Inspirational Thought of the Day

INTELLIGENCE
plus
CHARACTER
—
that is the goal of
true education.

MARTIN LUTHER KING JR.
CLERGYMAN, ACTIVIST AND LEADER OF THE AMERICAN CIVIL RIGHTS MOVEMENT
Testing Services Wins New Faculty Expo Table Contest

Each semester, the Office of Faculty Development sponsors an Expo for new faculty. Various departments, disciplines, and groups come to the ASC to show faculty what EPCC has to offer. There is a table decorating contest for Expo participants. This year, the theme was “Mission With A Vision.” EPCC Testing Services created this semester’s winning table and received a trophy. Pictured are Barbara Hicks and Lucy Garcia. Congratulations!

Faculty Development Week for spring 2016 (January 11-15) will feature a half-day presentation of workshops on “Teaching Critical Thinking.” Workshops can be scheduled from 8:00 a.m. through 11:00 a.m., with an informal forum beginning at noon where ideas from the morning workshops will be shared. All sessions will be held at the VV campus in adjacent rooms to facilitate attendance at two or more workshops. This topic was selected by faculty from workshop evaluation forms in August 2015. Plan to present your techniques, assignments, etc. and fill out the Teaching Critical Thinking proposal form sent to you by email on Oct. 5, and submit your proposals by Oct. 16 to the Faculty Development Office. Proposals for workshops during the week on other topics are also welcome and should be made on the general proposal form, also due by Oct. 16. For questions, call Ana Resendez at x2201 or Ruth Vise at x8841.
Trust but Verify: Why You Should Use Safe Assign

This morning (during Summer II) I opened a student’s assigned research paper for English 1302. As usual I opened the student’s Blackboard Safe Assign (SA) report. To my surprise, the SA information showed that the student had simultaneously submitted the same paper in History 1302 and Education 1300 for Summer I. I then looked at the paper itself, and discovered it was regurgitated Government textbook information with a lot of personal commentary—definitely not a paper meeting any reasonable definition of a college level research paper.

What is the lesson here? Safe Assign works, even if it is not perfect. Because three faculty members in different disciplines had all submitted their student papers to Safe Assign, a student learned an important lesson, and so did I. All faculty members should use Safe Assign for any written papers.

Typically, we think we are good at detecting plagiarism, but we are not. My first semester of using Safe Assign, I found that 70 percent of the first papers turned in contained plagiarized content, a much higher percentage that I had deduced on my own. Now I show my students how Safe Assign works in the beginning of class, and the number of papers with plagiarized content has dropped to 2-3 students per class on the first paper, usually none on the second and following papers.

The consequences of plagiarism go beyond college, although the consequences in college can be severe. Many universities put students on academic probation or expel them for plagiarism, something that shows up on a transcript for employers and graduate and professional schools to see. Our students must also learn the lesson of not plagiarizing before they plagiarize something for a job and their employer is sued for theft of intellectual property by the original copyright holder. These lawsuits are becoming more common. Intellectual property lawyers scroll the internet, looking for copyright infringement so they can file lawsuits against deep pocket schools employers. They are pejoratively called patent/copyright trolls, but they are out there.

We do our students a favor to use all the tools, like Safe Assign, to detect and address plagiarism early, when we can teach them the consequences (following the Student Code of Conduct policy at EPCC) without destroying their college career or jeopardizing a professional level job. Safe Assign allows us to “trust but verify,” to quote Ronald Reagan.
Congratulations to...

Minnie Stevens Piper Award Nominees:

- Edith Aguirre, Math MDP
- Carlos Amaya, Biology VV
- Alvaro Arvizo, Speech VV
- Xiomara Chianelli, Biology NW
- Roselia Galindo, Reading VV
- Adriana Garcia, Sign Language VV
- Grace Haddox, English TM
- Norman Love, History RG
- Jose Pacheco-Lucero, Biology NW
- Nader Rassaei, Pharmacy Technology RG
- Patricia Shanaberger, Nursing RG

Faculty Achievement Award Nominees:

- Carlos Armendariz, Counseling VV
- Oscar Baeza, Library VV
- Norma Ballenger, Library MDP
- Michelle Conklin, Education NW
- Zaira Crisafulli, English TM
- Gertrud Konings-Dudin, Biology TM
- Sandra Lujan, Counseling VV
- Peter Maas, English VV
- Virginia Madrid, Nursing RG
- Rebecca McGill, English VV
- Lesley Pullen, English VV
- Robin Russell, English VV
- Christian Servin, Computer Science VV

Good Luck to Each One of You!
Yasmin Ramirez, English, VV: Was shortlisted for a prize on her manuscript, “Por Un Amor” for the 2015 Mary Roberts Rinehart Non-fiction Contest. For more information on the contest, please visit: www.stillhousepress.org/contestupdates.

- At the Texas Society for Respiratory Care (TSRC) annual convention in Houston in July 2015, Vangie de Luna, Respiratory Care Faculty member, was presented with the TSRC Lifetime Achievement Award. In May 2015, Vangie received the Lifetime Achievement Award from the Southwest Region Texas Society for Respiratory Care (El Paso, Hudspeth, and Culberson counties). In December 2014, she also was recognized at the National American Association for Respiratory Care Congress for her more than 45 years of continuous membership. She has received numerous awards and served in many roles during her professional career in Respiratory Care.
Dr. Christian Servin, Computer Science VV: Received The 2015 Early Career Award at the North American Fuzzy Information Processing Society (NAFIPS’15) in Redmond, WA, this past August. This award is given to researchers within 5 years of their PhD defense. He will give a highlighted presentation of his research at the next NAFIPS in 2016.

Dr. Servin defended his PhD Dissertation in 2013 on Propagation of Interval and Probabilistic Uncertainty in Cyberinfrastructure-Related Data Processing and Data Fusion. His list of publications included a Springer book, a Springer book chapter, and 25 papers in academic journals and in the proceedings of peer-refereed conferences.

Receiving the award from left to right: Dr. Vladik Kreinovich, Dr. Christian Servin, and Dr. William Melek
Rob Rohrbaugh, Geology MdP: Was selected as the National Association of Geoscience Teachers’ (NAGT) Outstanding Adjunct Faculty for Fall 2015. The award highlights Rob’s work at EPCC with engaging students in extracurricular activities through his GeoVentures program and his innovative teaching pedagogies. Rob and his work will be featured in the next edition of NAGT’s newsletter (Foundations) and will receive a complimentary one year membership to the Geo2YC division of NAGT.

Michelle Watkins, Criminal Justice VV: Received a Ph.D. from Walden University (Doctor of Education) in Higher Education Leadership.

- James A. Gonzales, English VV: Submitted the theme “Building Competencies” chosen to guide workshops for the January 2016 Faculty Development Week, January 11-15. Thanks to all who submitted theme ideas!
The “DO NOW” Process

Many educators use a “Do Now,” a Bell Ringer, or some other type of warm-up activity. However, I have discovered the Do Now is far more than a warm-up. It’s a process that addresses several best-practices strategies. However, to be effective, it must be done consistently!

The “Do Now” addresses several best practices strategies:

- Provides continuous-consistent Review.
- Helps students connect prior knowledge with new concepts.
- Serves as a quick assessment tool for the instructor
- Provides Instant feedback for students.
- Allows for early intervention: Instructor can address skill deficiencies before the first exam.

To view the entire article, visit http://www-tcall.tamu.edu-newsletr-images-15-TAELOSummer.jpg
BUILDing SCHOLARS FELLOWSHIP

The BUILDing SCHOLARS fellowship is a research intensive program funded by the National Institutes of Health (NIH) for undergraduate students interested in biomedical, social, behavioral and health sciences and biomedical engineering and who would like to pursue a research-driven career after earning their Ph.Ds. or MD/Ph.Ds. Areas of emphasis include: addiction, infectious diseases, environmental health, cancer health disparities, translational biomedicine, and neurodegenerative and chronic diseases.

Students are trained in research principles, participate in scientific discovery, are mentored by practicing professionals, and prepare for graduate studies and research careers in biomedical sciences and engineering. They receive free tuition for up to four years and a monthly stipend of over $700/month for freshman/sophomores and over $1,000/month for juniors/seniors, pending satisfactory progress. Each summer, students participate in a summer research program in their area of emphasis at either UTEP or one of our partner institutions where they may continue their research training after graduating with their bachelor’s degree from UTEP.

High school seniors with a record of high achievement; who are interested in pursuing careers in biomedical, social, behavioral and health sciences and biomedical engineering; and are U.S. citizens or permanent residents are encouraged to apply to this prestigious traineeship.

If you would like to speak with a representative from BUILDing SCHOLARS, please contact Carlos Gonzalez, Educational Outreach Coordinator, at cgonzalez9@utep.edu<mailto:cgonzalez9@utep.edu>.

To view the BUILDing SCHOLARS Recruitment Flyer, visit http://buildingscholars.utep.edu/web/docs/BUILD_1617_RecruitmentFlyer.pdf

BY OSCAR BAEZA, TA COMMITTEE MEMBER
Please send news items and photos by October 30, 2015, for November’s newsletter to cdelgad6@epcc.edu
Celeste Favela, Faculty Development Coordinator