportunities for participative learning within the course.

The course increased my knowledge of the subject matter.