On a More Personal Note:
A Profile of UNLV President Carol C. Harter

Back to School: UNLV's Innovative Teacher-Education Programs
Checking Out the New Lied Library
Thank you to all alumni and friends who contributed to UNLV through the Fall 2000 Rebel Ring Phonathon!

UNLV appreciates your outstanding response to calls by current students – your growing support benefits the University greatly!

Alumni and friends generously pledged more than $106,000 to strengthen academic programs, provide student services, and fund scholarships for the coming year. Your support will also help UNLV plan and prepare for its new Summerlin campus.

Thank you for contributing to the future of UNLV!

For questions about the Rebel Ring Phonathon or Annual Fund, please contact the UNLV Foundation at (702) 895-3641.
The Roads Less Traveled
UNLV alumnus Ron Kachel could have chosen the hotel industry career he had mapped out for himself. But his love of the outdoors, his entrepreneurial spirit, and his desire for adventure took him down a different path.

BY LAURIE FRUTH

Check It Out!
UNLV's new Lied Library has opened its doors. With its striking architecture and cutting-edge technology, the $55.3 million facility is being hailed as the new heart of the campus and a valuable community resource.

BY DIANE RUSSELL

On A More Personal Note
We know her as the first woman president of UNLV. But what do we know about Carol Harter herself? In this candid account of her life, Harter talks about the individuals who encouraged her, the challenges she faced, and the opportunities that led her to the presidency of UNLV.

BY SUZAN DIBELLA

Back to School
UNLV has doubled the number of its College of Education graduates in just five years, in part due to several innovative teacher-education programs. Find out how these programs helped four Southern Nevadans go back to school – first as students, then as teachers.

BY BETTY BLODGETT
UNLV Appoints Nobel Laureate Wole Soyinka to Faculty

Nobel Prize-winning playwright Wole Soyinka has been appointed to UNLV's recently established Endowed Chair of Creative Writing, a position created through a donation from business leader Glenn Schaeffer.

Schaeffer's donation and pledges, which will help UNLV establish one of the finest creative writing programs in the country, will create an Institute of Modern Letters. The newly formed $2 million Endowed Chair of Creative Writing, which is designed to attract internationally known, prize-winning writers such as Soyinka to UNLV, will be part of that institute.

In addition, fellowships for superb writing students, a lecture series, prizes to be awarded to politically expressed artists, and programs at UNLV for local high school teachers and talented high school students will be provided as part of the gift.

"Mr. Schaeffer's generous contribution will be matched, in part, by corporate and university resources to allow us to craft one of those very special niches in the field of creative writing that will attract some of the finest writers to Las Vegas and UNLV," said President Carol C. Harter.

She added that she is delighted that one of the finest creative writing programs in the country will be at UNLV. "We are extremely grateful to Stan Fulton for his extraordinary gift that makes it possible for us to offer our students and faculty a top-notch facility in which to study," Fulton commented.

The building also includes a spacious conference center; a computer lab and classrooms; faculty and staff offices; the Gaming Today Executive Conference Room; the Wells Fargo Conference Room; the Southern Wine & Spirits Lounge; the Harvey's Casino Gaming Collection; and the latest in distance education technology.

UNLV's Stan Fulton Building Opens

The 35,000-square-foot Stan Fulton Building, the new home of the UNLV International Gaming Institute, officially opened its doors recently.

"This is very exciting for the university," said President Carol C. Harter. "We are extremely grateful to Stan Fulton for the extraordinary gift that makes it possible for us to offer our students and faculty a top-notch facility in which to study." Fulton donated more than $6.2 million toward the construction of the building.

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UNLV Physical Therapy Program Receives Accreditation

UNLV's physical therapy program was granted initial accreditation recently by the Commission on Accreditation in Physical Therapy Education.

The accreditation means that program graduates are eligible to take state licensing exams, said Harvey Wallman, director of the UNLV program.

The program, which is the only physical therapy program in Nevada, admitted its first students in the fall of 1998. It offers a master of science degree.

"This is a major step forward for us," Wallman said. "I give a great deal of credit to our students because they put considerable faith in our faculty, our university, and the system."

Carolyn Sabo, dean of the College of Health Sciences, said, "This is excellent news not only for those of us at UNLV, but for the citizens of Nevada as well. Our program will help provide physical therapists for rural and underserved areas throughout the state.

"The requirements for accreditation are rigorous. The fact that our program has been accredited is a testament to the high quality of the students, the faculty, and the curriculum," Alden said.

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For more information about the physical therapy program, call 895-3083.

University Alumni Association Bestows Its Highest Awards

Gaming consultant William Paulos, businessman Mel Woltzinger, and attorney Jay Brown received the UNLV Alumni Association's highest awards recently.

Paulos, a member of the class of '69 who earned a degree in hotel administration, was named Alumnus of the Year, the top award a UNLV graduate can receive from the association.

Woltzinger and Brown were presented with the Silver State Award, the highest honor that the association bestows on people who are not alumni.

Also honored were the alumni selected by each of UNLV's colleges as recipients of the Outstanding Alumnus Award.

Paulos was honored for his continued support of UNLV and the Alumni Association.

"Bill was always there to speak during Career Days," said Fred Albrecht, vice president of university and community relations. "He raised the most money for scholarships as the chairman of the Sandblast Open. He was one of the first to step forward to fund an endowment through the Alumni Association for the hotel college.

"Bill is typical of the recipients of this award in that he is always there to serve the needs of the university and has given much back to the community," Albrecht said.

Regarding Silver State Award winners Woltzinger and Brown, Alumni Association President Kevin J. Page, said, "Mel and Jay have worked very hard for UNLV over the years. We know we can always call on them for support and assistance. They both are very deserving of this award."

The Outstanding Alumnus Awards from the individual colleges, which go to alumni who have distinguished themselves in their fields, were presented to Michael Green of the College of Liberal Arts, Jim Germain of the William F. Harral College of Hotel Administration, Kenneth Ackerman of the Howard R. Hughes College of Engineering, Randy Delélls of the College of Fine Arts, Garth Winkler of the Greenman College of Urban Affairs, Elizabeth Dooly of the College of Sciences, Barry Stinson of the College of Business, Carol Rayfield of the College of Health Sciences, and George Ann Rice of the College of Education.

UNLV Offers Variety of Courses at New Downtown Center

UNLV has begun offering a mix of academic and continuing education classes at a center in downtown Las Vegas in a move designed to make the university more easily accessible to the public.

The UNLV Downtown Center, which opened last fall, is located in the former 5th Street School building at 400 S. Las Vegas Boulevard.

A variety of classes are being offered, including credit-bearing courses, classes leading to certification, and non-credit classes.

"The opening of the UNLV Downtown Center is part of UNLV's ongoing effort to improve our service to the community," UNLV President Carol C. Harter said. "In the past we've reached out to the community by offering courses in Henderson, as well as offering classes at a variety of locations via our distance education technology.

More recently, we became aware of a significant demand for courses to be offered in the downtown area and, thus, we found a way to accommodate that demand."

For information on courses available downtown, call 895-3394.
Several New Degree Programs Available on UNLV Campus

UNLV is offering several new degree programs, including three new doctorates. The doctoral degree program in special education is designed to prepare its students to assume leadership positions in the special education field, including university faculty positions. It features an intensive research component. The doctoral degree program in fine arts is the first doctoral degree in music to be offered in Nevada. It is designed to strengthen the educational programs, including three new doctorates, in the arts. The executive doctorate in educational leadership is intended for experienced school district administrators who show leadership potential.

Students with the theoretical and technical skills necessary to obtain employment in industry or to pursue either medical or doctoral degrees. A bachelor of arts degree program in fine arts is the first degree of its kind in Nevada - is now being offered. The program is housed in the department of anthropology and the arts, which is part of the College of Liberal Arts.

For additional information on any of these new degree, minor, or certificate programs, call UNLV at 895-3011 and ask for the program or department offering the program.

Women's Research Institute Honors Outstanding Women

UNLV's Women's Research Institute has recently honored five women who have made significant contributions to the Las Vegas community.

UNLV's Women's Research Institute honored five women who have made significant contributions to the Las Vegas community. The winners were selected for their outstanding achievements in the following areas:

- Florence McClure, founder of Community Action Against Rape
- Patricia McVetty, director of the University's Office of Student Activities
- Marion Williams, director of the Fine Arts College
- The Women's Research Institute's Outstanding Women Award was presented to Joan Goodwin, dean of the school of nursing.

For additional information, call 895-3011.

University People

UNLV Dental School Receives $1.3 Million to Check Students

The UNLV School of Dentistry recently received a grant of $1.3 million to help stop smoking among high school students. The money will be used to help students develop a healthy relationship with tobacco.

UNLV professor Craig Walton is spending several months in Germany on a Fulbright Fellowship to teach philosophy and ethics in higher education. Walton was once East Germany. Walton will also be teaching at Friedrich Schiller University in Jena but also will work with faculty members and administrators to help them rebuild the university's library, curriculum, and programs, all of which need to be brought up to date. Walton, the director of UNLV's ethics and policy studies program, was one of only about 2,000 people in the United States chosen to receive the prestigious Fulbright Fellowship for the 2000-01 academic year.

A team of two UNLV biologists has received a $250,000 research grant from The Andrew Mellon Foundation to study the structure and function of ecosystems in the Mojave Desert. UNLV biology professor Stan Smith and Diane Wagner will work with UNLV professors Robert Nowak and Robert Qualls on the project. A number of graduate and undergraduate students will also be involved in the research. They will be investigating how the very limited amounts of water and nutrients available to the ecosystem affect the overall system.

The study will be conducted at the Long-term Desert Ecological Research Site, which was built on the Nevada Test Site with funds from the National Science Foundation-funded EPSCoR program and the Nevada Operations Office of the U.S. Department of Energy.

Alex Herzing, the former director of student activities at Southern Utah State University, has been appointed assistant director of alumni relations at UNLV. He holds a master's degree in student affairs in higher education from Indiana State University and a bachelor's degree in labor relations from the State University of New York College at Potsdam.

For additional information about the UNLV Dental School's smoking prevention program, call 895-4931.

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The executive doctorate in educational leadership is intended for experienced school district administrators who show leadership potential. The program includes an internship component.

The master of fine arts in screenwriting degree is the first graduate-level film degree offered in the state. An MFA in screenwriting is considered to be the top degree in the screenwriting field. The program was created in response to the demand for high-quality screenwriting programs and to help support the film industry in Nevada.

The College of Science is launching a new bachelor's degree in biochemistry. It combines course work in biology and chemistry and is intended to provide students with the theoretical and technical skills necessary to obtain employment in industry or to pursue either medical or doctoral degrees. A bachelor of arts degree program in fine arts is the first degree of its kind in Nevada - is now being offered. The program is housed in the department of anthropology and the arts, which is part of the College of Liberal Arts.

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UNLV alumnus Ron Kachel could have chosen the hotel industry career he had mapped out for himself. But his love of the Southern Nevada outdoors, his entrepreneurial spirit, and his penchant for adventure took him down a different path—and into some serious success.

BY LAURIE FRUTH

WHEN RON KACHEL MOVED TO Las Vegas to attend UNLV’s William F. Harrah College of Hotel Administration, he thought he had his future pretty well charted. He figured he’d graduate from college with a degree in hotel, land a job with a major property in Las Vegas, and then steadily work his way up the corporate ladder. That was the plan—and for a while it seemed as if everything was falling into place.

He received his hotel degree in 1993 with an emphasis in travel and tourism and landed a job at the newly opened MGM Grand Hotel. A short time later he took a position as sales manager at the New York, New York and began building a reputation around town as an enthusiastic and energetic group sales organizer.

But while all outward appearances suggested that he was becoming the hotel professional he had planned to become, in his heart Kachel knew that the path he was on was not for him. So just three years after graduating from college, he chucked his plan, said goodbye to his weekly paycheck, and set out to build his dream—a tour business specializing in off-road excursions into the Southern Nevada desert.

He knew the odds were against him. New businesses fail as often as they succeed, and Las Vegas already had a number of established tour companies offering trips to Red Rock Canyon, Valley of Fire, and Hoover Dam. But Kachel believed that visitors to Las Vegas were looking for more than just a bus trip to Hoover Dam or a quick jaunt out to Red Rock. He wanted to offer visitors what he himself had longed for when he came to Nevada: an opportunity to experience the beauty and solitude of the Southern Nevada desert.

"I grew up in New York, surrounded by people and buildings," Kachel explains. "So when I moved here, I couldn't wait to explore the wide-open spaces of the desert. I spent hours in my jeep exploring trails at Red Rock and Valley of Fire. I'd get lost, find my way out, and, in the process, discover hidden treasures—petroglyphs, interesting rock formations, great views."
spent his days as tour guide, driving the 28-mile route, answering questions about the area, pointing out interesting rock formations, and passing for picture-taking. His evenings were filled with preparing brochures, studying financial statements, and planning marketing strategies.

The days were long, but Kachel says that having to take responsibility for nearly every aspect of the business taught him some valuable lessons.

For example, he says that his stint as tour guide served him well when his business expanded and he was able to hire people to lead the tours.

"It sounds like an easy and fun job, but it really is hard work and no one is cut out for it," Kachel explained. "You’re driving for eight to 12 hours a day, dealing with a range of personalities and people, some of whom don’t have a lot to say. You have to be able to talk to these people, be your customers. A love of the outdoors or even knowledge of the area is not enough.

And that was the hardest part," Kachel says. "If felt like I was back in school preparing a thesis. I spent an entire year putting together the binder of materials required by the Transportation Services Authority, the state agency that grants permission for tour companies to operate. I had to provide detailed information about the services I would offer, the prices I would charge, the routes my tours would take, and maps of those routes. It was very complicated.

Kachel had his business set up and ready to go eight months prior to receiving the approval he needed from the state. He used the time to market his business to potential clients using contacts he had made in the hotel industry.

"I sent out letters to everyone that I had ever met who might be interested in the service I was offering. I talked to bell captains, concierges at various hotels –

whoever was in charge of arranging entertainment for hotel guests. Fortunately, I had an edge: I’d worked in the hotels, and people knew me. It’s always easier to take a chance on someone you know." Kachel recalls one tour he led for a family of four. "The only one who spoke English was the 6-year-old son. So I spent eight hours talking to a 6-year-old, praying that he was translating something close to what I was saying."

Another lesson Kachel learned is that experience is everything. He knew that bus tours were running out to the Grand Canyon and Hoover Dam every day and that they seemed to be quite popular with tour groups. But he didn’t want to travel all the way to the South Rim of the canyon, and he was reluctant to put his passengers on buses. So he developed a tour that reflected the spirit of ATV Action Tours: a trip to the less-distant West Rim of the Grand Canyon that takes participants on a 3,000-foot, off-road trek to the bottom of the canyon through the Hualapai Indian Reservation.

Kachel’s decision to add the West Rim tour (and eventually a Hoover Dam tour as well) proved to be a turning point, and business quickly picked up. He soon upgraded his parents’ garage and moved his operations into 6,000 square feet of office space, complete with training rooms and a warehouse. He also purchased and installed a computerized booking and reservation system was added to handle the ever-increasing volume of customers.

Today, Kachel’s business handles approximately 1,400 customers each week. Tours are conducted seven days a week by 22 specially trained adventure guides. Thirty additional employees handle the day-to-day tasks of running the Henderson-based office while Kachel tends to the business of expanding the operation into new markets, including several in other countries. He is working to better establish the ATV Action Tours offices he recently opened in Australia, Italy, and Germany. And when he’s not traveling the world, Kachel is busy dreaming up new tours and ideas to entice customers. He’s currently investigating the possibility of offering a "grand prix" service on various tours and providing extended-day tours to the Grand Canyon and other locales.

Kachel says he is often asked how big he wants his business to get. "I don’t have a good answer to that question. I know I don’t want to get so big that I lose touch with the business. I don’t want to compromise on customer service. But let’s face it, Las Vegas draws a lot of people, and as long as the service I provide is solid, I intend to continue enlightening them as to how much there is to do outside of the casinos."

Kachel does admit that the phenomenal growth his business has experienced in just four short years has forced some compromises.

"We started out as an off-road tour company that offered personalized service, and our customers loved it. But now that we’re getting bigger, we have to accommodate more people, and we no longer have the flexibility we once had to stop wherever we want or even go to where we used to be able to go." Kachel points to the 11 tour vehicles he now owns as a case in point. They are larger and roomier than the Land Rovers with which he started out, but they can’t be maneuvered as effectively. So, some off-road trails are no longer accessible.

In the early days, Kachel restricted his tours to six people; now each of his 11 vehicles can carry up to 15 passengers, and he is licensed to rent an additional 11 vehicles if needed.

The more people you have on a tour, the more critical it is that the tour follows its planned itinerary, Kachel says, adding that customers want to make more stops than are planned.

"But people who take our tours are on vacation, and they have other things to do – like seeing a show or going out to dinner. If we get them back late and they miss their reservations, I guarantee I’ll hear about it the next day."

Kachel is quick to point out that his business does offer charter services for small groups or individuals who want a more personalized tour, and most of the tours still include off-road riding.

And, for those who crave a bit more excitement, his business offers whitewater rafting and water running – two of the more vigorous tours offered. But the bread and butter of his operation is not the off-road adventures; the more traditional and sedate trips to places such as the Grand Canyon and Hoover Dam are.

"To be competitive in this business, you have to give the customers what they want," Kachel explains. "If we had stuck with the four-hour tours to the Valley of Fire, we wouldn’t be here today.

Being in tune with what the customers want has enabled Kachel to build a business that has surpassed his early goals. And his efforts have not gone unnoticed. In the past few years, two new tour businesses offering off-road adventures have opened. But Kachel isn’t worried.

"They say that imitation is the sincerest form of flattery," he says. "Competitors creates a greater awareness of the service, and that’s good for all of us.

Further acknowledgment of the business’s success has come in the form of two honors Kachel has received from the state of Nevada. In 1997 and again in 2000, he was awarded the Nevada State Tourism Development Award for his success in promoting tourism in the state.

Although he is obviously proud to have received the awards, Kachel is too modest to boast about them. But those who work with him say these awards are a tribute to his hard work, business savvy, and sense of adventure. "I’m just pleased to be able to promote the beauty and wonder of Nevada to the rest of the world," he says.

Kachel adds that he’s just lucky to have a family who supported his dreams, lucky to live in an area rich in history and resplendent in vista, and lucky to be able to make a living doing what he loves. -
Students are busily working on laptop computers in an academic library designed specifically for the electronic age and featuring hundreds of computer workstations. Members of the public are browsing through the row upon row of books, looking for the ones that will provide the information they seek.

Faculty members are obtaining research-related items from the cutting-edge robotic storage and retrieval system.

People are camped out in easy chairs, open books resting on their laps, taking a moment to enjoy the view of nearby mountains. First-time visitors are stopping as they enter the front doors and pausing to gaze up into the heights of the impressive five-story atrium.

Today, these are the sights Dean of Libraries Ken Marks sees when he walks through UNLV's new $55.3 million Lied Library.

For Marks, these sights are truly a dream come true.

For months and months preceding the Lied's opening in January, Marks walked through the structure on nearly a daily basis, checking and rechecking the innumerable details that go into building and furnishing a
The dramatic entrance of the new Lied Library runs the entire height of the five-story atrium.

And what he sees is a facility that he believes ranks among the best. “In terms of physical plant, the physical facility, the library is one of the best in the country,” Marks says. “I think this makes a strong statement about the university’s commitment to academics. And certainly I think that’s been confirmed by the actions that the president and the provost have taken in terms of providing us with additional staff positions and other support.”

While the James R. Dickinson Library has done a yeoman’s job of serving as the place in Southern Nevada to do academic research for the past 40 years or so, it has been more than stretched to its limits for many years, says Marks, who arrived at UNLV in 1997.

Built for an age of card catalogs and typewriters, the Dickinson was remodeled and expanded over the years and was adapted to accommodate an era of computers and electronics. But it was a strain for the university’s students and for the Southern University’s students will have access to the library that he could provide a verbal virtual reality. The state took the Lied Library construction project as the opportunity to go through a job without some kind of problem. But now that the construction problems have been solved and the building is open, let’s take a verbal tour, courtesy of Marks, of that new heart of the university known as the Lied Library.

The dramatic entrance of the new Lied Library features an enormous wall of windows that runs the entire height of the five-story atrium.

A UNLV, as at most universities and colleges around the nation, the library staff faced and met many challenges as it worked diligently to try to make the aging physical plant serve the needs of today’s student scholars.

At a time when UNLV librarians and administrators were wondering how much longer they would be able to make the library continue to accommodate rapidly changing technological demands, the Lied Foundation Trust, through its trustee, Christina Hixson, offered UNLV $15 million to build a new library – on the condition that the state provide the majority of funding for the project.

The state took the Lied Foundation offer up on its offer, providing $40.3 million toward the project.

Today, the result is not only a new building, equipped with the latest in library technology, but a new academic hub for the university and for Southern Nevada. When ground was broken in 1998 for construction of the Lied, UNLV President Carol C. Harter pointed out that a university’s library is, in many ways, its heart. “No other single building is as important to the academic, scholarly endeavor,” she said. “The Lied Library will be used by faculty and students, as well as by members of the community, to advance their education and conduct research. With the assistance of Christina Hixson and the Lied Foundation Trust, as well as the unexcelled support of the governor and the Nevada Legislature, we are building a library that will help UNLV reach its goal of attaining national recognition for the quality of its research, creative, and scholarly activities.”

Marks says that one of the most valuable aspects of the Lied is that it is designed to handle the needs of scholars – be they students, faculty, or community members – not only now, but well into the future. “I think one of the hidden assets of the Lied is that it’s a building designed for the electronic environment, and it will be years before we have to begin to worry about, ‘Are we able to handle the changes in electronic technology?’ My guess is that the Lied Library will be sufficient for the campus for maybe 30 years plus. And who knows what the environment 30 years from now is going to be?” Marks asks. “The one thing we can guarantee: It’s going to be different from what we’ve got today.”

Getting to “today” wasn’t always a smooth path for the Lied Library.

Along the way were a variety of problems – including the discovery of water beneath the construction site, the discovery of mold in the building caused by water seepage, and the finding that some parts of the building had not been properly designed in terms of their weight bearing capacities. But, Marks says, each of those problems was solved during the construction process. And, Marks – who is no stranger to large library construction projects, having overseen the construction and renovation of a 300,000-square-foot library at East Carolina University in North Carolina and having worked on other major library projects – says that problems are to be expected when one is working on such a large project.

“Every project’s got its own construction project that doesn’t have its own challenges. It’s just the nature of the beast,” he says. “The odds are not in your favor that you’re going to go through a job without some kind of problem.”

But now that the construction problems have been solved and the building is open, let’s take a verbal tour, courtesy of Marks, of that new heart of the university known as the Lied Library.

D esigned by Leo A. Daly Architects of Omaha, Neb., and Welles/Pagley Architects of Las Vegas and built by Tibesar Construction Co., the architecturally interesting building is three stories high on its south side and five on its north side. An enormous atrium rises from the ground floor to the full five-story height.

In addition to the impressive atrium, the feature most likely to catch the attention of those entering the library, Marks says, is the information commons.

“This is a grouping of 96 workstations that are available to any registered library user who comes into the building,” he says. “Our community users will be able to get access to the on-line catalog and to the Internet, while students, faculty, and staff can get access to the on-line catalog, the Internet, electronic databases, full-text databases, campus computing resources, and, in some instances, access to multimedia resources.”

On the first floor of the south side of the building is the administrative offices. To the north on the same floor is another Research and Information section, this one containing government publications, broad periodicals from 1992 to the present, the microform collection, and current periodicals.

Upstairs on the third floor are the Honors College, the graduate study area, and the faculty study area. The circulating book collection fills most of floors three through five on the north side. Special Collections also occupies part of the third floor.

“Special Collections contains unique, rare, and difficult-to-find materials about Las Vegas, the gaming industry, Nevada, and the Southwest,” Marks explains.

One of the primary ways in which UNLV students will benefit from the new library is in terms of the number of electronic workstations available to them. There are 250 of them – roughly five times the number in the Dickinson Library where demand was so great that students often had difficulty finding an open workstation.
were fewer and fewer places for students available to sit and study. Was able to provide because of its space crunch. About 20 group-study rooms in the Lied can request that a particular video version of what is called 'serendipitous discovery,' he says. While you’re looking for one book, you find another nearby that provides just what you’re looking for. The new library also boasts a media distribution center through which electronic media, such as videos, can be transmitted into specially equipped group-study rooms, he says. A class meeting, for example, can request that a particular video version of the play be shown in a reserved group-study room at a given time. The library staff will then broadcast the video into that room without the video ever leaving the media distribution center, he explains, adding that this saves time for both students and staff and saves wear and tear on the materials. A new piece of equipment that Marks describes as a “godsend” for microfilm users is one that integrates a traditional microfilm reader/printer with a personal computer, allowing users to convert microfilm images to digital ones. The users can then cut and paste, convert the data into E-mail messages, or complete any of several other functions, he says. Especially for graduate students are a special study area with carrels, tables, and a 20-unit computer lab, and offices for the Graduate Student Association. And then there is perhaps the most talked about feature of the new library – the Lied Automated Storage and Retrieval (LASR) System. What the robotic retrieval system does is house little-used materials in a space-saving manner within the library while at the same time making them more readily available to patrons than if those same materials were housed in an off-campus warehouse, Marks says. What the much misunderstood system doesn’t do is house the library’s regular book collection, he emphasizes. “Contrary to rumor and opinion, the book collection is not housed in the Lied Automated Storage and Retrieval System. The circulating book collection is on the open stacks where people can browse it; they can hold the books in their hands. They can get direct access to them,” Marks says. “The things that are found in the Lied Automated Storage and Retrieval System are bound journals older than 1992, some old microfiche collections, some government publications, and a number of boxes from Special Collections.” When a library patron checks out the on line catalog and the item requested is stored in LASR, an icon appears, indicating that to the patron, Marks explains. The patron then enters some information into the computer, and the request is transmitted to the LASR operator. The operator receives the request and at the same time is told by the computer specifically which of the LASR bins – and even which portion of the individual bin – contains the requested material. Each bin is four feet long and two feet wide; the depths vary. The operator then gives the robotic crane a command to finish the material. The bin is brought to a receiving area, and the operator picks out the requested item. The whole transaction from request to delivery takes only a few minutes, according to Marks. “If you are on the fifth floor and request an item, by the time you get down to the LASR window on the first floor, the item should be waiting for you,” he says. “If you’re a faculty member on campus and you request an item from the library while sitting in your office – which you can do – by the time you get to the library, the item will have been waiting several minutes for you.” The system has worked well at Eastern Michigan University, as well as at California State Universities in Northridge, where it was the only part of the library to remain usable following the devastating 1994 earthquake, Marks says. While Marks has found it both frustrating and difficult to try to quell the rumor that the regular circulating book collection would be housed in LASR, he says he understands the concern. “The claim – and I think it’s a legitimate claim – by anybody who’s done research is that if you can browse the shelves and take a book off and look at it, even if it’s not the one you started out looking for, there’s the great likelihood of what is called ‘serendipitous discovery,’ he says. “While you’re looking for one book, you find another nearby that provides just what you’re looking for.” Marks says one of the many positive aspects of the Lied Library is its dedication to serving the public – a goal that Harter mentioned in his comments at the time of the groundbreaking. One way in which the Lied Library can benefit the community, Marks says, is in the role it can play in the economic diversification effort. It’s fascinating to be in an academic library in Nevada at a time when there is great concern about the economic development of the state,” he says. “I think it’s fair to say that if you look at Silicon Valley, if you look at the Research Triangle Park in North Carolina, if you look at Route 128 in the Boston area, all of those very dynamic economic cres can be attributed to superb research libraries. They also happen to be affiliated with superb research universities, but the role that a library plays in economic development as a core function, I think, commonly overlooked. Clearly, access to the most current information has a value. People often forget that. They forget to quantify it because it’s difficult to do so. But nevertheless, it’s a factor. “I’d like to think that the Lied Library is going to allow us to have a more important role in economic development,” Marks says. Another significant role the Lied Library can play in terms of being useful to the community is as a place where information can be verified. “Probably one of the biggest services a library can provide in an academic environment is to assist people in understanding the fact that there is a quality factor to information,” he says. “This is particularly true when you look at the Internet because there’s an awful lot of bogus information – information that is just plain wrong, incorrect, inaccurate, filled with bias – and librarians are particularly well trained to help people understand how you discern what has value and what doesn’t,” he adds, saying that he hopes the community comes to look upon the Lied as a resource in that area. “While it’s a given that the Lied Library will be the heart of UNLV academic programs, the library has a major role in the community as well,” Marks says. “The Lied Library is a community resource providing access to information and knowledge not available elsewhere. Whether it’s a high school student, business person, or retiree, the Lied Library can be a resource for all members of the community.”

The Man Behind the Name

No story of the new Lied Library would be complete without a description of the man for whom the new structure is named. Ernst F. Lied was a Nebraska car dealership owner who visited Las Vegas in 1950 – a time when undeveloped land in the Las Vegas valley was available and reasonable. A man of keen business instincts, Lied saw the potential value of Southern Nevada real estate and invested wisely. He bought several tracts of land and held them as their value mushroomed. Lied’s investments not only secured his own financial future but also enabled him to plan for charitable giving – a development that would come to mean millions of dollars in donations for the Las Vegas community and the University of Nevada, Las Vegas. Lied died in 1980 at the age of 74. Having no heirs, he declared in his will that his entire estate was to be placed in a charitable trust and donated to worthy causes. Another significant stipulation in his will was his designation of his longtime friend and employer Christella Hinman as the sole trustee of the estate. She was given the responsibility of deciding which philanthropic endeavors the trust would support. "Ernst Lied was a fine man who hoped to make a difference in the world through charitable giving," says Hinman. "He would be gratified to know his donations have been the 'seed money' for many buildings which are enjoyed by students and people of all walks of life.

Because of Lied’s dedication to supporting education, the Lied Foundation Trust has helped fund numerous projects at UNLV and other universities, including his alma mater, the University of Nebraska. Perhaps most noteworthy at UNLV is his donation for the new Lied Library, the most expensive public building project in state history. The Lied Trust contributed the first $15 million of the $55.3 million needed for the project. This was the largest gift ever made to an institution in the University and Community College System of Nevada.

"I pleased that the Lied Foundation was able to help finance a project that will benefit so many people in the state of Nevada," Hinman says. Hinman, who has served as a trustee on the UNLV Foundation Board for the past 10 years, has directed more than $20 million toward a number of the college’s building projects, scholarships, and educational programs, including the Lied Athletic Complex, the Lied Institute for Real Estate Studies, several new science laboratories, and the Rebel Golf Foundation.

The Lied Automatic Storage and Retrieval (LASR) System houses little-used materials in a readily available, space-saving manner.
I was out on maternity leave when I first heard the news. Bleary-eyed from my typical less than three hours' sleep a night, I happened to pick up the newspaper that morning and wondered where I'd been for the last month. Of course, I hadn't been reading the newspaper; I hadn't read anything except directions on formula cans. But I was definitely out of the loop on this one: A woman had been named president of UNLV, and even in my muddled state at the time, I had the presence of mind to be—well, frankly—astonished.

Having been at the university for more than a decade during the tenure of the largely male administration of former President Robert Maxson, I just wasn't expecting such good fortune as to have a woman named president. I called a colleague.

"How did this come about?" I asked, still incredulous. After all, I had lived in Nevada for 33 years at that point and had noticed that women in high places were not exactly ubiquitous.

My colleague's brief explanation confirmed that a search had indeed progressed and resulted in the appointment of this seemingly dynamic woman from SUNY—Geneseo, an institution unfamiliar to most of us.

"Surprised, eh?" my colleague asked, amused at my uncharacteristic disconnectedness.

"Astounded and pleased," I responded. "What else do we know about her?"

Though the typical factual information about our new president—her credentials, her administrative experience, her work as a scholar—was soon known, the question of what else was to be learned about Carol Harter lingered.

Like many members of the campus community, I've read a great deal of material about her ideas, programs, and accomplishments since she arrived here in 1995. But aside from knowing that she had maintained a long-distance marriage for her first five years here, several of my colleagues and I seemed to know little about the woman herself. It seemed likely that others shared our curiosity about her life. So, we decided to do something so patently obvious that it's almost embarrassing that we didn't think of it sooner: We asked her about herself.
F or the record, Harper is a bit puzzled as to how any mystery at all could surround her.

"I'm always surprised to hear that people don't know about me," she says with her trademark candor. "Anyone who knows me knows that I've always been very open about it."

And, as if to prove her point, she begins recounting the highlights of her youth, offering an analysis of how it might have shaped her career.

"I'm very self-conscious about growing up female in my generation and interested in what aspects of it might have affected my life," she says. "We were pretty poor. My father was a financial backer, and he used to be at the heck out of this, mainly because his wife had to teach, and I had to go to my classes."

"It's not really my mother, a nurturing homemaker in a very traditional role," she says. "It was an avid reader while not really reading. I've always been very open about my reading habits."
academe was a difficult one for the Harter. It was at that point that they realized there would be some serious life changes in store for the family if Carol were to take that route. However, Mike himself had hoped to obtain his Ph.D. and realized that by following her to another institution, he could do so. They had also hoped to have their boys in a quasi-rural environment. When she received a job offer from Ohio University, they felt it was a wonderful opportunity in many ways.

“I had several offers,” she says. “It was at a time when it was still novel to hire a woman, and it was before the job market took a downward turn, so I think I ended up with five or six different opportunities. But we loved Athens [the city where Ohio University is located]. It was a small town, and the schools were good because the university faculty made sure they were.”

Mike got a job teaching in a local high school, and soon the Harrers were able to buy a house of their own for the first time.

A little unusual in that she was the one with the Ph.D. and the faculty job. Mike had begun pursuing his doctorate at Ohio when he had taken his high school teaching position. He was then able to postpone completing it to take a position directing a child development project for the Appalachian poor. Thus, Carol — having a greater amount of education than her husband — was something of an anomaly.

“We were called the ‘odd couple.’ They’d say, ‘Oh, we can’t wait to meet the odd couple.’ Of course, by today’s standards, that seems utterly ridiculous. But back then it seemed harsh and awful to me. But Mike survived it incredibly well. He has always had such a strong sense of self that those kinds of things didn’t bother him.”

After four years in her teaching post at Ohio, Harter received unPalatable professional news: The university had suffered huge enrollment and budget losses and was being forced to lay off 90 faculty members. Unfortunated faculty such as herself were going to be the first to go, she received word that her contract would not be renewed.

“At the time I received notice, Mike was a full-time student in the Ph.D. program, so we were looking at the prospect of no income with two children,” she says. “Fortunately, my English department colleagues put on a campaign to help me get the job of ombudsman, a relatively new position that had been created in part in response to the large number of complaints lodged against the university over all of the layoffs.”

“During that time, new president, Charles Ping, arrived at Ohio University. ‘This new president came in and had the horrible task of trying to save the place and turn it around,’ she says. ‘He came and visited me as ombudsman, seeking my insights into what areas of the institution seemed to be causing students and faculty the most problems. I was so impressed that a new position would do that.”

Ping was equally impressed with Harter.

“She sensed at the time that Carol was a good judge of people and responsive to their needs,” says Ping, now president emeritus and trustee professor of philosophy and education at Ohio University. “The type of sensitivity to people she possesses, combined with her intelligence, determination, and perseverance, leads directly to success in an organization as people-oriented as a university.”

When it came time for Ping to appoint a new dean of students, Harter was at the top of his list.

“When he advertised for that position, I got a great deal of encouragement to be a candidate. So I applied, which was — now when I think about it, strange — when I was 34 years old. I had nothing but faculty and ombudsman experience. I had no administrative experience, and this was a brand new position.”

Harter was also concerned about what effect the anticipated 12-hour days would have on her boys, who were then 10 and 14. “I remember when I was offered the job, I picked up the boys from school one afternoon and had a serious talk with them about it,” she recalls. “I said, ‘I’ve got this opportunity that is going to take me away from you, and that bothers me.’ Sam was too young, I think, to know what it would mean. But my older son said, ‘Go for it, Mom.’”

Harter decided carefully, she decided to take the job. One of her first tasks was to find a way to get Ohio University’s nearly bankrupt residence halls out of debt.

“The residence halls were built for 8,000 students, and we had 5,500 living there,” she recalls. “We had $2 million in debt we couldn’t pay. And the president said to me, ‘This is an odd thing to do to someone who is dean of students, but I’m going to give you the responsibility to bring this whole thing out of disaster.’

“So my first real task was not really part of the normal student affairs job. It was essentially a management job. I’ve never worked harder or longer or with less of a sense of ability to accomplish anything than I did there. I had people working 16 hours a day for days on end to find out how we were going to reduce our costs by several million dollars and increase our revenues.

“A year into the job, Harter was promoted to vice president and dean of students. She was able to hire an associate dean to handle student matters while she attended to the thorny financial and operational matters. It was projected to take 10 years to do, but Harter turned around the residence halls in four. When the institution’s vice president for finance retired in 1982, Harter’s name was once again at the top of the list for the post. Her work with the residence halls shined as an example of the kind of commitment and work ethic that had been possessed.

“I had done so much work with the residence halls — including labor union negotiations, budget development, and financial management — that Charles Ping asked me to take on operations in addition to my other responsibilities,” she says. “My title became vice president for administration, and it meant that I had a large and diverse set of responsibilities that included management of the physical plant and facilities planning, as well as enrollment management and all of the student services.

“Her seven years in that post amplified her experience in areas not typically managed by women.

“There never had been betes — and, believe, never has been since — a vice president for administration in the Ohio system who was a woman. She adds that the experience so vastly expanded her understanding of how a university runs that she considers it invaluable today.

But what I finally decided was that I didn’t enjoy administration without the values of the academic side of the institution,” she says. “I had spent a great deal of time in doing things like labor negotiations and facilities management. While useful and informative, those tasks were not what I wanted to do with my time professionally. I wanted to have a life that was embedded in the academic and intellectual life of the campus. So, for me, when I started thinking about making a change in 1988, it was a choice of going back to the faculty or considering a presidency.”

So the couple moved to Geneseo, New York, where Harter was recruited to become the second dean of women. After weighing the job offer, Harter and her husband, Charles Ping, decided to take the job.

“Our hope was that he would quickly find a position nearby,” she says, noting that at the time there were 356 colleges and universities in the state of New York and probably 50 in the vicinity of Geneseo. “We actually hoped it would happen more quickly than it did, it took him a year for him to find a position in the area. Now when I look back on it, that was no big deal. But it was difficult for us.”

One bright spot was that Mike’s family was close by. And she was uniquely suited — by both her interests and her qualifications — to teach high school English. She had a personal interest and commitment of administrative skills that were not especially common in women college presidential candidates.

“Given their needs at the time, my administrative background was valuable to them,” she says. “Also, I saw the need for fund raising there, and I had already been involved in two capital campaigns back in Ohio. So there were some very good matches between their interests and mine. And I had decided that if I was going to leave Mike for any length of time, at least I was going to be only 50 miles away from his entire family. That’s why particular college worked for us at that moment in time.”

In her six years at Geneseo, Harter enjoyed many successes, including creating and implementing a strategic planning process, steadily increasing minority enrollment, increasing retention, and strengthening the academic focus of the institution. She also counts as one of her greatest accomplishments those rare parts in raising more private money for the institution than had been raised in the previous 120-year history.
Crowley's Parting Poetics

What? Former UNR President Joe Crowley in an UNLV sweatshirt! What madness is this?

No, it's not one of those reality-challenged photos you see on the covers of the tabloids at the supermarket. Crowley did indeed don a Rebel-red sweatshirt at the Fall Ball of Regents meeting as another UNR alumnus to pay off what he fondly calls a "non-wage" (thus avoiding the term "buy") with UNLV President Carol C. Harter.

The non-wage was established several years ago in an effort to make the annual football game between UNR and UNLV a bit more interesting for the presidents of the two institutions. As a part of the non-wage, the president of the losing institution is required to write a poetic tribute to the winning team and president, and then read it at a regents meeting. Of course, the winning institution may print the poem in its magazine and student newspaper.

Two years ago, after a UNLV loss to UNR, Harter penned her tribute to Crowley and the Wolf Pack in the form of a Shakespearean sonnet. Last year, Harter and Crowley agreed to pass the non-wage because it was football coach John Robinson's first season at UNLV.

This year, after a 38-7 UNLV victory at Sam Boyd Stadium, Crowley—who, since retiring from UNR in December, has become a lobbyist for the University and Community College System of Nevada—offered the following poetic salute in reaction to his former chancellor.

Ballad of the Battle at the Boyd

By Joe Crowley

Oh, the Scarlet and the Gray, They have taken it away: The Scarlet as a legal issue, That's forever they'll be gone, And they took away our巢, Did the Scarlet and the Gray.

So, the Silver and the Blue, How our domination grew, How we did enjoy the view we know, From the Mountaintop to the Valley.

Every fall we were vanquished, That ball was our way barbarian, That we'd done another wrong, Bone against the winning side.

There was owing Prog Crowley, Growing grey and getting dirty, Could not recall—it was so long—When Wolf Pack first had hue.

All her hair had been a headache, And her cheeks looked well on her tell, Even speeches were so smooth, When they'd put that easiest cost.

true, don't think that day is past, When Coach Harter bought a Wolf, When Wolf Pack Game had choked a

Well all in his box, Well, the winner in the valley Launched the Blue upon the world, And they scored the winning tally While the Wolf Pack coal him-won.

All in all, however, though, rebel football reached potential, Leaning back to face the future feeling Down in the mouth, and the Wolf was waiting For so long it felt so strange To suddenly growing At the suffering of the South.

Next, along came Prog Crowley, And she did it in a clever That she'd only play the murray for a Certain trend of years. Sending men the past would wear out, She would with old Crowley square of (But refused in shore her ball shy) And would end up in armor.

Then she found her new coach, John, Said to him, "Please carry on, He must, Jack, deliver the Pack, if you think worthy of your bite."

Coach John was a man regarded To be in this task well-liked, So we were now released, Just the same to turn the tide.

He brought in this OK, Japan, When all the Pack was chase, He could dodge, or dart, or have ten, amble, a name.

When we sought him, he went further, Than we thought, he was virgin, Overweight, we wondered, "Where?"

Then went all while he went there.

When it mercifully ended With the Pack not beaten, but beaten, Humbled wearily we nodded We had reservations to Blame.

And said, the sad, sorry How the hater is the stranger, Very gods are handymen Since the Rebel won the game.

My other Rebel, how they'd loved For the pressure to be exerted With the Blue point often caused at by the Guys who wear the red. Therefore, when they finally was, Rebel had said so much fun: Why, they took apart that gay So bad, it could not lead to bad. So the Silver and the Blue, They are whispering in their brow.

There and his hating glints sits the Wilmore-in-real, He is looking pampered and paid. All his enemies invent, As he writes this memorial hatred To arrange his raging grief.

Hey, he's backed up to pasture, Knows should have found them last year. And his colleague, Dr. Wolf! Were there then, "Where?"

Carrie his patron's print is growing With the weed now her way leaving. Even though she knew he knew That the North will rise again.

Oh, the Scarlet and the Gray, They have taken it away. They grew as a legitimate cause, That forever they'll be known, Never they'll be heard and feel our shame. Now have the Scarlet and the Gray.
UNLV’s nationally accredited College of Education continues to be one of the fastest-growing colleges on campus. Each year it attracts more and more students who want to be a part of its innovative teacher-education programs.

In just five years, the college has seen the number of its graduates double from 300 to more than 600, all of whom are qualified to be licensed to teach.

These graduates are in high demand. Within the next 10 years, the U.S. Department of Education predicts, the nation will need more than 2.2 million new teachers. And nowhere are these new UNLV graduates needed more than in the Clark County School District—sixth largest and fastest-growing school district in the nation.

To meet this demand, UNLV’s College of Education and the school district have been working together closely to create a number of teacher-education programs designed not only to attract people to the teaching profession, but also to meet the needs of the college’s many nontraditional students—those over the age of 25 who work, have families, and/or are seeking a career change.

Gene Hall, dean of the College of Education, says an important aspect of these programs is the emphasis they place on apprenticeship training in partner schools and the training of UNLV students with mentor teachers from the school district.

“With these types of programs you end up graduating teachers who are far more ready for the classroom and who are more likely to stay in the profession,” Hall says.

He points to national statistics that show that only 56 percent of people who graduate from colleges of education and become licensed to teach ever actually become teachers; he’s proud to add that 69 percent of UNLV’s graduates become teachers and that most remain in Southern Nevada to work for the Clark County School District.

But, as Hall is also quick to note, UNLV’s College of Education is not just churning out quantity. He says the college’s innovative programs are producing well-prepared teachers who are ready to handle the rigors and challenges of today’s classrooms. One indication of the quality of its programs is the college’s accreditation by NCATE, the National Council for Accreditation of Teacher Education. Under NCATE criteria, the college must meet tough performance standards for its graduates.

“Performance-based accreditation is based on results—results that demonstrate that teacher candidates know their subject matter and can teach it effectively in real classrooms,” Hall says, adding that UNLV and UNR are the only two institutions in the state that are NCATE-accredited.

“We have incredibly dedicated and talented faculty in the College of Education who are working hard to meet this important responsibility of preparing new teachers, and they are doing this with few additional resources,” Hall says.

In fact, he adds, since the 1992-93 academic year, the number of students in the College of Education has increased by more than 80 percent, while the college’s budget has increased by only about 20 percent. The dollar-per-student ratio has dropped some 30 percent.

Hall says that if given more financial resources, the college could expand upon its teacher-education programs; however, he notes, there is still no waiting list of students working admission to the college. The larger issue, Hall says, continues to be finding creative ways to attract more people into the profession of teaching.

“I’m continually impressed with the caliber of students who are enrolling in our teacher-education programs,” Hall says. “They are highly motivated to become the best teachers they can be. More importantly, they are choosing to become teachers for the right reasons.

And, Hall adds, the students themselves are often the best advocates of the programs the college offers. Their stories, as well as those of alumni, speak volumes about the benefits and quality of the programs, he says, as well as the results they produce.

So, what do the students and graduates have to say about the programs? UNLV Magazine asked four of them to discuss their experiences in the teacher-education programs in which they participated: the Special Education Cohort, the Graduate Licensure Program, the Urban Teaching Partnership, and Paradise Professional Development School. Though these programs were designed to attract nontraditional students to the profession of teaching, it’s clear these four individuals didn’t need much encouragement. Their backgrounds may differ greatly, but they all shared a common goal as they entered their programs: becoming teachers in order to make a difference in the lives of children.

**BY BETTY BLOGDGET**

UNLV’s College of Education has doubled the number of its graduates in just five years, partly through the introduction of several innovative teacher-education programs. Find out how these programs changed the lives of four Southern Nevadans who headed back to the classroom—first as students, then as teachers.

**Sheryl Cohen**

**Special Education Cohort Program**

Sheryl Cohen knew she had a special knack for communicating with and teaching children with special needs, especially teen-agers. She wanted to put her skills to work as a special education resource teacher, but lacking the financial means to go back to college full time to earn a teaching degree, Cohen went to work instead as a school bus driver for the Clark County School District.

“Although I was a college graduate with a bachelor’s degree in psychology and years of experience working with children, I had to have that license to teach,” she says. “So I figured being a school bus driver would at least be a foot in the door with this school district.”

Cohen had been a bus driver for two years when a friend told her about the Special Education Cohort program. This partnership between the school district and UNLV condenses two years of special education requirements into an intensive one-year undergraduate training program that results in a license to teach in a special education resource room.

It is targeted to school district employees who work as teacher assistants, long-term substitutes, or, as in Cohen’s case, support personnel. To get into the program, participants must complete university core requirements, have at least a 2.5 GPA, and pass the Pre-Professional Skills Test (PPST). Employees have to pay for their own tuition and books, but while in the program, they continue to receive their paychecks from the school district.

“I couldn’t believe what I was hearing,” Cohen remembers. “It was the answer to my prayers. I knew it wouldn’t be easy, but here was my opportunity to become a teacher. I had to go for it.”

Helping children to learn and to grow as individuals has always been an important priority to Cohen. While attending Wayland Baptist University in Plainview, Texas, she worked at a day-care center and later a school district. After graduating college in 1990, Cohen held a variety of jobs before moving to Anchorage, Alaska, where she was hired by a recreation center to run programs to benefit children in the community. A big fan of basketball, Cohen began a youth basketball league that became very popular.

“It went beyond my teaching basketball,” she says of her role in the league. “I became a teacher, mentor, and counselor to these young people. My goal was to emphasize the importance of school in these kids’ lives. For example, in order to be a part of the basketball team, they knew that they had to be serious about school and their grades.”

Cohen says it was during this time that she came to realize that her calling in life was to be a teacher helping at-risk teen-agers with special education needs. And although she didn’t know it at the time, Cohen says it was also good preparation for the Special Education Cohort program.

UNLV education professor Kyle Higgins, who helped to initiate the program in 1997, says participants usually come into this program with some previous experience working with special needs children.

“This group of cohort students has extensive experience working with children with disabilities,” Higgins says. “Many of them have worked for years as assistants in...
the special education resource classroom. For one reason or another — be it finances or family concerns — they were unable to get their teaching licenses. A program like this gives them that opportunity.

Cohen, along with 21 other participants, began the program in fall 2000. The group of students is considered a cohort, meaning the program together as a group, take all of their courses together in a block, and will all graduate at the end of the summer with bachelor's degrees in education. They will be fully licensed as special education generalist resource room teachers, ready to take over their own classrooms by the beginning of the school year in August.

"When we first started out, we were saying, 'How are we ever going to get this done?' Cohen says. "But the College of Education faculty is so good and so dedi­ cated in teaching us what we need to know."

The cohort nature of this program contributes to the participants' success, Cohen says. "We become a family, supporting and helping one another."

Cohen says the real accomplishment of the program comes from the participants themselves in the classroom and what they as teachers will be able to bring to their classrooms.

"I know when I graduate this program and enter my classroom as a special education resource teacher I will be able to bring my students a sense of empowerment and motivation. It's that simple. Because if I can go through a program like this — meet these challenges — then I'm quite sure I can help my students meet the challenges they are facing and help them to succeed in life as well."

Ken Witty
Graduate Licensure Program

It wasn't until after he had spent 14 years building a successful career in the real estate business that Ken Witty finally pursued his longtime dream of obtaining his master's degree in education and becoming a teacher.

Witty had intended to get his master's degree in education after he received his undergraduate degree from DePaul University in Chicago in 1985. His goals were sidetracked, however, after he took an open position as a real estate broker. He found he possessed a talent for the profession and before he knew it, he was licensed as an agent. While still in college, he was heavily recruited by brokers wanting him to go to work for them. Witty says he ended up doing so much better financially in real estate than he had ever expected that he decided to stay in the profession after graduating college instead of going to graduate school.

About eight years ago, Witty and his family moved to Las Vegas to start a real estate business. In a relatively short amount of time, Witty and his wife, Patty, were running a highly successful business, generating millions of dollars in real estate sales for their company.

But, even while building his profitable real estate career, Witty says he never forgot his original goal of becoming a teacher. One day a few years back when he was sitting in the office, his old yearning to become a teacher came back to him.

"It turned to my wife and said 'You know, I don't need to be doing this as much as I am. I have time to go back to college and finally get my master's degree in education.'"

Witty says the big question for him was how to go about it. He had heard about several different programs being offered in town, but an employee in his office recommended UNLV's Graduate Licensure Program, in which he could earn both his teaching license and a master's degree in education at the same time.

"He said, 'Ken, you really have to do this. Their education program at UNLV is so phenomenal. Going through this program will make you such a good teacher.'"

"What he said made sense to me," Witty says. "I was able to see that there were easier routes that I could've taken, but I went straight for what I thought was the best. I'd rather spend a little extra time getting my degree if I was going to learn more and be a better teacher."

Witty did some research and learned that UNLV's Graduate Licensure Program was, indeed, exactly what he was looking for. The program, which was first offered in 1993, provides participants who hold bachelor's or graduate degrees in fields other than education a way to earn master's degrees while obtaining teaching licenses in elementary, secondary, or special education. It is designed to lead to licensure after three to five semesters of full-time study. The participant is left needing only about four classes to complete the master's degree.

In order to get into the program, a participant must apply for admission to the Graduate College, have a minimum GPA of 2.5, and pass the Praxis. Currently there are 475 students enrolled in the Graduate Licensure Program.

Education professor Jane McCarthy, who oversees the program, says teachers who have master's degrees tend to place higher on the pay scale and often have an even greater sense of confidence in their teaching abilities.

Witty entered the graduate program in the spring of 1998. He received his teaching license in 1999 and is now in his second year of teaching in his own fifth-grade classroom at Mountain View Elementary.

In December 2000, Witty finally realized his long-sought after goal when he graduated with his master's degree in education.

"Now that I'm in charge of my own classroom, I can fully appreciate just how good UNLV's College of Education faculty and curriculum were in preparing me to be a teacher," Witty says. "Those of us living here in Las Vegas quickly became such a quality teaching program and a great university right here in our own backyard."

Tonia Holmes-Sutton
Urban Teaching Partnership Program

Teaching is truly in Tonia Holmes-Sutton's blood. She comes from a family of teachers. Her father is a science teacher at Horizon North High School in Las Vegas. Her grandfather taught school for 12 years before becoming a minister; her grandmother is a retired teacher who taught for 38 years. In addition, Sutton has several aunts and uncles involved in the teaching profession.

Sutton planned to become a teacher before graduating in 1992 with a liberal arts degree in social sciences from Hawaii Loa, a private liberal arts college located on the island of Oahu, she intended to go back to school and get her master's degree in education. But her plans changed after she got married and moved to Florida. When she became pregnant in 1996, Sutton and her husband decided to move to Las Vegas to be near family. After her daughter was born, she wanted to find a job that would give her the flexibility to spend even and weekends at home with her child. That's when her thoughts turned again to teaching. She found the perfect flexibility she was seeking when she was hired to work as a substitute teacher for the school district.

"I wanted to be with my daughter as much as I could," Sutton recalls. "As a substitute teacher I could choose the days I wanted to work and the school where I wanted to be. In addition, I figured this would be a great way for me to decide if teaching was something I really want to do forever. What I discovered was that I really enjoyed teaching and that teaching was something I was good at.

But without a teaching license my only option was to be a substitute teacher."

It was Sutton's father who told her about an article he had read in the local newspaper about a new Urban Teaching Partnership program being offered at UNLV. The program, which was first offered in 1998, was designed for people like Sutton who hold degrees in fields other than education, but who want to teach. Students in the program receive their teaching licenses after completing an intensive one-year program of study, which includes an on-site teaching internship at a participating school. Each intern is paired with a primary mentor teacher at his school.

The requirements for getting into the program include having a GPA of 2.5 or higher, passing the Praxis, and committing to work for the Clark County School District in a diverse, urban-school environment at an at-risk school.

"I was so happy when I heard about it because this was the exact type of program I was looking for," she says. Sutton entered the program along with 29 other participants, in July 2000, and in May, she and her classmates will graduate. At that time, the College of Education faculty will begin a research project designed to review and evaluate the program. Hall says, adding that while the research is conducted, the program will be placed on a one-year hiatus. According to Hall, the primary purpose of the research project is to refine the program and identify its most valuable components so that they can be integrated into the regular curriculum. Hall adds that an improved version of the Urban Teaching Partnership will be offered once again after the review is complete.

Sutton is glad to know that the college is committed to advancing this type of program.

"There are so many advantages in going through a teacher preparation program like this," Sutton says. "First, by spending a whole year interning with a mentor-teacher in an urban, at-risk school setting, we learn to build important teaching skills that will help us to have the confidence to lead our own classrooms when we become licensed teachers ourselves."

"And secondly, this gives someone who thinks she wants to be a teacher a first-hand look and opportunity to decide, 'Is this really what I want to do?' You really have to care about what you're doing to be a good teacher. You have to believe that as a teacher you can make a difference in your students' lives."

"Most of all, this program is teaching us that this profession is a lot more than an 8 a.m. to 3 p.m. job with weekends and holidays off; it's a constant, round-the-clock job. The more I get involved in the job, the more I realize that being a teacher is not something I do — it's who I am."
March 2001

1-3 Opera Theatre: The Marriage of Figaro. 7:30pm. AHCH. 895-2787.
1 & 3 Men’s Basketball: UNLV vs. Colorado State - March 1. Wyoming - March 3. 7:00pm both days. TMC. 895-3307.
1-17 Art Department: MFA Exhibit - Sierra Stenz-Anderson. Call for times. DBFA Gallery. 895-3893.
3 Women’s Tennis: UNLV vs. UNR. 1:30pm. FTC. 895-3207.
4 Concert: UNLV Wind Orchestra. 7:30pm. AHCH. 895-2787.
4 Concert: UNLV Wind Orchestra. 7:30pm. FTC. 895-3207.
6 Concert: Mariposa Trio in Recital. 7:30pm. Free. BBT. 895-2787.
15 University Forum Lecture: "Health Investments for Women: A Savings Account for Quality of Life." 7:30pm. MBMA. 895-3401.
23 Men’s Tennis: UNLV vs. New Mexico State. 3:00pm. FTC. 895-3207.
23 Performing Arts Center’s Best of the New York Stage: Rockapella. 8pm. AHCH. 895-2787.
23-31 Theatre: The Balcony. Call for times. BBT. 895-2787.
24 Concert: Las Vegas Philharmonic and Peter Schickele. 8pm. AHCH. 895-2787.
25 Men’s Tennis: UNLV vs. Tulsa. 11am. FTC. 895-3207.
25 Concert: UNLV Jazz Ensembles I, II and III. 2pm. AHCH. 895-2787.
27 Concert: UNLV Symphony Orchestra. 7:30pm. AHCH. 895-2787.
28 Women’s Tennis: UNLV vs. Stanford. 2pm. FTC. 895-3207.
28 Baseball: UNLV vs. UC-Riverside. 5pm. WS. 895-3207.
30 University Forum Lecture: "A New Voice in Hispanic-American Fiction." 7:30pm. MBMA. 895-3401.
30-31 Baseball: UNLV vs. BYU (MWC). Call for times. WS. 895-3207.
30-31 Women’s Tennis: UNLV vs. Utah - March 30, 2pm. BYU - March 31, 10am. FTC. 895-3207.

April 2001

1 Women’s Tennis: UNLV vs. San Diego State (AWC). 10am. FTC. 895-3207.
1 Theatre: The Balcony. 2pm. JBT. 895-2787.
3 Concert: UNLV Symphonic Band Spring Concert. 7:30pm. AHCH. 895-2787.
3 & 6 Softball: UNLV vs. UC-Riverside - April 3. BYU - April 6. Noon, DH both days. RD. 895-3207.
4-8 Theatre: Annual Spring Ten-Minute Play Festival. Call for times. PHT. 895-2787.
4-14 Art Department: MFA Exhibit - Curtis Fairman. Call for times. DBFA Gallery. 895-3893.

May 2001

1-5 Art Department: Annual Juried Student Art Exhibit. Call for times. DBFA Gallery. 895-3893.
6-7 Nevada Ballet Theatre: Nevada Ballet Season Finale. Call for times. AHCH. 895-2787.
11 Women’s Tennis: UNLV vs. Fresno State (MWC). 2pm. FTC. 895-3207.
11 Concert: UNLV Community Band Concert II. 7:30pm. AHCH. 895-3733.
19-20 Nevada Opera Theatre: Die Fledermaus. May 19. 8pm; May 20. 2pm. AHCH. 895-2787.
25 Concert: Desert Chorale’s Annual Memorial Weekend Concert. 7:30pm. AHCH. 895-2787.
27-28 Dance: Dance Arts Concert III. Call for times. BBT. 895-2787.
29 Master Series: Moscow Festival Ballet. 2pm. AHCH. 895-2787.
30 Concert: UNLV Symphony Orchestra Concert III. 7:30pm. AHCH. 895-2787.
30 University Forum Lecture: “Jazz Improvisation: What Are Those Musicians Doing, and How Do They Do It?” 7:30pm. MBMA. 895-3401.
3-6 Theatre: Cabaret. Call for times. JBT. 895-2787.
4-6 Baseball: UNLV vs. New Mexico (MWC). Call for times. WS. 895-3207.
10-31 Art Department: BFA Exhibit. Call for times. DBFA Gallery. 895-3893.
11 Boyd School of Law: Inaugural Law School Commencement. 10am. AHCH. 895-3671.
12 Commencement: 9am & 2pm. TMC. 895-3229.
13 Performing Arts Center: Season Finale with Rosemary Clooney. 2pm. AHCH. 895-2787.
19-20 Nevada Opera Theatre: Die Fledermaus. May 19. 8pm; May 20. 2pm. AHCH. 895-2787.
20 Concert: Musical Arts Orchestra and Chorus Concert II. 3pm. AHCH. 895-2787.
25 Concert: Desert Chorale’s Annual Memorial Weekend Concert. 7:30pm. AHCH. 895-2787.
29 Master Series: Moscow Festival Ballet. 2pm. AHCH. 895-2787.
30 Concert: UNLV Symphony Orchestra Concert III. 7:30pm. AHCH. 895-2787.

June 2001

1 Concert: UNLV Opera Gala Concert. 7:30pm. AHCH. 895-2787.
1-16 Art Department: BFA Exhibit. Call for times. DBFA Gallery. 895-3893.
2-3 Music Department: Annual piano suite. 10am. BBT. 895-3736.
9 Nevada Ballet Theatre: Academy of Nevada Ballet Theatre Annual Recital. 7pm. AHCH. 894-6244.
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.

Name: 

Year Graduated: 

Major: 

Type of Degree(s): 

Address: 

City, State, Zip: 

Education: 

Career or Personal Information: 

Please mail your Class Notes information to: Editor, UNLV Magazine, 4505 Maryland Parkway, P.O. Box 41032, Las Vegas, NV 89116-4132.

We look forward to hearing from you!
Kevin Overbey
Elementary Teacher Education Program at the Paradise Professional Development School

Having recently retired from dancing, his first profession, Kevin Overbey is now in college preparing to embark upon a new career – this time as an elementary school teacher.

Overbey spent 20 years dancing with numerous professional ballet companies, primarily in the Southeast. He taught ballet as well, and he even ran his own ballet school for two years. In 1992, Overbey moved to Las Vegas to join the Nevada Dance Theatre, now known as the Nevada Ballet Theatre. He danced several seasons with the ballet company and also danced for a time with Jubilee!, the production show located at Bally’s Hotel and Casino. During that time he also met and married a fellow Nevada Ballet Theatre dancer.

A few years ago, Overbey started thinking seriously about retiring as a professional dancer and becoming a teacher. He was especially interested in taking on the challenge of learning how to teach in an elementary school located in one of the lower socio-economic areas of the city where many of the students don’t speak English as their first language. He found the opportunity he was looking for when he enrolled in the UNLV College of Education’s Elementary Teacher Education Program at the Paradise Professional Development School.

The school opened in August 1998 as part of a partnership between UNLV and the school district. The undergraduate, three-semester program gives UNLV students majoring in elementary education the opportunity to learn their profession by working directly with the children and teachers at the district’s Paradise Elementary School.

In order to be eligible to enroll in the program, students must have completed university core requirements, as well as a certain number of College of Education prerequisite classes. When students complete the program, they receive their teaching licenses, as well as limited endorsements in teaching English as a second language.

“This program appealed to me for several reasons,” Overbey says, adding that the opportunity to study methods in teaching English as a second language was especially attractive.

Working to become bilingual himself in English and Spanish, Overbey enjoys interacting with people from different cultures. He has a special appreciation for how difficult language barriers can be to overcome; during his career as a professional dancer, he worked closely with fellow dancers who came to the United States from all over the world.

“In the ballet world I met so many diverse people – South Americans, Russians, Eastern Europeans, French, Spanish – who came to the United States to dance. I watched them struggle to learn to speak English and to adjust to being in a foreign culture. I understand how difficult it can be to learn in a new environment.”

With student populations in Clark County classrooms becoming increasingly diverse, Overbey feels his previous experiences working with people from different ethnic backgrounds – as well as the training he is currently receiving at Paradise – will be beneficial to his students.

UNLV education professor Maria Meyerson, who oversees the Professional Development School Program, believes it is the extensive collaboration between all of the participants – the principal, the teachers, the college faculty, and the students – that makes this program a success.

Classes are held at either the Paradise Elementary School or next door at the Bennett Professional Development Building – both located on UNLV’s campus. Beginning with their first semester, the elementary education majors interact with the teachers, principal, and children of Paradise Elementary. They become an important part of the school as they learn teaching practices not only from UNLV faculty, but also from Paradise’s experienced teachers.

The classroom teachers at Paradise Elementary School serve as mentor-teachers to the 16 UNLV students who are enrolled in the program.

The program is set up so that the students alternate their days between receiving college classroom instruction from College of Education faculty and spending time observing and teaching in the elementary school.

“The way the program is designed, the students are able to really understand what goes on in a school. They can see the connection between what they are being taught by the university faculty and how those techniques are actually applied by teachers in the classroom setting,” Meyerson says.

Overbey says being in the Paradise Professional Development School program has given him a wealth of ideas he plans to use when he takes charge of his own classroom after he graduates from UNLV in August. He hopes to obtain a teaching position with the Clark County School District.

“With the hands-on training I’m receiving now, I know that from the first day I walk into my classroom I will be ready to meet the challenges of helping my students overcome language barriers or whatever other barriers might have kept them from learning,” he says. 

When Kevin Overbey retired from a career as a professional dancer, he decided to enroll in the College of Education’s Elementary Teacher Education Program at the Paradise Professional Development School.
Harvey Mann

Researcher

World War II Vet

Bachelor of Business Administration, Marketing, UNLV

Sports Fanatic

Rebel

Harvey Mann says "the world never stands still." But neither does Harvey. His US Army division liberated Dachau during World War II. He was present during Mexico's devastating earthquake in 1987. And he was the donor for the first bone marrow transplant in Chicago. UNLV's program for seniors opened the door for Harvey's higher education. At age 79, he graduated with a Business Administration degree in marketing, class of 1997. During his lifetime, Harvey's seen most of the world. Through his new career in research at the UNLV Business College, he's ready to explore the rest of it.

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