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President Harter Elected to NCAA Presidents Commission

UNLV President Carol C. Harter has been elected to the Presidents Commission of the National Collegiate Athletic Association — the organization that sets the rules governing major college athletics.

Harter will be one of 22 university presidents from Division I schools — and one of only 11 presidents from Division II schools — to serve on the 44 member board.

This is not the first time Harter has served on the prestigious Presidents Commission. She previously served on the board from January 1994 until March 1995 as a Division III representative while she was president of the State University of New York at Geneseo. She resigned from the commission when she was preparing to leave that university for her new job as UNLV’s president.

“I am extremely honored that the presidents of the other Division I institutions chose me to represent them and the interests of our universities on the Presidents Commission,” Harter said.

Being part of a commission that tackles some of the toughest questions facing collegiate athletics is both challenging and rewarding. I pledge to work diligently to help develop rules and standards that promote top-notch athletic competition while at the same time maintaining high academic standards,” Harter said.

The Presidents Commission is concerned with areas such as institutional control of college athletics, the well-being of the student-athlete, academic standards, the fiscal balance between an institution’s athletic program and its other programs, and ethical conduct and fairness on the parts of both the member institutions and their student-athletes.

Among the powers of the Presidents Commission are the right to review any activity of the NCAA, the right to commission studies of intercollegiate athletic issues, the right to propose NCAA legislation, and the right to place any matter of concern on the agenda for any meeting of the NCAA Council or for any NCAA Convention.

The Presidents Commission is an independent body in relation to other entities in the NCAA administrative structure but works cooperatively with the NCAA Council and the NCAA Administrative Committee.

Douglas Ferraro Named UNLV Provost

Douglas P. Ferraro, formerly dean of arts and sciences at Western Michigan University at Kalamazoo, has been appointed provost at UNLV.

Ferraro, who was selected as UNLV’s top academic officer following a national search, assumed his new duties March 1.

“I am very pleased that Dr. Ferraro has joined our administrative team,” UNLV President Carol C. Harter said. “His experience as the dean of a very large and diverse college at a major Midwestern university, along with his experience in higher education in the West, will be a great asset to UNLV as we develop and implement a university-wide plan that will guide the institution for the next decade.”

A licensed psychologist and qualified expert in forensic psychopharmacology, Ferraro had served as dean at Western Michigan since 1990. Previously, he served as chairman of the department of psychiatry at the University of New Mexico from 1978 to 1990, professor of psychiatry at the University of New Mexico School of Medicine from 1985 to 1990, and professor of psychology at New Mexico from 1973 to 1990. He began teaching at New Mexico in 1965 and was a visiting professor at Universidad Nacional Autonoma, Mexico, in 1981-82 and Universidad del Norte, Mexico, in 1977.

“I’m very excited about the prospects at UNLV,” Ferraro said. “The faculty is excellent, and I look forward to working with them and with President Harter. I greatly appreciate this opportunity to work in partnership with Dr. Harter.”

Ferraro will be accompanied by his wife, Dr. Sandra Oddell, who was raised in Las Vegas. “This will be a return to home for her,” he said.

A prolific clinical researcher, he has published widely in books and professional journals, particularly on the topic of psychoactive drugs.

Ferraro completed his undergraduate and graduate studies at Columbia University, receiving his Ph.D. from Columbia in 1965. His salary will be $125,000.

UNLV Scientist Receives Nearly $1 Million NASA Contract

UNLV scientist Donna Weistrop has been chosen to receive a nearly $1 million contract for her work on a project related to the Hubble Space Telescope.

Weistrop, an associate professor of physics, was notified by NASA recently that she will receive the $987,165 contract to support her work on the space project.

The contract runs through September 2001.

Weistrop is a member of a team of scientists that is building a spectrograph that will be installed in the Hubble telescope in February 1997. The instrumentation team is headed by Bruce Woodgate of NASA’s Goddard Space Flight Center.

Although Weistrop is a member of a team, the contract is specifically for her portion of the work.

“This is a spectrograph that lets us study light from galaxies where a lot of star formation is going on,” Weistrop said. “We will also study active galaxies which we suspect have black holes in the center.”

Studying the light coming from those galaxies will give scientists a better idea of exactly what is in those galaxies, she said.

Weistrop said her current role is providing scientific input into how the spectrograph is built. Later, she will be involved in analyzing data transmitted back to Earth by the telescope.

The Hubble Space Telescope was launched by NASA in 1990. Orbiting above the Earth’s atmosphere, it allows us to see astronomical objects in greater detail than can be seen from the Earth’s surface and at wavelengths that do not penetrate the Earth’s atmosphere.

The telescope was designed so that the original spectrographs could be replaced with much more modern ones became available.

Weistrop’s contract will pay not only for the time she spends on the project, but it will also provide money for a graduate student and a postdoctoral fellow to assist in her work and to purchase any necessary computer equipment.

Partnership with Czech Republic Formed

UNLV’s health care administration program has been selected by the American International Health Alliance (AIHA) to participate in a partnership with similar programs in the Czech Republic in an effort to improve health care management in the developing democracies of Central and Eastern Europe.

The University of Nevada School of Medicine will join UNLV in an 18-month partnership with two Czech Republic institutions — Southern Bohemia University and Charles University (Southern Bohemian branch). The budget for this partnership, which is funded by the U.S. Agency for International Development and administration, will be $588,000, a substantial part of which will come to UNLV and the School of Medicine in direct support of the program. The funding will be used primarily for travel and administrative support, according to Mary Paterson, a UNLV health care administration professor and coordinator of the program.

Other partnerships will pair similar U.S. health management programs with their counterparts in Slovakia, Romania, and Albania.

According to Paterson, the partnership program is intended to strengthen health managers and educators in Central and Eastern Europe as they improve the health care systems of their countries.

Andersen Leads Education Association

Dale Andersen, dean of UNLV’s College of Education, was recently elected president of the American Association of Colleges for Teacher Education (AACTE), an organization composed of some 750 colleges, universities, schools, and departments of education with 50,000 faculty members.

Andersen, who was dean of education at UNLV since 1984, undertakes a three-year commitment with the election. As president, he will be responsible for organizing and presiding over the 1998 convention in New Orleans.

As president of AACTE, Andersen will have a lead role in teacher education in the United States. The association also has member institutions in Canada, Mexico, New Zealand, and Australia.

Andersen has also served as secretary and president of the Land Grant Deans of Education Association, which is composed of the deans of education of some 120 of the largest land-grant colleges and land-grant colleges in the country.

“I honestly believe I would never have been elected if it were not for the fact that UNLV is attracting increasing academic prominence nationally,” Andersen said. “This is a reflection of the very positive national reputation enjoyed by the university’s faculty.”

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NEWS

S P R I N G 1 9 9 6  •  2

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Award Presented to Director of Alumni, Community Relations

Fred Albrecht, UNLV’s executive director of alumni and community relations, recently received the Tribute Award from the regional division of the Council for Advancement and Support of Education. The Tribute Award is presented annually to CASE members from District VII who have maintained the highest standards of professionalism in their advancement careers and have shared their expertise with members of the profession.

Albrecht, who has been at UNLV for 25 years, was one of two recipients of this year’s honor, which was presented during a conference in San Francisco. To be eligible for the award, CASE members must be nominated by their peers.

“I was really pleased because it comes from my peers,” Albrecht said. “I’ve known many of the previous recipients, and I feel honored to be included in this prestigious group.”

Albrecht has spent 23 of his years at UNLV as director of alumni relations. He also oversees the university’s athletic fund-raising efforts from 1985 to 1998 and served as interim athletic director during 1995. He previously served as tennis coach and assistant basketball coach.

Christina Hixson Receives Alumni Silver State Award

Christina Hixson, trustee of the charitable Lied Foundation Trust, has been honored by the UNLV Alumni Association with its Silver State Award. "The 18 members of the Alumni Association board of directors voted unanimously to present this award to Christina Hixson," said Pamela Hicks, president of the Alumni Association. "Her support of the university is greatly appreciated, and we thought it was time our university properly acknowledge her generosity."

As trustee of the Lied Foundation Trust, which is a member of the UNLV Foundation’s Palladium Society, Hixson has directed millions of dollars in support to the university, including a $10 million pledge toward construction of a new library (the largest pledge ever to an institution in the University and Community College System of Nevada), a $4 million donation for construction of the Lied Athletic Complex, $1.2 million for the Rebel Golf Foundation, and more than $1 million to establish the Lied Institute for Real Estate Studies.

Hixson is also a member of the UNLV Foundation Board of Trustees.

Communication Studies Professor Allan Padderud Dies

Longtime UNLV communication studies professor Allan B. Padderud has died following a three-year battle with cancer. He was 49.

Padderud, who joined the UNLV faculty in 1976, pioneered in the development of broadcasting and television production education at the university, teaching such courses as introduction to broadcasting, videotape editing, television production, and mass communication theory.

Known by his students as “Dr. AL,” he was widely praised for his accessible and friendly teaching style and received the Alex G. and Faye Spanos Distinguished Teaching Award at UNLV in 1986. Padderud was also recognized for his contributions to many television documentaries, such as Computer Imagery: Vision of the Mind’s Eye, which was aired by 60 PBS stations nationwide, and Zyppa: The Last Word in the Mezmer, also broadcast by several PBS stations. He produced many television public service announcements for UNLV as well.

He was the coauthor of several articles in such scholarly publications as Journalism Quarterly and Journal of Communication and presented many professional papers at national and regional communication conferences.

Padderud often worked side by side with graduate students on mass communication research projects, providing them with the skills and guidance necessary to have their studies published in scholarly journals. He was also a leading force in establishing UNLV-TV, which enables students to see their work aired locally on cable.

Padderud held a bachelor’s degree in mass communication from the University of Illinois at Chicago Circle and master’s and doctoral degrees in the same subject from Ohio State University.

Padderud is survived by his wife, Joanne; parents, Al and Nancy Padderud; brothers, Eric and Dave; and sister, Linda Fisher.

Computational Physics Laboratory Opens on UNLV Campus

UNLV physics department students and faculty will now be able to explore new frontiers in scientific research, thanks to the new computational physics laboratory that opened recently.

Equipment for the first phase of the facility was funded by a $450,000 grant from the W.M. Keck Foundation, a Los Angeles-based philanthropic organization that supports scientific research and education projects. The next phase will be developed with matching funds that the UNLV Foundation will raise from other sources.

Many uses are planned for the state-of-the-art facility, but two key projects top the list, according to Victor Kwong, chairman of the UNLV physics department. The first one, based on an idea generated by NASA, is to model the evolution of galaxies and the formation of stars. The second is to model or simulate the creation of new materials.

The NASA project is the focus of the physics department’s atomic, molecular, and optical group, led by physics professors Stephen Lepp and Bernard Zygelman. The second group, known as the condensed matter group, will be led by physics professors Guangfeng Chen and Tao Pang, it will focus on the formation of new materials.

Both groups will design and implement programs for use on the new computer systems.

Sandra A. Glass, program vice president for the Keck Foundation, and Arthur M. Smith, a Keck Foundation board member, accompanied UNLV President Carol C. Harper on a tour of the laboratory shortly after it opened in January. The three-room suite filled with electronic equipment and its companion terminal room are located in the Robert L. Bigelow Physics Building.

The new laboratory will benefit from several scientific and technological developments of the past few years that have revolutionized scientific computing, according to Lepp, who manages the facility. One is the introduction of a new generation of computers, such as those being used in the new lab; another is the use of clusters of distributed workstation processors that capitalize on the strong processor architectures of the new systems.

While the new computational physics laboratory does not contain a supercomputer, it has the high-speed capacity of one, Lepp said, explaining that they have three extremely fast Power Challenge L computer systems, manufactured by Silicon Graphics Inc. Each computer has four central processing units that are being used in new ways for a very specific purpose.

“What we are doing is connecting a lot of fast workstation processors,” Lepp said. “The idea is that each processor may not be faster than a large supercomputer on some problems, but by working simultaneously on different parts of a complex physics problem, they can be.”

Such speed is critical in developing experiments for projects such as Chen’s, in which researchers are using quantum computers to invent new materials. Using the slower computers of the past, it would have taken scientists several years to build a laboratory to conduct just one of the experiments necessary to realize atoms and molecules to see if they create a more sophisticated material. But the new computational physics laboratory makes it possible to simulate or model the new atomic structures in weeks rather than years.

The new equipment provides researchers and students with a great opportunity, according to Chen.

“We have a nice combination of this laboratory and faculty,” he said. “There are postdoctoral research associates, graduate students, and undergraduate students — whole teams taking advantage of this new equipment. Education is a continued on page 24
A Pound of Flesh or a Slap on the Wrist?

Have to call someone on the carpet? Take heed, says UNLV management professor Gail Ball, of her study on punishment and justice in the workplace.

BY BARBARA CLOUD

W E ALL KNOW PEOPLE LIKE them. First, there’s Dwayne — easy going, takes life’s ups and downs in stride, accepts responsibility for his own mistakes, views the world as a pretty fair place.

Then, there’s Edna — sees the glass as half-empty rather than half-full, feels she’s always getting the blame for what others do, and generally maintains a negative outlook.

Each possesses personality dimensions that profoundly affect the way they respond to criticism, particularly when that criticism comes in the form of discipline taken against them at the workplace.

Ball, who joined the UNLV faculty in 1990, was surprised to find that questions of punishment in the workplace have been given relatively little attention from organizational researchers. She attributes this in part to the reluctance of people to talk about unpleasant matters like punishment; in fact, some managers fail to discipline employees because they fear confrontation.

“It’s something managers would prefer to eliminate from their repertoire of management tools because they don’t know how to use it effectively,” the observer notes.

In addition, she says managers have been advised to think in terms of positive reinforcement and rewards — the carrot instead of the stick — in order to get the most out of their employees. Sometimes, however, disciplinary action is the more appropriate way to deal with a situation.

“It’s a negative part of the job,” Ball says. “It can ultimately result in conflict, and we like to avoid conflict. But if punishment is implemented using a constructive, teaching, coaching approach, then we are less likely to have negative side effects.”

Ball’s desire to discover how punishment could be constructively handled led her to do an extended series of interviews with supervisors and their subordinates who had been involved in disciplinary situations. No researchers had ever talked with both parties in real incidents; theories were based on general observations or laboratory experiments.

Ball, with a little help from some colleagues, interviewed 107 trials of people — a supervisor, a disciplined employee, and an uninvolved coworker (to get an independent assessment of the supervisor’s leadership style).

Getting access to the appropriate people wasn’t easy.

“It was very tough gaining entry into organizations because of privacy issues, and we were worried that they would only be willing to talk about innocuous events like tardiness,” Ball says.

As it turned out, participants were remarkably open and willing to discuss incidents ranging from lateness to smoking pot on the job to sexual harassment.

“They have it, they’ve done it — and we’re willing to tell us about it.”

In the interviews, Ball sought to discover how the particular personality traits possessed by Dwayne and Edna — belief in a just world and negative affectivity — influence employees’ perceptions of the punishment incident in which they were involved and whether the punishment had the desired effect.

Ball placed the perceptions of punishment into two categories. The first dealt with procedural matters; it concerned such issues as whether the employee had a voice in the process, if rules were followed, if the disciplinary event was conducted in private, if the supervisor had a negative demeanor, and if he or she used a constructive approach. Ball refers to this category as procedural justice.

The second category dealt with what she calls distributive justice — whether the punishment fit the offense and was consistent with punishment meted out for similar offenses.

Ball found that employees who believe in a just world — the Dwayses of the workplace — tended to see their punishment in a constructive light. They felt they had more voice and that the supervisor used a constructive approach, attending to procedural justice concerns.

They also felt the punishment was not unduly harsh or unfair and was consistent with what others had received for similar misdeeds — characteristics of distributive justice.

On the other hand, Ball found that employees with a negative outlook such as Edna’s received on the harshness of the punishment and were so focused on that aspect of distributive justice that procedural justice became of little concern to them.

Ball notes that since managers tend to place great value on whether the discipline achieved the desired result, she also examined connections between employee personality type and the outcome of the disciplinary situation.

Her study revealed an indirect link.

Natural, perceptions of harshness had a negative effect on subsequent employee performance, she says. However, she found that supervisors reported that some employees exhibited positive behavior after the discipline.

These were the people who believe in a just world and who perceived they had more voice in the disciplinary event.

Those people exemplified what Ball calls “organizational citizenship behavior,” or willingness to go “above and beyond” their formal job requirements. They are the people who do “what it takes to make the clock tick,” she says, typically continued on page 24.

SPRING 1996  •  UNLV MAGAZINE
UNLV alumna and pro golfer Deborah Vidal has had her share of setbacks — both on and off the course. But with enough commitment and the right attitude, she’s managed to play through the tough times.

BY DIANE RUSSELL

natural athletic ability. Sometimes it seems that phrase has been used to describe almost everyone who ever has picked up a ball, racket, shuttlecock, or mallet. But sometimes it is truly deserved.

UNLV alumna Deborah Vidal, who is a professional golfer on the LPGA tour, as well as a golf analyst on cable TV’s The Golf Channel, is a case in point.

As a kid she played all sorts of sports — and played them well — so that her idolized, slightly older brother, Joie, would allow her to tag along with him and his friends without too much complaint.

At Bishop Gorman High School, the priest who served as tennis coach asked her to take up that sport because the team needed more members. Within a year she and her partner were the city’s doubles champions. She also played softball for Gorman.

While at UNLV she didn’t go out for any sport because her year-round push to get through college in just three years didn’t leave time. But even then she managed to squeeze in some city league softball play between her class work and her part-time job in her father’s ophthalmology office.

And then, when she was in her 20s, she casually took up golf. She played a single game while on vacation in Hawaii.

About a year later, while she was between teaching jobs, she played another game, then began playing on a regular basis. Later that year, she won her first state championship.

Within two years she had joined the amateur women’s circuit, playing tournaments across the United States and in Mexico. She quickly became one of the fastest rising stars on the tour, finishing in the top three on a regular basis.

And within three years after that, Vidal, who was then married to her first husband and known as Deborah McHaffie, joined the Ladies Professional Golf Association tour — the pinnacle of women’s golf.

She was truly amazed to find herself there.

After all, she recalls having something less than a high opinion of golf before she began playing it.

“I always looked at golf and just saw all these old men pulling their clubs on this little cart, chasing this ball around, and I used to think, ‘What a stupid game. You just chase this little white ball around until it falls in the hole.’”

In fact, she had to be enticed into her first game of golf with the promise of a pina colada on the beach when the round was over.

She had accompanied her parents to Hawaii where her father was attending an ophthalmology convention. Although her father didn’t play golf, many of the other doctors did and kept urging her to take up the sport.

Within a year she and her partner were the city’s doubles champions. She also played softball for Gorman.

Vidal was flabbergasted.

That’s when, according to Vidal, Oldfield told her, had she seen the combination of talent and drive that she possessed.

She decided to go to Scottsdale to see if the teacher, Ed Oldfield, could give her some useful pointers.

They worked together one day from late morning until well into the evening.

That’s when, according to Vidal, Oldfield told her she should join the amateur tour immediately. Rarely, he told her, had he seen the combination of talent and drive that she possessed.

Vidal was flabbergasted.
Vidal designs many of the outfits she wears on tour.

"Who would have ever 'thanked' at 23 you're going to drop your life and take up golf? Or even have the chance to become a professional?" Vidal asks. If someone had asked her at that time she was playing country club tournaments for fun whether she might become a professional? "I mean, I'm 23 years old. I'm happy. My life's just fine, thank you very much.

But in the end, she took Oldfield's advice. Looking back, she says she knows it was a mistake.

In the end, she lost her LPGA card and had to qualify. Then, she missed the 1987 season because of two shoulder injuries. The next year, she says she played "so-so."

But 1989 was a different story. That's the year Vidal is certain most people would peg as her best year on the LPGA. By then she had a new teacher in Derek Hardy, the fourth or fifth coach with whom she had worked. "I really gave him a lot of credit," Vidal says. By the end of that year she was 41st on the money list — excellent placement few who had been on the tour only a few years.

Vidal felt as if she were on a roll as the 1989 season came to an end. She was playing well and finishing in the money on a regular basis. That seemed to be her way.

But by the end of the year she was feeling ill with persistent high fevers. And then her teeth started to hurt. Doctors kept telling her that nothing was wrong, but her body told her otherwise. Finally, in Las Vegas for a tournament in early 1990, she went to a dentist who ruled out any problem with her teeth, but suggested she have her sinuses checked to see if the root of her problem might be there.

After the Las Vegas Shore tournament in Rancho Mirage, Calif., she drove to the Scripps Clinic in La Jolla and told medical personnel there that she wasn't leaving until they found out what was wrong with her.

Doctors discovered a tumor in her sinuses and performed emergency surgery in May 1990.

She qualified for the tour in 1985 and played her first professional tournament in 1986. Then, in a stroke of extremely bad timing, her game fell apart — temporarily.

Her teacher had coached her on a new swing. Although Vidal says she questioned the wisdom of making such a major change just as she was starting on the pro tour, she went along with his advice. Looking back, she says she knows it was a mistake.

Vidal flew to Las Vegas where she learned that her mother had picked up a rare virus and was in a coma. Though the doctor predicted otherwise, her mother registered consciousness after two months. Initially, she was paralyzed from the neck down, but eventually the paralysis left, and she was able to learn to walk, talk, and eat again.

"They call her the miracle lady," says Vidal, who spent six months with her mother, first at the hospital and later at home. The experience brought the family together; often, one or more of her four siblings were also at home. She particularly cherishes the time she spent with one of her older sisters, Mary.

Eventually, their mother was well enough that Vidal felt she could leave her and return to the tour. But the next year was to bring more difficulties her way.

The first was a divorce. And then, later that year, tragedy struck. Her best friend visited her one day so that she could meet her boyfriend, Tom Cricuolo, who is now her husband. The trio had a good time together that Friday.

On Sunday, the friend, whom had been someone Vidal felt she could lean on during her mother's illness, was killed in a car accident. His death sent her reeling.

Then just two years later her sister, Mary, with whom Vidal had spent so much time during their mother's illness, died suddenly from complications of diabetes.

Mary lived in Hawaii. Ironically, Vidal was on a neighboring island playing in a tournament when news of her sister's death reached her. Vidal, who had been planning to spend a week with her following the tournament, instead found herself helping to care for Mary's children and plan the funeral. She was in shock.

Although golf was Vidal's livelihood, she couldn't focus on it during those turbulent times, and she says it showed in her tournament scores.

Fans, who had no idea what was happening in her personal life, would say things to her like, "When are you going to decide to play well?"

"They had no idea I was just happy to wake up in the morning and get through the day," Vidal says. "I mean, golf wasn't even a priority anymore."

And then, in 1993, things began looking up. It seemed her string of personal tragedies had come to an end, and her playing improved.

Although she won more money in 1989, Vidal considers 1993 her best year on tour. She played well — something she considers a major achievement considering the personal turmoil of the preceding years.

The bad times were very bad, but Vidal says they helped her put her life in perspective.

"When my mom was in the hospital, I knew I would never feel the same about things."

For years, she says, she had seen only two choices concerning golf: being so into it that it consumed her life or quitting golf altogether. But as a result of her experiences during the tough times, she says, "I found the middle road that I didn't see before."

"When I go out there, I give it 100 percent," she says. If the score is good at the end of the day, great. If it's bad, that's fine, too, she says. Either way, she figures she's given it her best shot.

In 1993, "I made the biggest change probably of my life ... just accepting things the way they were and getting through it."
UNLV computer science professor Evangelos Yfantis is hesitant to acknowledge the prophetic nature of his insights into how computers will be used in the future. He only hopes that he can put his visions to work in his lab for the purpose of education.

BY DONNA MCALEER & SUZAN DIBELLA

oracle /ərˈəʊklər/ [ME, fr. MF, fr. L oraculum, fr. orare] 1. a person (as a priestess of ancient Greece) through whom a deity is believed to speak 2. a person considered to be a source of wise counsel or prophetic opinions.

OME WOULD ASSERT THAT Evangelos Yfantis is a modern-day oracle.

After all, he comes from the town of Delphi — the home of the most celebrated oracle in all of ancient Greece. And, of perhaps more pertinence, he has foretold the existence of certain scientific advances years before they were developed.

Yet, the unassuming computer scientist from UNLV’s Howard R. Hughes College of Engineering is reluctant to make such comparisons.

To Yfantis, it’s all in a day’s work.

As a computer science professor, Yfantis believes it is his job to envision new and creative applications for computers and then use these ideas as springboards for projects that help his students learn.

Many of his visions have found form in computer applications in medical technology, a field he has come to call “telemedicine.” For instance, he has predicted a future that holds these advances:

- bloodless blood tests,
- digital medical record keeping,
- computer-enhanced diagnosis,
- three-dimensional modeling of the brain, and
- improved digital transmission of everything from films to medical files.

Yfantis anticipated these developments — many just now in their infancy — years ago. When he first talked about some of them at conferences more than 10 years ago, he was greeted with skepticism.

One of the ideas he spoke of was a type of blood test that required no blood samples to be drawn. Instead, he postulated, an electronic signal would be beamed from the device into the patient’s bloodstream. The noninvasive signal would look at the spectrum of the blood and determine, depending on the frequencies absorbed, what organic and inorganic materials are in the bloodstream.

“Many people laughed, some thought it was a brilliant idea, and some thought he was just an academic pie-in-the-sky,” he recalls.

“But I just got a call a few months ago from a company that told me they had implemented a signal technique whereby they send the signal to the bloodstream and decide how much insulin is present in the blood,” Yfantis says with a quiet nod. “We are in the beginning of what I said years ago.”

Yfantis has a broad range of interests in and publications on mathematics and computer science. His research has focused on image compression, animation, fractals, computer graphics, ocean engineering, computer medicine, random-number generation, teleconferencing, and probability estimation. Over the last 25 years, he has worked in both the public and private sectors applying mathematics to the subjects of satellite surveillance systems, offshore drilling platforms, water waste, video animation, gaming
Mathematical calculations, he says, serve as the road maps that enhance our understanding of what the computer sees.

"Healthy tissue changes very gradually. When tissue is fluctuating in an erratic way, it signals something is wrong, and the computer can see this change before we can. It might be a disturbance of a benign type or it might be a disturbance of a cancerous type. We are interested in knowing how the mathematics behave in these different types. We are interested in understanding from the mathematical modeling what the best parameters are that are sensitive to tissue that is cancerous, benign, or healthy."

To this end, Yfantis has developed projects in which students examine computerized images of samples of endometrial, prostate, breast, cervical, stomach, and brain tissue. His students work with algorithms, mathematical step-by-step problem-solving procedures, that can recognize cancer in these different sites.

"We want to perfect the algorithms so that we recognize cancer with a probability of 95 percent or even higher," Yfantis says.

A local medical diagnostic firm, Cytology West, provides computerized samples for these projects. The computer files are created when the tissue image from an X-ray, ultrasound, or microscope is converted from analog to digital format by a computer on a special piece of equipment. Digitizing the file means the X-ray image, for example, doesn't have to be developed on film. Instead, files like this can be stored electronically and viewed on the computer screen.

Electronic storage of such images is also of great interest to Yfantis. He predicted some time ago that such storage would revolutionize the way doctors access patient information.

"The doctor has images — X-ray images, ultrasound images, all kinds of digital images and voice data. The doctor then tells the computer, 'This image was obtained on such and such a date, and this is what we see.' The computer then compiles all the data and stores it to become part of the patient's file."

When the patient returns for a later visit, the doctor can quickly bring up the computerized file, which contains both the actual image and the doctor's verbal notes from the earlier visit.

"If it really doesn't get much better than this," says Yfantis of the computing facilities.

While Yfantis acknowledges the computing equipment is impressive, he is quick to say he is even more impressed with the quality of the students who work with him.

"These kids are great," he beams. "They have such enthusiasm. They are excellent students. They make it a pleasure to come to work. We are truly a team. I am simply the professor who guides the team."

"Weird, it remains to be seen. It is always a competition, and in the competition, things constantly change. If you have a theory and it remains the thing to do for the next four or five years, that's something great. Things change. And that's why we are scientists. We keep working toward that change."

As the research progresses, Yfantis expects some of his students will write articles for publication and establish their work as a force in the field, particularly in the area of computerized diagnostics.

He estimates that the average research project he undertakes has a life span of about five years. The initial stage might be exploratory and unfruitful, but often the funding comes later as the project matures, he says. In the meantime, he is not in a rush to commercialize the work; instead, he wants to refine it so it is useful and, above all, reliable.

Yfantis' caution grows out of a broader perspective on the whole research process.

"Again, how our research might make a difference in the medical community remains to be seen. Some guy from MIT might beat us and get better results than we do. But that's not my dream at all for us not to be doing what we do, it's our only world."

And, he notes, the computer is an important part of that world, but it is only one tool.

"You have to solve the problem in your mind first. The computer is there just to verify the numerics for you. We wrote the algorithms to help get things done."

And while Yfantis is dedicated to developing very practical uses for his work, he finds the research process itself exhilarating.

"The destination is fine, but the fun is in the travel of all the excitement and even the frustration," he says, adding that he tries to impart that philosophy to his students.

So it seems that even if he resists the title of oracle, he gladly embraces another role from ancient Greek tradition: that of mentor.
A UNLV counseling professor and her colleague have witnessed some of the most disturbing cases of their careers in their research on adolescents' involvement in satanic cults. As they attempt to shed light on this often frightening phenomenon, they warn other counselors to look behind their clients' masquerades to find the root of the problem.

UNLV COUNSELING PROFESSOR
Shirley Emerson would be the first to acknowledge that of all the disturbing cases her students have brought to her attention, few have been quite as unsettling as those handled by Yvonne Hess.

Hess, a 1990 graduate of UNLV's master's program in marriage and family counseling, became Emerson's student several years after she witnessed her first case involving a teen who had become involved with a group conducting clandestine and brutal satanic rituals.

At the time, Hess, then an occupational therapist, was serving as supervisor of a psychiatric rehab team at an adolescent hospital in California.

"A young man arrived one day very high on drugs, psychotic, really out of it, with cuts all over his body, brands, and woodburnings," recalls Hess, now a therapist at Harmony Counseling in Las Vegas. "Nobody could figure out what he was on because all of the drug screens came back clean. And then the feds showed up and told us that he had been a witness in a death."

The bizarre case was Hess' introduction to the often-violent world of adolescent satanism, in which ritual victimization, sexual atrocities, animal cruelty, homemade-hallucinogen abuse — and sometimes even suicide — are practiced in the name of satanic worship.

Hess eventually became the primary therapist in the case and went on to take similar cases afterward. Later, after moving to Las Vegas, she continued to counsel adolescent clients involved in satanic cults in the Southern Nevada area as well. It was then she decided to pursue a master's degree in counseling to further her understanding of and ability to treat these types of cases.

That was when her partnership with Emerson, who became her adviser, began. Together, the two set about methodically analyzing these cases and others in an effort to shed light on this macabre phenomenon. They spent hundreds of hours interviewing and observing more than 140 adolescent clients over a period of seven years, both in counseling sessions and in psychiatric hospitals.

Their work has resulted in an article published recently in the journal Counseling and Values, titled "Adolescent Satanism: Rebellion Masquerading as Religion." In it, the authors describe the signs and symptoms of involvement in such groups, define terms, and offer a case example; the article also provides counselors guidance on treatment.

Both Hess and Emerson agree that the goal of the article was to help other counselors learn to deal with these very difficult cases.

"There was no one out there doing anything on this," says Hess, who now conducts special workshops on the subject for counselors. "If you look at the literature, there are only two articles in print on ritual involvement in adolescence, and they are not treatment-oriented. We recognized that counselors needed to know how to identify and treat these cases."

They believe that it is crucial for counselors to understand more about such cases because they can be so unnerving when they're first encountered. To comprehend how intimidating these clients can be, consider the following characteristics they tend to possess:

- They've usually participated in such activities as gang rape, bloodletting through cutting, and ritualistic killing of
Emerson says, adding that the charismatic leader who picks and chooses among the tenets of organized satanism, justifies the rest lends further credence to the belief that he's rebelling against older forms of satanic worship are rarely involved in such activities are in violation of their rights to freedom of religion. Such clients can evince an array of frightening and conflicting emotions, particularly for counselors who hold deep religious convictions, Emerson points out.

"It's a tough one," she says. "Too often such counselors will react with a religious response. They'll think, 'Oh my God, this kid is going to hell. He's gone against everything in the church.' The thing the counselor must remember is, yes, he has rebelled against religion, but he's rebelling against much more.

Both Emerson and Hess believe that, indeed, rebellion is at the heart of participation in such a group, and any member's attempt to characterize it as "religious" is a complex device used to justify and protect his or her involvement.

Emerson points out that the adolescent forms of satanic worship are rarely based on any structured ideology; instead the usually male-dominated band of nine to 15 members is self-styled and led by a leader who is fractionally trying to determine if he or she is capable of dealing with such a case.

Asked what type of person would be best equipped for the job, Emerson recommends those with the attributes of stability and confidence in their own beliefs.

"It takes someone who is very well grounded in who he or she is and is not easily disturbed by what other people believe," Emerson says. "We all know there are a lot of people out there who believe a lot of crazy things, but that doesn't mean we have to let it affect our lives. A counselor with these types of clients has to understand that. Also, it's critical for the counselor to make sure that they're using homemade hallucinogens, they've been terrorized by other subcultures, as well as a certain type of religious response. They'll think, 'I've got aTenant Arc and the \( y \)-structure ideology; instead religious convictions, Emerson says. Both Hess and Emerson agree that family counseling is the best way to treat the client, although oftimes removing the teen from the situation and placing him or her into a residential program is necessary at first.

"As a counselor, you have to sit down and prioritize the needs of the client, and that's just standard psychological work," Hess says. "The most important issue is establishing whether the kid is safe. Is he or she a threat to themselves or others? You deal with that one and then move down the hierarchy of treatment."

Hess adds that health issues are usually next in line; anorexia and grotesque sexual abuse are rampant disorders among the young women involved in such groups. Drug-induced psychosis is also an issue for all members, she says. Once the critical health issues are addressed, pulling the rest of the family into therapy is the next step.

"Working with the child alone would be pointless," Emerson says. "With a minor child living in the home with a parent or two parents, you've got to involve the family because that's the environment where this problem has developed. Usually you see a client for an hour or maybe two a week, unless he or she is hospitalized. In a couple of hours you can't solve the rest of the week. So whatever is lacking or whatever is negative in that environment has to change. That doesn't mean the parents caused the problems, and I stress that. Again and again, parents read that as, 'Oh, we're doing something wrong that is making him do that.' But it's not at all. It's the interaction between the parents and the child."

Emerson adds that often parents take a "fix-it-kid" attitude when they come to counseling because their child has gotten into trouble at school or with the law.

"But if he doesn't want to be fixed, the counselor might as well tell the parents not to waste their time and money," she says. "Tell them, 'Whoa, you can't make him do anything. You have to change the relationship you have with him.'"

Hess says in many of the cases involving adolescent satanism, it takes major parental intervention to put the teen back on track.

"It takes new playgrounds, new playmates. They've had kids relocate to other areas of the country. The family has to coalesce and develop a family plan for their own health and decide how the kid will be a part of it. They have to decide if they have the commitment to do it, if they have the capability to do it. And they have to decide if they don't so that we can find a place for the kid to relocate."

As far as preventative measures are concerned, Hess offers one simple piece of advice: Keep your kids busy.

"My firm belief is that you keep your kids busy until they're 21. Keep them busy with anything — hiking, Scouts, ballet, whatever — so they don't have that down time dead, unsupervised, unmotorized. I recognize that this costs parents. It costs them time, it costs them energy. But I ask them, 'How do you want to spend your time with your kids? Going to counseling and taking them to court? Or having fun with them?'"
May

1-5 University Theatre: *110 in the Shade. May 1-4, 8pm; May 5, 2pm. Judy Bayley Theatre. 895-3801.
2 Music Department: Collegium Musicum. 7:30pm. Black Box Theatre. 895-3801.
3 Spring Semester 1996: Instruction ends.
5 Music Department: Siemens. 2pm. Black Box Theatre. 895-3801.
6-11 Spring Semester 1996: Final exams.

July

1-13 University Theatre: Summer Rigging Workshop. 8am. Judy Bayley Theatre and Black Box Theatre. 895-3801.
4 Holiday: Independence Day recess.
8-9 Orientation: New Student Orientation. 895-3221.
12 Summer Session II: Session ends.
14-31 University Theatre: *National Stage Combat Workshop. 8pm. Artemus Ham Concert Hall, Judy Bayley Theatre, and Black Box Theatre. 895-3801.
15 Summer Session III: Session begins.

June

6 Orientation: Transfer/Nontraditional Student Orientation (Evening Program). 895-3221.
7 Summer Session I: Session ends.
9 Recital: Backstage II Dance Recital. 1:30 & 7:30pm. Artemus Ham Concert Hall. 895-3801.
10 Summer Session II: Session begins.
22 Dance Concert: Merluzzi Dance Performance. 6pm. Artemus Ham Concert Hall. 895-3801.

August

1 Orientation: Transfer/Nontraditional Student Orientation. 895-3221.
2 University Theatre: *Friday Knight at the Fights. 8pm. Judy Bayley Theatre. 895-3801.
5-6 Orientation: New Student Orientation. 895-3221.
16 Summer Session III: Session ends.


* Events are subject to change/cancellation.
Mark Z. Aikin, '83 BS Business Administration, is employed as a district manager for Burlington Air Express. His district includes Minne­sota, North Dakota, and South Dakota. He previously spent four years working as an executive man­ager for Burlington in Australia. He lives in Fargo, Minn.

Margaret J. DeSousa, '85 BS Business Administration, is the direc­tor of development for Faith Lutheran High School. The school, which was founded in 1978, recently added a middle school and now serves stu­dents in grades 6 through 12.

Sylvia Campbell, '90 BS Business Administration, is executive director of the Roemer Business Bureau of Southern Nevada, a one-stop organi­zation with 2,000 members that is linked with similar bureaus across the United States, Canada, and Israel. Previously, she worked for the state of Nevada and Sporn Cemel.

Mary Ann Gutierrez, '91 BA Communication Studies, is a senior account coordinator for Bernard Hodex Advertising in San Francisco. She specializes in recruitment advertising. Previously, she worked as a public relations coordinator for R&R Advertising.

Alan Chong W. Lee, '91 BS Biologi­cal Sciences, received a master's degree in physical therapy from Duke University in 1994. He now works for Mercy Scripps Hopsitals of San Diego as a physical therapist and associate clinical coordinator of clinical continuing education. Addi­tionally, he works in the physical therapy department at Kaiser Permanente in San Diego.

Vijay Musukula, '93 MS Mechanical Engineering, works as a design engi­neer at Lear Sealing Corp., the larg­est independent seat-system manu­facturer in the world. He lives in Southfield, Mich.

Jill Balle, '94 BS Health Education, is a homemaker. She also assists her husband with the business portents of his dental practice.

Tony M. Caile, '94 BS Electrical Engineering, is attending the Univer­sity of Dayton School of Law. He received a $10,000 A.A.U.P. merit scholarship during his first year of law school.

Vijay Musukula, '93

Marilyn Potten, '94

We'd Like to Hear From You!

We would like to note all UNLV alumni to submit information about themselves to UNLV Magazine to include in the Class Notes section. Please fill out the form below completely, type or print clearly, and do not abbreviate. 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 black and white photograph of yourself to accompany your Class Notes entry.

Name: ____________________________
Year Graduated: ____________________
Major: ____________________________
Type of Degree: ____________________
(e.g., Bachelor of Arts, Master of Science)
Address: ____________________________
Phone Numbers: Home: ____________ Office: ____________
Cancer or Personal Information: ____________________________

We reserve the right to edit information for length and content.

Email entries should be sent to UNLV Class Notes, UNLV News and Public Information, 4505 Maryland Parkway, Box 483012, Las Vegas, NV 89154-1012

Class Notes
Discipline

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volunteering for extra assignments and generally being helpful to coworkers and supervisors. And they were less likely to indulge in anticitizenship behaviors, “to go out of their way to make the clock stop.”

However, Edna and her like-thinking cohorts convinced themselves that the discipline was so harsh and unfair that, according to their supervisors, their performance deteriorated.

Ball says the study illustrates the importance of ensuring that a disciplined employee perceives that distributive justice has been done — that the punishment was appropriate to the infraction and consistent with what others received for similar offenses.

Supervisors need to realize that to achieve the desired result they may have to work harder to convince employees, especially those who are inclined toward negative affectivity, that the punishment is fair.

Still, she admits that “you can only do so much” and that even a constructive approach might not salvage some employees.

Ball’s work also emphasizes the importance of procedural justice, especially of letting the employee feel he or she has a voice in the process. Managers who have a two-way discussion of the problem with an employee will usually be more successful in changing employee behavior.

Her study of this matter has led Ball to challenge a recommendation commonly found in management literature: that employees should be disciplined in a “timely” manner.

“Every management text has a section on discipline that basically tells you that if you are going to do it, do it immediately,” she says. “I believe this is wrong. Sometimes it should be immediate, sometimes it should not be, depending on the circumstances.”

Ball argues that managers need time first to think about the situation and then to talk to the employee about it.

“Managers encounter a subordinate doing something wrong and are immediately angry about it. But they have to stop and say, ‘Now wait a minute. Am I really angry at Charlie for showing up late one more time, or am I really angry at my husband for bouncing a check?’

“Take time to do that mental accounting. Take time to investigate. Maybe Charlie is late because something bad happened to him. What we’re advocating here is that in punishment situations, because of all the emotions and reactions that go with it, you take time to think about it before you act.”

Ball adds that a good manager will also know when employees are doing such a good job of punishing themselves for an infraction that no further action is necessary. “Some employees take such things very seriously. So why add misery to misery?” Ball asks.

After a disciplinary incident, managers need to concentrate on the future, Ball says, and not dwell on the past behavior.

Ball’s research, reported recently in an article co-authored with Linda Trevino at Penn State and Henry Sims, Jr., at the University of Maryland and published in the Academy of Management Journal, represents the first steps in examining punishment and justice in the workplace, Ball says.

Additional data on, for example, employees’ perceptions of the outcome of the punishment, are yet to be analyzed. A different set of interviews to be examined explores the supervisor’s perception of a disciplinary incident.

Ball also wants to look further into the role of leaders and of organizational citizenship.

“The big thing in management right now is the team concept, or self-led work groups. The question is what do you want — or not want — that self-led team to have responsibility for? One very simple concern might be administering discipline. If somebody on the team is going to be responsible for it, he or she is likely to be blackballed by the team, so discipline is commonly reserved for leaders.”

Citizenship is similarly important for an organization. Without citizenship behaviors, “things fall apart,” Ball says.

“There’s nothing more aggravating than when somebody says, ‘That’s not part of my job description.’ If we only did what was in our job descriptions, no organization would run.”

And, as Ball points out, since most organizations have both a Dwayne and an Edna somewhere on staff, every supervisor should become more aware of the pitfalls of poor handling of the disciplinary situation.

Physics Lab

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very important component in this business because we are training a new generation of scientists.”

The new laboratory will play a valuable role in combining research and teaching programs, Kwong said.

“The key I keep emphasizing is that this is a university,” he said. “It is a place where knowledge is created. The generosity of the Keck Foundation allows us to do that, but knowledge that is created has to be transmitted to the next generation. That is the most important thing we do.”
Your child. Your spouse. Relatives. Close friends. Your estate plan should provide for all the obvious beneficiaries.

But what about the heirs who are less apparent? What about, for example, the students of the University of Nevada, Las Vegas?

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Ask for our free brochure on estate planning. We'll send you information about the numerous giving options as well as preferred bequest language for review by your lawyer.
The William D. Carlson Education Building, located just south of Artemus W. Ham Concert Hall, houses classroom and office space occupied primarily by the College of Education. The UNLV/CSUN Preschool and the Curriculum Materials Library are also housed in the building, which was constructed in 1972.