How does UNLV serve the Southern Nevada community? Who makes community service happen? This issue of UNLV Magazine explores some of the projects and individual efforts that bring together the interests of the campus and the community in a circle of service.
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on the cover:
Defining the circle of service.

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A MESSAGE FROM THE PRESIDENT

The Circle of Service

I am delighted to have the opportunity to begin writing a column for UNLV Magazine, and I can imagine no better time to start than now. The theme of community service explored in this issue of the magazine is one I discuss enthusiastically whenever given the chance. It is a subject that hasn't received enough attention over time, in my opinion, and one that is often neglected by discussions of the two other perhaps more visible functions of the university -- teaching and research.

However, the tradition of universities providing service to the community in which they reside -- and to society in general -- is a venerable one and certainly important in the work and lives of faculty, students, and staff members at universities worldwide. While we do acknowledge the fundamental nature of the activities of teaching and research here at UNLV -- and spend a great deal of our time and resources performing them -- our commitment to service is always present as well, as evidenced by the wonderful examples of projects and individual actions depicted in the articles in this publication.

Several of the projects described here reveal the spirit of cooperation that exists between the university faculty and the community. These projects integrate the expertise, knowledge, and creativity of the faculty -- as well as their desire to use their talents and time to produce a greater good -- with the specific needs of the community. The faculty involved in these projects, along with the many others on campus doing similar work, should be congratulated for their altruistic orientation and their ingenuity in finding ways to combine their research interests with projects that serve the needs of the community.

In a community like Las Vegas -- growing rapidly, so vital, so dynamic -- there are countless opportunities for UNLV faculty to have a real and valuable impact on the lives of the citizens. That's excellent news for our faculty members who see many of our community's needs as challenges that provide them with the motivation to apply their knowledge and sophisticated skills in practical, constructive ways. UNLV faculty members come from all over the world to share their experiences, perspectives, and abilities with their students and colleagues on campus. It seems only fitting for them to bring to their community all that they bring to their university.

But the faculty's community service is just one of the ways UNLV seeks to engender a sense of partnership with the community; many other efforts are ongoing as well. For example, a large number of our student organizations perform volunteer work for agencies and charities in the valley. Many of our programs, such as the Boyd Law School's Legal Clinic and our Dental School's oral health screening program for the state's high school students, are service-oriented. Many of our centers and institutes on campus, such as the Transportation Research Center, the International Gaming Institute, the High Pressure Science Center, and the Nevada Institute for Children, were established with the community in mind. Our sensitivity to the growing needs of Southern Nevada has motivated us to step up our efforts to increase the number of graduates headed into the fields of teaching and nursing to help alleviate local employee shortages in those two critical professions; we have also developed plans that should contribute in a meaningful way to the diversification of the city's economy. Given more space and time, I could elaborate on the many other types of community service that UNLV provides.

But it is important that I acknowledge here that what we have provided the community has been returned to us many times over in a variety of ways. Consider as a case in point the philanthropy of an individual also profiled in this issue of the magazine. The $1 million gift Jean Nidetch donated in 1993 provides the support for a scholarship program that has funded the education of more than 120 students. Her gift is just one example of the tremendous generosity the community has shown the university; in the six years I have been at UNLV, more than $156 million in private donations has been generated. These gifts have led to the creation of scholarships, courses, facilities, research projects, and programs that have not only enhanced the reputation of our university, but also have improved the quality of the learning experiences of our students.

And the students are, of course, at the center of the picture. Their education is our central mission; as part of that mission, if we can instill in them the importance of service -- by offering them the opportunity to participate in activities that promote service and by modeling service-oriented behavior as an institution -- then we have succeeded in providing the community with perhaps the most valuable service of all.

Refurbished Fremont Cannon Returns Home to UNLV

The Fremont Cannon -- symbol of the decades-old football rivalry between UNLV and UNR -- has been freshly restored, thanks to the UNLV Alumni Association.

Awarded to UNLV following the Rebels' 38-7 victory over the Wolf Pack last October, the cannon is a replica of the howitzer used by trailblazer John C. Fremont in 1843 as he headed into what would one day be the state of Nevada. After UNLV's football victory last fall, the cannon's wheels were damaged by fans during the post-game celebration.

"This was an important symbol of our annual rivalry with UNR. We want it looking its best while it's at home here at UNLV," said Kevin Page, president of the Alumni Association. "The cannon is an important symbol of our annual rivalry with UNR. We want it looking its best while it's at home here at UNLV." The damaged wheels were repaired by Hansen's Wheel and Wagon Shop in Mitchell, S.D., at a cost of nearly $1,500.

Back at UNLV, the cannon was polished, the body professionally cleaned, and the wheels and body stripped of the UNR-blue paint. It was then painted Rebel-red. This work, which is similar to the work done when the Rebels last reclaimed the cannon in 1994, was performed on campus.

When not on display at football games, the cannon is carefully stored in the Lied Athletic Complex.

Acquired with the help of UNLV's first football coach, Bill Ireland, in 1969, the Fremont Cannon is one of only two cannons used as symbols of rivalry in Division 1-A football; the other is used as a trophy in the rivalry between the University of Illinois and Purdue University. Built by the Kennebec Copper Corp., Nevada Mines Division, the cannon is valued at more than $10,000 and is considered one of the best -- and loudest -- symbols of rivalry in college football.

Several New Degree Programs Available on UNLV Campus

Several new degree programs, including three offering doctorates, are now available on campus.

The College of Education is offering new doctorates in learning technology, teacher education, and educational leadership. The College of Sciences is offering a master's degree in biochemistry, and the Greenspun College of Urban Affairs is offering a bachelor of science degree in human services counseling.

The learning and technology Ph.D. program will prepare its graduates to fill a variety of jobs in education and in other technology-intensive fields in which the ability to do research and assess the effectiveness of the technologies being used is paramount.

Graduates could qualify to work as faculty members or research and development personnel at universities and school districts, educational psychologists, employee training specialists, program evaluators, educational technology coordinators, and instructional technology specialists.

The new Ph.D. program in teacher education will attract teachers and other educators who have an interest in becoming practitioner-oriented scholars in teacher education and who are interested in teacher education as a field of research.

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New Beam Music Center to Open

UNLV's new Lee and Thomas Beam Music Center, located along Maryland Parkway near the southeast corner of campus, is scheduled to open this fall.

The $3,600-square-foot building houses a variety of facilities for the university's music department, including a 300-seat recital hall, a music library listening center, a recording studio, practice rooms, and the Arnold Shaw Research Center for Popular Music.

The $7.8 million privately funded facility is another product of the university's longtime partnership with the Beam family of Las Vegas.

The facility was built by Hayden Construction.
Fred Albrecht Scholarship Established

The UNLV Alumni Association has allocated $39,000 of its annual endowed scholarship funds to establish the Fred Albrecht Business and Law Endowment, according to association President Kevin Page. The endowed scholarship, named in honor of Albrecht, UNLV vice president for university and community relations and longtime director of alumni relations, will provide $10,000 for scholarships for students seeking the following three types of degrees: undergraduate business, master of business administration, and law. The endowment also establishes scholarships in 45 departments throughout the university.

“Scholarships are named in honor of Fred Albrecht because it was his hard work that helped raise most of the endowment funds,” Page said.

The scholarships were awarded for the first time this semester, Page said, adding that students interested in obtaining the scholarship in the future should contact the business or law dean’s office for detailed information and application forms. Candidates for MBA and law degrees must have earned or be earning undergraduate degrees from UNLV to be eligible for the new scholarships.

The UNLV Alumni Association is working with Richard Morgan, dean of the William S. Boyd School of Law, to establish a law school alumni association similar to the one that already exists in the College of Business.

Page said the UNLV Alumni Association also is working with Morgan and College of Business Dean Richard Palardy to establish various activities, including a fund raising for endowed scholarships and deans’ discretionary funds, as well as creating work-study opportunities for students and alumni of the business college and law school.

The College of Business has more than 39,000 alumni, the law school graduated its first full class in May.

Page said the UNLV Alumni Association, as well as the business and law deans, believe these new programs will benefit the local business and legal communities, as well as students and alumni, and that strong community support will make these programs highly effective.
New UNLV Alumni Association Board Elected for 2001-02

The UNLV Alumni Association is headed by a 19-member board elected by association members. Each member serves a three-year term. The following are brief profiles of the board members who will serve during the 2001-02 academic year:

- Dr. Mark W. Doubra, '85 Bachelor of Liberal Studies, is a board-certified ophthalmologist and is fellowship trained in corneal and refractive surgery.
- Dave Drebdelka, '88 MS Management Information Systems, is the web center manager for EWorld.com, the e-commerce division of Electronics Boutique.
- Nancy M. Flagg, '79 BA Education, '92 MA English, is deputy to the chancellor of the University and Community College System of Nevada. Previously, she served as deputy to UNLV President Carol C. Harter.
- Sharon Flinnman holds a bachelor's degree in education. She is the volunteer coordinator of UNLV's Home Away From Home Program. She previously taught elementary school.
- Bruce Ford, '86 BS Finance, is vice president and deputy senior regional credit officer for Wells Fargo Bank.
- Karen Hare, '87 BA Communication Studies, is an account manager with Research Institute of America, a tax research and compliance company. Previously, she worked as a teacher with the Clark County School District.
- Kirk Harshe, '88 BS Accounting, is the chief financial officer of Boreta Enterprises Inc., a company specializing in golf retail business and golf course development. Previously, he worked as a senior manager for the certified public accounting firm of KPMG.
- Kirk D. Hendrick, '88 BA Communication Studies, is an attorney affiliated with the Clark County School District.
- Kirk D. Hendrick, '86 Bachelor of Social Work, is a deputized law clerk.
- Rich Israel, '93 BS Finance, is an accountant executive with Horace Mann Insurance and Investors Corp.
- Chip Johnston, '72 BS Business Administration, is the owner of Real Estate Services Group.
- Jim Kirkwood, '83 BS Accounting and Finance, is the operations controller for Harrah's Las Vegas.
- Tina Konner-Murphy, '75 BS Education, '77 Master of Education, is a general manager of ESPN Regional at UNLV. She serves as director of the Las Vegas Bowl.
- Sam Lieberman, '86 Bachelor of Social Work, is exploring his job options in local politics and in the nonprofit sector. He previously worked for U.S. Sen. Harry Reid as a regional representative, doing outreach to people with disabilities and to the nonprofit sector.
- Donny Monroe, '86 BS Finance, is a financial advisor and certified financial manager with Merrill Lynch.
- Karen Page, '86 MS Finance, is the operations controller for Harrah's Las Vegas.
- Tina Konner-Murphy, '75 BS Education, '77 Master of Education, is a general manager of ESPN Regional at UNLV. She serves as director of the Las Vegas Bowl.
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Residence Hall Addition Opens

A new 433-bed addition to Tonopah Hall opened this fall to create the Tonopah Living, Learning and Scholarship Complex. The $16.8 million, nearly 99,000-square-foot addition has brought the total number of beds in the facility to 648 and has added six new wings. Originally opened in 1966, the six-story Tonopah Hall served as the university's sole residence hall until 1995 when several other residence halls opened. With the new addition, UNLV is now able to provide residence hall rooms for 1,500 students.

Meet Ina Dorman, Clark Lamping, and Jim Perdue – three UNLV alumni who said they wanted to make a difference in the lives of others. And they weren't kidding.

BY BARBARA CLOUD

Some people talk the talk. Some people walk the walk.

Most of us say we would like to work to help others, but few of us find the time to do so.

But for UNLV alumni Clark Lamping, Ina Dorman, and Jim Perdue, "walking the walk" is part of their day-to-day lives. Through their respective professions, all three are dedicated to making a difference in the lives of others.

Lamping is a Clark County firefighter who battles blazes and rides on a rescue unit as an emergency medical technician—assignments that regularly provide him the opportunity to save lives. He is also very active in fund raising for the local burn foundation.

Dorman works to increase the number of social workers in the Clark County School District, knowing that these skilled professionals can provide a wide variety of
valuable services to students and their families. For many years, she worked to see that homeless children in Southern Nevada were able to attend school. Desi Perdue works as a federal probation officer – a job in which he not only monitors the activities of those convicted of federal crimes, but also helps them move back into society and stay out of trouble. UNLV Magazine recently asked these three alumni to tell us about their jobs, some of their altruistic deeds, and what sparked their desire to do good.

**CLARK LAMPING**

Clark County firefighter Clark Lamping literally saves lives in his job. He doubles as a firefighter and as an emergency medical technician assigned to one of the department's medical rescue units. Both duties have enabled him to rescue people in life-threatening situations.

"I brought a guy back to life after he had a heart attack," he says, recalling one incident in which he used a defibrillator to get the patient's heart started again.

The fire-fighters spend their day training, doing business inspections, going to schools for fire drills, and otherwise honing their skills. They are on shift 24 hours at a time and work one day on and off day for 14 days; then they have several days off.

The UNLV grad thrives on the active life. "I think I'd go crazy if I wasn't doing something, even if it was just something I really wanted to do," he says.

The Clark County Fire Department was hiring, and Lamping applied. He thought it could be a way to make a difference in his community. He's been in the job for 11 years and says it's been one of the best decisions he's ever made.

Lamping describes the job as rewarding but also challenging. He says it's important to stay focused and remain calm in high-pressure situations.

"I feel like I'm making a difference, and that's what keeps me going," he says.

**INA DORMAN**

Ina Dorman would find homeless children sleeping in cars or camped out with their parents on a more or less permanent basis on the shores of Lake Mead. Not surprisingly, the children weren't enrolled in school.

The year was 1988, and the Clark County School District had decided something needed to be done to get homeless children to school. Dorman was assigned the job of developing a program to combat the problem, which had been brought into focus by federal legislation – the Homeless Assistance Act – requiring school districts to take action.

The first obstacle Dorman discovered was that enrollment in school was impossible for homeless children at the time because the school district required a permanent home address in order for a child to be officially admitted. Hence, one of Dorman's first chores was to create an "in-vue through which homeless children could enroll even though they didn't have a permanent address."

After overcoming that obstacle, Dorman went on to solve many other problems in the next 10 years as she spent her days supervising the school district's program for homeless children.

"I meant going anywhere a homeless family might be staying," she recalls. "I assisted them with transportation to school, getting the appropriate paperwork completed, and helping the parents get welfare and social services. Once the children were enrolled, I contacted people who could help them succeed."

Though the challenge she faced in trying to locate and help all the homeless children in the county was huge, she says she was able to avoid becoming overwhelmed by approaching the problem one student at a time.

"I tried to deal one-on-one with the student, the school staff, and the family," she says.

She started with no budget; she enlisted the aid of a Sunday school class to get school supplies and clothing for the children.

Dorman recalls one particular student living in a campground at Lake Mead. He had to walk to the highway each day to catch the school bus.

"One day the nurse at a Boulder City elementary school called me to report the young man was coming to school so dirty that the other students were ostracizing him," she says. "He was living in the elements. His parents were doing the best they could, but they had no access to laundry facilities, and there was no real way for him to get clean."

Dorman asked the nurse whether the school had a shower. It did. She got the student some extra clothing and made laundry arrangements with a nearby middle school.

"The young man would go to school, take a shower, get dressed, and take his dirty clothes to the middle school to be laundered," Dorman says, adding that the plan worked well. "The mother was so grateful that her son was then accepted by the other students."

While working on the homeless children program, Dorman enrolled at UNLV to complete the degree she had begun years earlier. Her decision to return to school was prompted when she lived in Deseret 17 years ago. Since helping people was part of her job – and she certainly enjoyed it – she decided to major in social work. In 1993 she earned her bachelor's degree from UNLV and went on to obtain her master's degree in social work from the university in 1995. She is currently pursuing a doctorate in organizational leadership.

Dorman continued supervising the district's program for homeless children until 1998; during her decade in charge of the program, she saw its numbers grow. In the first five, 50 children were identified. By the time she left the project, she and the agencies involved had located more than a thousand.

She estimates that there may be as many as 2,000 homeless children in the school district.

Since 1998, Dorman has supervised a different important project – increasing the number of social workers in the Clark County School District. She coordinates and supervises 20 UNLV social work student interns – both graduate and undergraduate – in the schools.

Social workers are rare birds in the state's schools, she says. There are only 11 in Nevada, eight of them in Las Vegas, and all of those are concentrated in special education. Dorman believes there is a broader and important place in schools for the social workers.

"Our role is different from the counselor or the psychologist," she says. "We link the family to services outside of the school that can provide assistance to them. We do a lot of networking."

"The schools are becoming more comfortable with having social workers than they used to be," she notes of her pioneering work, adding that the social workers have helped increase awareness in the schools of the importance of social work in school settings.
Putting Red Rock on the Map

When two UNLV professors discovered that no site-specific geology guide to Red Rock Canyon existed, they decided to take on the task of producing one themselves. The resulting project enabled them to combine their interest in involving students in their research with their desire to promote the value of community service.

BY BETTY BLODGETT

When geologists come to Las Vegas, it's generally not for the purpose of seeing the neon lights, the dancing fountains, or Siegfried and Roy. Well, granted, it may be for some. But what attracts many geologists to Las Vegas are the rocks— or, more specifically, the rocks found just outside Las Vegas at Red Rock Canyon.

With its dramatic red- and yellow-hued cliffs and unique sandstone formations, the Red Rock Canyon National Conservation Area is so remarkable that geologists from all over the world travel to see and study the geology specimens there, according to UNLV geoscience professor Wanda J. Taylor.

And it's fortunate that they already know what they're looking for when they get there, she adds. For the rest of us untrained in the field of geology—who couldn't make the distinction between the mudstone up at Red Rock and the flagstone in our backyards—a little geological guidance would make all the difference in our appreciation of the area.

But amazingly enough, Taylor notes, no site-specific geology guide for the area's popular scenic loop road and hiking trails has ever been published. That will soon change when Taylor and her colleague Margaret "Peg" Rees complete their new illustrated geologic guide to the Red Rock Canyon National Conservation Area.

The two professors decided to take on the task of producing the guide when they realized it could help them achieve three important goals. First, they knew it would be a perfect opportunity to set up a challenging faculty-guided student research project. It would also give the involved students a chance to use some of the geoscience department's new state-of-the-art equipment. And, perhaps most importantly, the project would provide a valuable community service.

*Creating a geologic guide to Red Rock...
helps the students develop critical and scientific thinking in inquiry," says. Processes that formed the scenery, and were awarded a UNL's geoscience department since 1991. "For years, the geoscience department has responded to requests from scientists, the media, and the general public for expert educational information about the area. Now, all of that information will come together in one book."

Conceived by Taylor and Rees two years ago, the Geologic Guide to Red Rock Canyon will contain easy-to-understand maps and descriptions and will become an essential tool for naturalist tour guides and other educators, Rees says. "It will enable visitors to better understand the geologic history of Red Rock Canyon National Conservation Area, the geologic processes that formed the scenery, and the impact of humans on the area," Rees says, adding that the story of how the project evolved is an interesting one. In 2000, Taylor and Rees competed for and were awarded a UNLV Planning Initiative Award grant for more than $18,000 to develop the guide. Their success in securing the grant was due in part, they feel, to their plans to incorporate in the project an innovative educational technique called research-based learning.

The technique integrates classroom learning with hands-on research, is being used at both research-oriented universities and institutions with strong teaching and educational reputations. "This educational method is used in science to provide undergraduate and graduate students with direct experience with the methods and processes of scientific inquiry," Taylor says. "The technique emphasizes to the students the investigative process by which we as scientists acquire and generate new information and ideas. It also helps the students develop critical and scientific thinking skills."

She adds that students learn to collaborate with their peers and professors on research projects, which illustrates the importance of cooperation, not individual competition. "In addition," she notes, "they obtain valuable job skills and gain confidence in their ability to use the technological equipment and software that they'll need to use in the workplace.

Taylor and Rees agreed early on that the community service aspect of the project would also enhance the students' learning. "Perhaps the most important thing of all that the students learn is the importance of giving back to the community as individual citizens and as scientists," says Rees, who currently serves as UNLV's associate provost for academic affairs.

Afer selecting the handful of geology students to be involved in the initial phase of the project, Taylor and Rees had those students create a shaded-relief base map of the Red Rock Loop Road and its associated side roads and hiking trails. Such maps are used to convey the elevation of the area and include terrain features such as mountains and naturally formed drainage channels. To produce this map, one of Taylor's graduate students drove the loop road with a hand-held Global Positioning System (GPS) unit and stopped at each scenic turnout to pinpoint its exact location. That GPS data was then placed on the map by using a Geographic Information System (GIS) software program called ArcView.

"Learning this technology was about a one-month project," Taylor says. "This was an important first step because the students gained efficiency and confidence in GIS data collection and GIS map production. We knew that GIS and GPS technology would be important tools for students to learn to use not only in the preparation of the Red Rock guide, but also for their own research and for future employment." Once the base map was created, Taylor and Rees moved forward with the next phase of the project, which was to have the students go out to Red Rock during the 2000 fall semester and collect field-based data about the different rock formations; that data would later be included on the map and in the guide.

"They then took this existing knowledge with them out into the field and began collecting and analyzing new data," Taylor says. "The students would then visit geologic sites along the Red Rock Loop Road and hiking trails. At each of these sites, they would look at the rock units and describe exactly what was there.

For example, they would record that, "At this site, there is 'x' number of meters of sandstone and 'y' number of meters of mudstone." The students would then collect samples to bring back to the lab for analysis. From their analyses, they would then conclude what type of environment existed at a site when a particular rock type was formed.

They found that the rocks revealed interesting stories. Over the last several hundred million years, Red Rock Canyon went through dramatic geologic processes. The area was once covered by an ocean and later by desert sand. Faulting created earthquake faults and tilted, folded, and broke the rocks apart. All of these environmental changes have been recorded in the rocks over time.

A good example of the impact of these environmental changes can be seen in the distinctive, fissured sandstone formations that give Red Rock its name. "We found this with certainty because the sandstone is made up of well-rounded grains of quartz sand that could only have been sculpted that way by wind. Cross-beds can be seen distinctly in the sandstone, which indicates the sand dunes migrated as wind currents changed in the desert. Researchers can use these features in the map and in the guide.

Taylor says the importance of such information, especially to geologists, is that the more we can learn about these ancient rocks were formed, the better we can understand what is happening in the area today.

One of the exciting new discoveries the students made while doing their field research was identifying a composite data set at many geologic sites along the Red Rock Loop Road and hiking trails. At each of these sites, they would look at the rock units and describe exactly what was there.

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One of the biggest reasons why Red Rock Canyon is such a place to study geology is the desert environment," Taylor says. "Because of the desert's sparse vegetation, the rocks and land forms are well exposed. You can actually walk up to them and study them close up."

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A good example of the impact of these environmental changes can be seen in the distinctive, fissured sandstone formations that give Red Rock its name. "We found this with certainty because the sandstone is made up of well-rounded grains of quartz sand that could only have been sculpted that way by wind. Cross-beds can be seen distinctly in the sandstone, which indicates the sand dunes migrated as wind currents changed in the desert. Researchers can use these features in the map and in the guide.

Taylor says the importance of such information, especially to geologists, is that the more we can learn about these ancient rocks were formed, the better we can understand what is happening in the area today.

One of the exciting new discoveries the students made while doing their field research was identifying a composite data set at many geologic sites along the Red Rock Loop Road and hiking trails. At each of these sites, they would look at the rock units and describe exactly what was there.

For example, they would record that, "At this site, there is 'x' number of meters of sandstone and 'y' number of meters of mudstone." The students would then collect samples to bring back to the lab for analysis. From their analyses, they would then conclude what type of environment existed at a site when a particular rock type was formed.

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When UNLV professors Pat Markos and Dan Allen first visited the MASH Village for the homeless, they were pursuing a research interest. Within two years, they had become the champions of a medical clinic for the homeless and were counted among the clinic's founders. What happened in the interim demonstrated that, to the two professors, the plight of the homeless was...
At the time, Bruland was all too aware of the critical need for health care services for the homeless. In fact, representatives from Lake Mead Hospital had already approached her with the idea of opening a clinic at the MASH shelter. The hospital offered to put up $120,000 per year to support the clinic—a good start but not enough money to adequately equip and staff a clinic to serve a population of nearly 12,000.

So Bruland began looking around for others who had the potential to help.

“And when I met with Pat and Dan and threw out the idea of a clinic, their eyes lit up at once,” Bruland says.

Indeed, Marks and Allen were intrigued by the notion of a free clinic that could provide much-needed health services to the homeless and at the same time serve as a base for their academic research projects.

“We realized we could achieve two goals at once,” Marks says. “We know that research on the homeless population was desperately needed, and we also knew we wanted to help the MASH Village. It seemed like a perfect fit.”

They quickly learned that this sort of community partnership was exactly the type of project for which certain university-sponsored grants had been designed. But the two professors also realized they would need additional funding from sources outside the university to make the project a success. They quickly set up a meeting with Randall Hempling, then the chief executive officer of Lake Mead Hospital, to pitch their idea.

“And he was very interested,” Marks says. “He said he would give us $240,000 for two years. We then went to the University Medical Center. They said they couldn’t give us cash, but they would give us as much of our lab work and X-rays for free. Once Lake Mead Hospital and UMC were on board, we were ready to apply for matching funds through the university’s Applied Research Initiative program.”

In November of 1999, Marks and Allen learned that they had received an Applied Research Initiative grant in the amount of $585,000—news that left them feeling both overjoyed and overwhelmed. They certainly had plenty of health care work—she put in place, and the plumbing and electrical hardware were installed; calls were made to anyone in the community who had supplies that could be of use to the clinic. At a part-time nurse practitioner was hired with funding from the grant, and volunteer physicians, nurses, and other health care professionals were recruited to work in the clinic.

On May 11, 2000, the clinic officially opened its doors, becoming the only free medical facility in Las Vegas to serve exclusively the homeless and uninsured poor.

Since that day, nearly 5,000 patients have taken advantage of the clinic’s health care services, and the numbers continue to climb. Marks says the demand has been so great that occasionally the clinic has had to close the intake window in order to catch up with the 30 or 40 patients in the waiting room. But no one has been turned away or denied access to the qualified specialists, on-site pharmacy, or comprehensive medical care offered by the clinic.

Response from the local medical community has also exceeded all expectations. Bruland says that she has been approached by a number of physicians who want to give their time. “But we don’t have any place to put the gynecologist, the podiatrist, or other specialists who want to help us out. And while this is a wonderful problem to have, it does illustrate the tremendous amount of need that still exists,” she says.

Bruland believes that the right donor is out there and that someday the double-wide trailer will be replaced by a larger, permanent building. In the meantime, she is very happy to have the free clinic up and running. And she is full of praise for the contributions of UNLV and particularly of Marks and Allen.

“Pat and Dan are ‘doers’ and were really the first link in what has become a very long chain of supporters,” Bruland says. “Lake Mead Hospital was already poised to be a partner, and we knew UMC wanted to participate. But Pat and Dan pulled it all together.”

Marks and Allen appreciate the accolades but are much too focused on the work that still needs to be done to spend much time putting themselves on the back. While they were pleased when the clinic opened for business, they realized that their work as academicians was just beginning. The two professors needed to satisfy the research requirements of their university grant by conducting three separate but related studies on the population served by the clinic.

The first study they launched, Allen says, was designed to track the types of medical illnesses suffered by the homeless and to determine how the provision of medical services affects the way this population accesses health care. He explained that prior to the opening of the free clinic, emergency rooms of local hospitals such as Lake Mead were filled with people who didn’t really need emergency care but couldn’t get services anywhere else.

“The problem,” Allen says, “is that emergency room care is very expensive. And when patients go to the emergency room for treatment of primary care ailments like earaches or the flu, the hospital has to foot the bill for the care.”

In addition, Allen says that emergency rooms are not designed to provide primary care and homeless patients were either not getting the care they needed or were not provided with follow-up care. By tracking patients and their ailments as they come through the clinic, Marks and Allen hope to demonstrate that patients are receiving better and more cost-effective care than before the clinic was built.

The two are only halfway through their study, but early results suggest that provision of services via the clinic has indeed lessened the demand for expensive emergency care.

“We’d only been open for a few months when I was asked to make a presentation at the national Health Care for the Homeless conference,” Marks says. “And we calculated that in the first year of operation, the clinic would save Lake Mead Hospital nearly a million dollars.”

Allen says that in the second year of the study they will track patients who make return visits to the clinic, he is optimistic that the results will show the beneficial effects of follow-up care.

“The bottom line is that if we provide these services we keep people out of the E.R., then we all benefit. The hospital saves money, the patients have access to comprehensive medical care, and people who once would have gone untreated now receive the care they deserve,” Allen says.

Another area of concern for Marks and Allen is the rapidly growing number of homeless women over the age of 50. Allen explained that homelessness has traditionally been considered a situation primarily affecting men. This is partly because men are more likely than women to abuse substances and to be military veterans—two key variables that often lead to homelessness; it is also partly because homeless women and children are less visible because they take advantage of available shelters. Whatever the reason, resources allocated to help the homeless have often been provided with men in mind, particularly in the area of health services.

So Marks and Allen have designed a second study to determine how and why older women become homeless and how their medical and mental health needs differ from those of men. Marks suspects that most of these older women have been in and out of homelessness for years because of mental illness, addiction, or domestic violence. But she says that at least some of these women fall into the category of the working homeless—those who hold down full-time jobs but don’t make enough money to pay for housing.

“So many people are lured to Las Vegas by the warm weather and availability of jobs,” Marks says. “But when they get here they discover they need a sheriff’s card and a health card just to get a job. And when they do get a job, they make $7 an hour. You can’t live on $7 an hour if you have children to support.”

Whether they are working or not, Allen says, the homeless health care needs that differ from those of the general population.

“If you look at the leading causes of death in the general population, you’ll see continued on page 32

Ruth Bruland, executive director of the MASH Village, left, was thrilled that Allen and Markos were willing to help establish the village’s medical clinic. The three are seen here in one of the clinic’s examination rooms.

“Here is this sense that we are making a difference. And that’s really the reason that Pat and I are working so hard out there.”

— UNLV psychology professor Dan Allen
Janis McKay knew that plenty of opportunities await musicians who can play the oboe, bassoon, or French horn — instruments rarely chosen and played by students. The challenge, as McKay saw it, was finding a way to get young musicians interested in what she calls the "endangered instruments" — and then giving them the chance to excel.

**Instrumental in Their Students’ Success**

Janis McKay decided to create the Endangered Instruments Program to encourage more students in Southern Nevada to begin playing the oboe, bassoon, and French horn.

**President Carol C. Harter** to members of the university community for projects that advance the goals of the university’s strategic plan.

With the assistance of two of her colleagues — oboist and associate professor of music Stephen Caplan and French horn player and assistant professor of music Bill Bematis, who also happens to be McKay's husband — the Endangered Instruments Program was launched in the Clark County School District in February. Marica Neel, the district’s assistant director of arts and activities, coordinated the district’s partnership in the program.

Students chosen to participate in the program are provided hour-long group lessons from the professors each week. The students who successfully completed the program last spring will move into advanced group lessons this fall, and a new set of beginners will enroll in the basic group lessons. Students who successfully complete the second year of training will be encouraged to continue playing their instruments in high school and will be offered private lessons at deeply discounted rates.

"Ultimately, becoming a good oboist, French horn player, or bassoonist could translate into college scholarships for the students, either at UNLV or at any number of universities and colleges across the nation," McKay says.

During the spring semester approximately 30 middle school students participated in the lessons. In addition to being taught by the three professors, they also received instruction from UNLV students studying the same instruments. The professors and the UNLV students all volunteer their time; most of the Planning Initiative Award money went to purchase instruction from UNLV students the teaching of the instruments, while a small amount was used to buy music stands and books. The instruments are now owned by UNLV, which will greatly reduce the cost of operating the program in the future.

The program targets students in selected middle schools that are classified as serving at-risk students — in other words those students who, because of social or economic factors, are believed to be less likely to
Successfully complete their K-12 education without some special attention. McKay says that typically the bassoon, oboe, and French horn are at a major disadvantage when it comes to time for young students to choose one among the more popular instruments – the flute, clarinet, or trumpet. McKay says, adding that many of them have never heard someone play a French horn, bassoon, or oboe. Some, she says, have never even seen the instruments.

"Many times the schools can't afford the instruments," McKay notes. While a good student-model instrument, for instance, can be purchased for $500 or less, a student-model bassoon or oboe typically costs between $2,000 and $3,000, she says. (A professional model bassoon can cost more than $30,000.)

And, while many of the more popular instruments can be rented from music stores, these same stores tend not to carry oboes, bassoons, and French horns because the demand for them is not great; also, they are expensive to maintain.

"The problem with the French horn is not the expense of buying it, but the difficulty beginners face when they take up the instrument," she says. "They struggle because the French horn is a more difficult instrument to start on than, say, a trumpet or a trombone. Sometimes kids who are not really serious will get frustrated and quit the horns before they're committed to it because they have the idea that it's just too hard. But actually, once they get going, it's no more difficult than anything else."

One selling point for the French horn is that it is often used by movie studios for background music, so movie enthusiasts may be more likely to become interested in learning one of the endangered instruments that is used in both the woodwind and brass quintets," she says.

To get the program off the ground, McKay, Bernatis, and Caplan went to the various middle schools to talk with the students and to perform for them so that they could hear what these particular instruments sound like. Knowing that familiar music would appeal to the students more than would material they hadn't heard before, the trio picked their musical choices with care. For McKay, that meant choosing "The Sorcerer's Apprentice" from Fantasia to demonstrate the bassoon.

To demonstrate the oboe, Caplan usually played the snare drummer music from the movie Addams Family, she says. Bernatis, playing the French horn, had many familiar movie musical scores to choose from and often would play music from Star Wars, Robin Hood, or Batman. After the professors' presentation, students who thought they might be interested in learning one of the endangered instruments contacted their music teachers. The teachers then recommended to the professors those students they thought would be successful in the program.

The school's band directors are enthusiastic about the program, which McKay says, both because it provides them with badly needed oboe, French horn, and bassoon players and because it provides the students with instruction from musicians who are experts on those instruments.

The band directors appreciate the program also because they have to spend the majority of their time on the instruments being played by the largest number of students, she says, adding that the band directors themselves tend to be more proficient on those more common instruments.

Phil Haines, who was the band director at Smith Middle School last spring, says the Endangered Instruments Program benefits both the school music programs and the individual students.

"The music programs benefit because many schools wouldn't have any players on these instruments if it weren't for this program," Haines says. "It's also a big help for the students to receive lessons from musicians who are experts on these difficult instruments. And I have students playing these instruments, I try to get them private lessons, but that is an expense many families cannot afford."

One major benefit to students who stick with the program and show promise on their instruments, according to McKay, is that playing one of these particular instruments well can be a good route to college. She says that is one reason she wanted to take the program to at-risk schools where many students come from low-income families.

"If the students are successful, this could be a good way for them to get beyond any economic limitations they might face and have a way to get to college that would provide them some scholarship money," she says.

McKay herself received a college scholarship because she could play the bassoon, even though, by her own admission, she wasn't the best bassoon player at the time. And, as is the case for many students, the bassoon hadn't been her first choice of instrument.

"I started out playing piano in the third grade. Then I picked up saxophone in the band when I was in sixth grade. I sang in choirs at my church, although I was just home. And I played the handbells. I just really liked music, and I was good at it when I was young," she recalls. It wasn't until the 11th grade that she began playing the bassoon, and then only because Joe David, her band director at Valdosta High School in Valdosta, Ga., asked her to help out by learning the instrument because, not surprisingly, no one else in the school was playing it.

"I actually wasn't that interested in it. I really wanted to play the oboe, and I figured that if I humored him, I would get to do that," she says. "I wasn't particularly crazy about it when I first started. It wasn't until I got to college that I really liked it." When it came time to go to college, McKay applied to Florida State University and auditioned for a saxophone scholarship.

She was a very good saxophone player and had no trouble being accepted into the program; however, she says, she couldn't afford to get a real bassoon teacher - someone who could show me the things I needed to know - I got to where I really loved it. I liked the parts I got to play. I liked the tone of the bassoon. I liked the fact that I got to be in an orchestra, which was not an option for me as a saxophone player, as there are few orches- tral saxophone parts."

Clearly, she did change her mind about the bassoon. McKay, an and consider it a very successful potential for expanding the program and what it can mean for the middle school students enrolled in it. That's why she would like to see the program expand to include both more students and more instruments, including some of the string instruments, such as the viola.

If the program's expansion would require more money because the if the program is to grow much larger, it will need to be able to pay teachers to go out into the schools, the number of students enrolled could become too high for the UNLV faculty and student volunteers to handle.

She says an exciting recent development is a show of interest by the Las Vegas Philharmonic Orchestra in partnering with UNLV and the school district in offering the program. The Philharmonic's primary role would be to assist with grant writing, which could lead to increased funding.

"I'm so excited about the possibility of the Philharmonic joining with us and helping with grant writing," McKay says. "The potential for expediting the program and helping mve students is limited only by money."

And, what is within limit, she adds, is the potential for what students can achieve through the program. 

"There is an opportunity for students to learn and have fun with their peers and to have a great future. It's really a great opportunity for kids who really love music and want to be involved in music, to have that opportunity to participate in something exciting."
The recipients of the Jean Nidetch Scholarship have endured tragedy and hardship most of us will never have to face. But they have remained steadfastly committed to pursuing their education. The woman who funded their scholarships believes that kind of perseverance should be rewarded. To the recipients themselves, the scholarship has been a gift of inspiration.

By Mae Worthey-Flennoy

The adversities they have endured are as diverse as they are daunting. Some have been plagued by debilitating health problems. Others have come from war-torn foreign lands or have lost a loved one to tragic circumstances. Still others have been forced to face the physical limitations imposed by their disabilities. Though their backgrounds and hardships vary tremendously, the individuals described above share two things in common: an intense desire to obtain an education and a deep-felt sense of gratitude.

Several of the scholarship recipients recently offered to share their stories with UNLV Magazine in an effort to illustrate how valuable the scholarship has been to them. They consider it a way to thank the woman who has rewarded them — along with many of their fellow UNLV students — for their academic performance, as well as for the spirit of triumph they have chosen to adopt in the face of some of life’s most difficult circumstances.

Du Kim

By the time Du Kim was 9 years old, she had been through experiences that most of us have only read about or seen on television. Along with her family, she escaped the war-ravaged land of Vietnam, only to be imprisoned in a Cambodian jail and later sent to two different refugee camps.

In the essay she prepared, Kim described the frightening circumstances that she and her family endured to make their way to freedom.

"I was very young at the time, but I do remember we had to go through the forest to try to cross the border to Thailand, and bombs were dropping around us," she recalls. "When we got to Thailand, there were about a hundred immigrants, including us. They put us in a jail and then sent us to a refugee camp." They remained there for eight months before being moved to another refugee camp located in the Philippines where they spent 14 months.

In 1991 Kim and her family were able to come to the United States through the sponsorship of an American Christian group. She recalls that adjusting to American culture seemed impossible when she arrived in her first U.S. hometown in Texas 10 years ago.

"It was so hard adjusting to the American way of life," she says. "When I arrived in Texas, I couldn’t speak English, and we had to adjust to the food, to the language, to everything. And the three-bedroom apartment we had maybe wasn’t great by most people’s standards, but it was great for us because we had nothing when we arrived. It was my first time having a TV or a refrigerator or a house where the roof didn’t leak."

She and her family later moved to Los Angeles, but decided they might be better suited to a smaller town. They moved to Mesquite, Nevada in 1997, settling in Mesquite.

"I have worked full time since I was a sophomore in high school," she says. "I have given all of my paycheck to my parents to support the family. My parents are very proud of me because I will be the first of all their children to attend a university. I am setting a good example for my four younger siblings."

For Kim’s father, the most important goal was to settle in a place where his children could have a better life than he had growing up in Vietnam. So, when Kim was awarded the Jean Nidetch Scholarship, the entire family moved to Las Vegas to make it more convenient for her to attend the university.

"I just want to thank Jean Nidetch because the scholarship has really helped me," she says. "It has made me able to attend college and only have to work part time. My parents don’t make a lot of money, and without the scholarship, I don’t know what I would have done."

Raquel Silva

Born with cataracts, Raquel Silva later developed glaucoma, a condition that caused her to become completely blind at the age of 13.

With the help of the UNLV Disability Resource Center and some devices...
designed to aid the visually impaired, Silva, a freshman majoring in social work, is able to attend class and performs well in her studies. She attributes her drive to succeed in part to her mother, who, she says, made her believe she was not different from anyone else.

"I don't know if it was out of denial, perhaps because she didn't want to believe I was blind, but my mother expected a lot out of me," she says. "My blindness was an obstacle in high school, but I still get good grades. The hardest thing was seeing my friends go out and do normal teenage things. I just stayed in my room and became a bookworm." But, she adds, her religious faith helped keep her motivated through that time.

Now, like other people her age, Silva enjoys going to the movies, rollerblading, bike riding, and spending time with her boyfriend, Joel, a UNLV sophomore. She plans to cover the field of vocational rehabilitation so that she can help others with physical challenges realize their potential.

"Just knowing that Jean Nidetch provided me with this opportunity helped me work harder," she says. "Knowing that she made the effort to create the scholarship means I want to put forth the effort to do well in school. She has a certain charisma and enthusiasm about her, even though she has been through a lot. That sets a great example for me."

Tiff any Niedert

For Tiffany Niedert, a 1999 UNLV graduate, having a positive attitude has gotten her through some tough times. At 7 years old, she was diagnosed with diabetes and at 8 she was diagnosed with a rare form of muscular dystrophy that required her to begin using a wheelchair by the time she entered the seventh grade.

"At age 8, one day I couldn't get my leg to relax, and my doctor referred me to the Mayo Clinic. I was diagnosed with torsion dystonia, a type of muscular dystrophy," she says. "It's where your muscles contract, and you can't relax. That's no cure. I was told they saw about one case a year of what I had."

As time went on, it became increasingly difficult for her to walk. "They told me it would get worse, and they knew of nothing that would stop it. They tried medicine, but unfortunately it didn't do anything. So eventually, I couldn't run or even walk for any length of time."

Niedert is now able to walk limited distances but uses a wheelchair most of the time. But she doesn't let her condition stop her from being active or pursuing her goal of becoming a teacher. Niedert, who earned her degree in elementary education, is currently applying for a teaching position with the Clark County School District.

"We are all dealt a hand, whether you win or lose depends on how you play that hand," she says. "I could sit in my room and cry all day because I have diabetes and I'm in a wheelchair, but what is that going to get me? I have to accept what God gave me. I don't see it as an adversity but just a part of my life -- something I have to accept. Either you live with it and move on or let it stop you from being who you want to be."

While the UNLV student is very proud of pursuing her education, she realizes she owes a debt of gratitude to Nidetch. "The reason I got through college was because of the scholarship," she says. "I've always wanted to become a teacher. I want to help change somebody's life. The way someone has helped change my life."

W

Ille all of the scholarship recipients have different stories of triumph, they all share a common admiration for Nidetch. They see her as not only a benefactor, but also as a source of inspiration, nudging them toward their individual goals.

"We write letters back and forth all the time," says Niedert. "She's worth more than just someone who was there to help one time. It's like you're a member of her family. She keeps in touch."

Niedert says she enjoys knowing how the recipients are doing. She gets a chance to interact with them during a scholarship reception each year and often attends their graduation ceremonies. She enjoys the idea of helping the scholarship recipients realize their potential.

"To me, getting an education is probably the most important thing a young person can do," Nidetch says. "It gives me great pleasure to know that I could help these students discover their talents and abilities. My feeling is that if they have overcome such challenges and maintained an A/B average, then they deserve it. So many have faced tremendous adversity, but they persevere."

Encouraging others is the story of Niedetch's life. A collection of people have been inspired to reach their weight loss goals through Weight Watchers, the company that Nidetch started out of her Quonset, New York, apartment in 1961. She faced plenty of obstacles of her own early on in her career; for one, earning her place among respected business owners in the time she started out wasn't easy.

"In the '60s, women had a tough time starting their own businesses," she recalls. "When I formed my company, it was frowned upon. When I went to rent space, the landlord told me to take the lease home to my husband and have him sign it. My husband wanted to know why, and I told him to just sign it. Today, women can't believe that happened. We have come a long way."

Since that time, she's received numerous awards and has written several books and columns about her experiences. Nidetch, who was featured recently on A&E's Biography, has been recognized by the Ladies Home Journal as one of the most important women of the United States alongside such icons as Amelia Earhart, Barbara Day O'Conor, and Eleanor Roosevelt.

A devoted UNLV supporter, Nidetch has had a tremendous impact here at home in Las Vegas as well. Her $1 million gift to UNLV in 1993 established not only the scholarship bearing her name, but also the Jean Nidetch Women's Center, which offers many services, including programs on sexual assault prevention, personal safety, and health awareness. The center also organizes support groups and distributes information on community and campus resources.

Nidetch, who was awarded an honorary doctorate from UNLV in 1998 for her commitment to young people and education, supports numerous other UNLV programs as well.

"Jean gave the center its breath of life," says Conie Spano, director of the Jean Nidetch Women's Center. "Her contribution has enabled us to develop programs and services to help students achieve success. She's going to have an impact on UNLV and the community that's hard to say that's a significant accomplishment."
September 2001

5-9 Theater: Clever Than Ever. Call for times. BBT. 895-2787.
7 Football: UNLV vs. Northwestern. 5pm. SBS. 895-3900.
Men's Soccer: UNLV vs. Vanderbilt. 7:30pm. JF. 895-3207.
7-8 Women's Volleyball: UNLV vs. Gonzaga - Sept. 7, 7:30pm. Western Carolina - Sept. 8, 2:30pm. American - Sept. 8, 7:30pm. Cox Pavilion. 895-3207.
9 Men's Soccer: UNLV vs. San Diego. 2pm. JF. 895-3207.
11 President's State of the University Address. 2pm. Cox Pavilion. 895-3207.
12 Women's Soccer: UNLV vs. Southern Utah. 7:30pm. JF. 895-3207.
21 Men's Soccer: UNLV vs. Western Kentucky. 5:30pm. JF. 895-3207.
Women's Soccer: UNLV vs. UC Berkeley. 8pm. JF. 895-3207.
28 Women's Volleyball: UNLV vs. Wyoming. 7pm. Cox Pavilion. 895-3900.
Women's Soccer: UNLV vs. Cal Poly. 7:30pm. JF. 895-3207.
28-30 Theatre: The Beauty Queen of Lebannon (runs through Oct. 7). Call for times. JBT. 895-2787.
29 Performing Arts Center's Charles Vanda Master Series: Philadelphia Orchestra. 8pm. AHCH. 895-2787.
Women's Volleyball: UNLV vs. Colorado State. 7pm. Cox Pavilion. 895-3207.

October 2001

Women's Soccer: UNLV vs. UNR. 7:30pm. JF. 895-3207.
6 Las Vegas Philharmonic: Premier Concert. 8pm. AHCH. 895-2787.
10-13 Senior Theatre: Short Play Festival. Call for times. JF. 895-2787.
11 University Forum Lecture: "A Celebration of Irish Writing." 7:30pm. MBMA. 895-3401.
11 & 13 Women's Soccer: UNLV vs. BYU (MWC) - Oct. 11, 7:30pm. Utah (MWC) - Oct. 13. 7:30pm. JF. 895-3207.
12-13 Dance Arts: Fall Concert. Call for times. JBT. 895-2787.
14 & 16 Men's Soccer: UNLV vs. San Jose State (MWC) - Oct. 12, 7:30pm. Fresno State (MWC) - Oct. 14, noon. JF. 895-3207.
13 Performing Arts Center's Best of the New York Stage: Kristen Chenoweth. 8pm. AHCH. 895-2787.
13 Performing Arts Center's Best of the New York Stage: Kristen Chenoweth. 8pm. AHCH. 895-2787.
14 Performing Arts Center's Best of the New York Stage: Kristen Chenoweth. 8pm. AHCH. 895-2787.
17 Women's Research Institute of Nevada: Annual Fall Reception. 3pm. TAC. 895-4931.
18 Music: UNLV Symphony Orchestra Concert I. 7:30pm. AHCH. 895-3401.
23 Women's Volleyball: UNLV vs. Western Kentucky. 7pm. Cox Pavilion. 895-3900.
23 Women's Volleyball Thanksgiving Classic: UNLV vs. BYU-Idaho. 7:30pm. AHCH. 895-3900.
25 University Forum Lecture: "Ecotourism in Costa Rica" (slide/illustrated). 7:30pm. MBMA. 895-3401.

November 2001

2 Women's Soccer: UNLV vs. San Diego State. 7pm. Cox Pavilion. 895-3900.
Women's Soccer: UNLV vs. San Diego State (MWC). 7:30pm. JF. 895-3207.
Performing Arts Center's Charles Vanda Master Series: Avashadn Pandit and Nalobhutha Ngwenyama. 8pm. AHCH. 895-2787.
3 Football: UNLV vs. Utah (MWC). 1pm. SBS. 895-3900.
4 Music: 76th Annual Plus 4 in Concert. 2pm & 6pm. AHCH. 895-2787.
Senior Adult Theatre: Plays TBA. Call for times. PHT. 895-2787.
7 University Forum Lecture: "The Role of Animals in Ancient Greek Mythology and Life." 7:30pm. MBMA. 895-3401.
7 Music: UNLV Community Band Concert I. 7:30pm. AHCH. 895-3733.
8 Music: UNLV Jazz Combos Fall Concert. 7:30pm. BBT. 895-0862.
9 Performing Arts Center's The World Stage: Bangarra Aboriginal Dance Company. 9pm. AHCH. 895-2787.
9-10 Women's Volleyball: UNLV vs. BYU - Nov. 9, 7pm. Utah - Nov. 10, 7pm. Cox Pavilion. 895-3900.
11 Thesaur, A Comedy of Errors. 8pm. JBT. 895-2787.
13 Music: UNLV Symphony Orchestra Concert III, featuring UNLV Jazz Ensemble I, 7:30pm. AHCH. 895-3401.
15 University Forum Lecture: "Medieval Music" (featuring a live performance). 7:30pm. MBMA. 895-3401.
16 Women's Basketball: UNLV vs. Cal-State Fullerton. 7:30pm. Cox Pavilion. 895-3900.
17 Las Vegas Philharmonic: Concert II. 8pm. AHCH. 895-2787.
18 Performing Arts Center's Best of the New York Stage: Ramsey Lewis and Billy Taylor. 8pm. AHCH. 895-2787.
19 University Forum Lecture: "Travel's in the Former East Germany." 7:30pm. MBMA. 895-3401.
20 Music: UNLV Wind Orchestra Concert II. 7:30pm. AHCH. 895-2787.
23 Women's Volleyball Thanksgiving Classic: UNLV vs. William & Mary. 7:30pm. TMG. 895-3401.
24-25 Women's Basketball: UNLV vs. Sacramento - Nov. 24, 7:30pm. Team TBA - Nov. 25, 6pm. Cox Pavilion. 895-3900.
26 Desert Chorale: The Messiah. 7:30pm. AHCH. 531-3500.
30 Theatre: Endangered Species (runs through Dec. 9). Call for times. BBT. 895-2787.
Mandy Patinkin
January 6

UNLV University Forum Lecture:
Philharmonic: 2pm. AHCH. 895-2787.

January 2002

1 Performing Arts Center’s Charles Vanda Master Series: Thomas Hampson. 8pm. AHCH. 895-2877.

February 2002

Walking the Walk
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the kinds of non-academic problems that can interfere with learning, such as the high drop-out rate, teen pregnancy, and teen drug addiction rates.

For example, once of her current interns accompanied a pregnant teen to the delivery room and held her hand while her baby was born; she then followed up and got the young mother connected with the appropriate social services, mentored her, and got her back into school where she is now doing well. Other interns have helped students discover that college is a realistic option for them.

Dormain’s commitment and dedication have earned her several awards: the Andre Perdue's job to follow the progress of the offenders assigned to him, to guide their efforts at leading crime-free lives, and, in some cases, to turn them in for violating the terms of their parole or probation.

While Perdue acknowledges that he must face the unpleasant task of recommending that some offenders be incarcerated, he is gratified that he has been able to help many offenders out of jail. His work to develop innovative ways of improving certain aspects of the probation and parole system has helped in that effort.

For instance, while working for the federal government, Perdue has created a program that helps keep offenders out of jail by assigning them to community service. The distinguishing feature of Perdue’s program is that the offenders are supervised by the parole and probation officers; that has allowed them to spend more time in the field instead of at their desks.

"The most rewarding thing is when you investigate an offender who is not ready to change — when you catch him in an illegal act — and have to take him out of the community," Perdue says.

But Perdue has had to take a tougher approach with certain offenders, and that often means jail time for them.

"It’s difficult but necessary when you investigate an offender who is not ready to change — when you catch him in an illegal act — and have to take him out of the community," Perdue says.

As a federal probation officer, Perdue has taken the development of new programs seriously. In 2001, he created the PACE (Probationer Accountability and Counseling) program, which helps offenders who are not ready to change — when you investigate an offender who is not ready to change — when you catch him in an illegal act — and have to take him out of the community. The program has helped reduce recidivism and has created a new sense of community among the offenders.

"The most rewarding thing is when you help someone succeed in turning his life around," Perdue says. "It’s difficult but necessary when you investigate an offender who is not ready to change — when you catch him in an illegal act — and have to take him out of the community."

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January 2002

1 Performing Arts Center’s Charles Vanda Master Series: Thomas Hampson. 8pm. AHCH. 895-2877.


6 Performing Arts Center’s Best of the New York Stage: Mandy Patinkin. 2pm. AHCH. 895-2877.


13 Las Vegas Philharmonic: A Family Guide to the Orchestra. 2pm. AHCH. 895-2877.

22 Art Exhibit: Joe Brainard — A Retrospective (run through Feb. 28). DBJA. 895-3649.


26 Performing Arts Center’s Best of the New York Stage: Alvin Alley II Dance Company. 8pm. AHCH. 895-2877

UNLV Men’s Basketball Schedule 2001-2002

The following is the tentative schedule of the men’s basketball team. All games are at the Thomas & Mack Center. For times and ticket information, call 895-3900.

Jan. 17 Wisconsin

Nov. 20 Nicholls State

Dec. 1 Georgia Southern

Dec. 20 UNK

Dec. 22 Texas

Dec. 28 Tennessee State

Dec. 30 Old Dominion

Jan. 5 Wyoming

Jan. 23 Colorado State

Feb. 3 DePaul

Feb. 9 BYU

Feb. 11 Illinois

Feb. 13 Florida International

Feb. 25 San Diego State

Feb. 28 Air Force

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"The most rewarding thing is when you help someone succeed in turning his life around," Perdue says.
1970s

Roseline "Eye" Poinnard, 77 BA Social Work, has worked 24 years with the Clark County Department of Family and Youth Services as a probation officer. In 1999, she was selected as the probation officer of the year in Nevada. She is also a motivational speaker and a consultant.

Anne Deschler, 78 BA Business Administration, has been promoted to senior vice president with Silver State Schools Family Credit Union. She earned her MBA from UNR in 1985 and graduated from the Pacific Coast Banking School of the University of Seattle in 1994. She lives in Henderson.

Evelyn M. Cook, 79 BA Communication Studies, has been named executive director of Heidrick Staffing. In 1984, she was a sergeant in the Nevada Army National Guard. She lives in Sacramento... Frank Delany Larsen, 79 BM Marketing, works at Cashman Equipment as a sales representative for Caterpillar. He spent 21 years with the company.

1980s

Jon C. Lewellyn, 81 BA Political Science and Criminal Justice, worked with the Legal Aid Society and was a member of the Nevada Committee to Free Nicaragua. He lives in San Diego. He was a member of the Nevada School of Law's inaugural class. Previously, he was employed in the human resources field for various local government agencies in Southern Nevada...

We'd like to hear from you!

We would like to invite all UNLV alumni to submit information about themselves to UNLV Magazine for inclusion in the Class Notes section. Please fill out the form below completely, type or print legibly, and avoid abbreviations. Also, please supply home and office telephone numbers so we can reach you if there is a question about your entry. We encourage you to submit a head-and-shoulders photograph of yourself to accompany your Class Notes entry.

Class Notes

Tim Colbow, 96 BS Marketing, has been promoted to regional controller for Delta Webbs' Nevada Operations. He oversees the daily operations of the accounting department and is involved in financial forecasting. Previously, he was with Delta Webbs' audit firm, KPMG. He began his career with Delta Webbs in 1988 as an accounting supervisor.

Mark A. McKinney, 96 BM Communication Studies, was named assistant director for social equity and diversity at the University of Nevada, Reno.

DEATHS

Milton Dupalo, 79 BM Business Administration, died Dec. 27, 2000. He spent 22 years as a U.S. Army ranger, serving in combat during the Korean conflict and the war in Vietnam. He retired with the rank of sergeant major. After earning his degree at UNI, he began a second career in the hotel industry, working his way up to the position of assistant general manager of the Holiday Inn. Among his survivors are his sons, Michael Dupalo and Martin Dupalo, 92 BA Political Science, 93 BA Communication Studies.
New Degree Programs

continued from page 3

The program seeks to prepare students for university-level faculty positions in teacher education, helping them to connect the theory and research related to teaching and learning to the practice of teaching in schools and universities.

The new Ph.D. program in educational leadership will emphasize the areas of higher education administration and post-secondary education.

It differs from the doctoral program in educational leadership already offered by the university in that the existing program is tailored to meet the needs of practitioners while the new program is designed for those persons interested in research-based careers.

More Than an Academic Concern

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that cancer and heart disease top the list. But the leading causes of death among the homeless are quite different. These people die from poisoning, injuries, and diseases that result from being exposed to the elements,” Allen says. “Add to that the list of health concerns that affect women – breast cancer, menopause, osteoporosis – and you see that we don’t have a lot of information about this group of people in general and about older women specifically.”

As if these two studies weren’t enough to keep Markos and Allen busy, they have undertaken a third project. This project also focuses on homeless women but is concerned with the medical and psychiatric functioning of these women across the life span. The professors plan to evaluate 300 homeless women of varying ages to see if they can find differences among the age groups.

“We’re optimistic that this information will help us determine when and how to intervene so that we can prevent future illness and continued homelessness,” Markos says.

Markos and Allen admit that the last year has been exhausting, what with building a clinic, collecting data on three separate research projects, and continuing to teach classes at UNLV. During that time they also faced the added stress of worrying about a funding controversy that nearly resulted in the village having to close its doors.

“We were roughly a year into our research when the city of Las Vegas and the MASH Village entered some turbulent negotiations over funding,” says Allen, adding that for a few weeks the two professors wondered what would become of all of their work. But they are pleased to report that the funding problem has been resolved, the village and clinic are still operating, and their research is continuing.

Despite all of the stress and the work, both Markos and Allen feel they are the lucky ones in the whole project – lucky to have been involved in a project that has offered them such rewarding experiences and has contributed so much to those in need.

Markos calls her participation in the rehabilitation facilities, is also being offered.

The bachelor of science degree in human services counseling is available through the counseling department in the Greenspun College of Urban Affairs.

This degree will equip students for jobs in counseling centers, half-way houses, drug and alcohol rehabilitation centers, mental health clinics, geriatric care facilities, child treatment centers, and other facilities with a social service mission. Minors in addictions prevention, addictions treatment, human services counseling, and family studies will be offered as part of the program.

Students who successfully complete one of the addictions minors will be eligible to apply for state certification as addictions counselors if they also complete a mandated number of hours of supervised experience. Completion of a two-semester internship in a community agency will be required of all human services counseling majors.

Graduates of the program will be prepared to assume leadership positions not only at universities and community colleges, but also in the private sector and in government agencies.

The new master’s degree in biochemistry will offer students the opportunity to study the chemical composition of living things, focusing on the complex chemical combinations and reactions involved in metabolism, reproduction, growth, and heredity.

The rigorous, two-year program will prepare graduates to pursue a number of options, including working for biotechnical or pharmaceutical firms, studying for a doctoral degree in biochemistry, or attending medical school.

A new bachelor’s degree program designed to prepare students to work in a variety of social service settings, including family counseling centers and alcohol

Alumni Board Officers

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- James J. Ratigan, ‘78 BS Business Administration, is the managing partner of RCR & Associates.
- Barry Shinehouse, ‘69 BS Business Administration, ‘70 MBA, is self-employed as an attorney and a certified public accountant.
- Dianne M. Weeks, ’95 BS Marketing, ’97 MBA, is a business development officer with Wells Fargo Bank. She previously worked as a business development manager with IBEW Plus Credit Union.
Get Connected

UNLV Homecoming '01

Friday, October 12

HOMECOMING DINNER
5pm, Richard Tam Alumni Center.
Featuring football coach John Robinson as guest speaker. Limited seating. Call now!
Active members - $15  Non-active members - $25

Saturday, October 13

TAILGATE
4pm (three hours before kickoff), Rebel Experience
UNLV vs. SDSU GAME

Monday, October 15

GOLF TOURNAMENT
Canyon Gate Country Club
Noon, shotgun start

FOR MORE INFORMATION OR TO PURCHASE TICKETS, CALL THE UNLV ALUMNI ASSOCIATION AT (702) 895-3621 OR 1-800-829-ALUM.
Our Students are Scarlet and Silver Plated!

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