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

UNLV thanks you for your continued support that makes your University one of the greatest in the land! This fall, Rebel Ringers will call on you to further your involvement with UNLV. They will invite you to become even more ingrained in the fabric of this fantastic institution of higher learning. We need your support. Contribute to the UNLV Annual Fund and further promote academic excellence at UNLV. When students dial your number, answer the call with Rebel Spirit.

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Vol. 10 No. 1

Walking the Walk
Find out how three UNLV alumni are making a difference in the lives of others.
BY BARBARA CLOUD

Putting Red Rock on the Map
Two UNLV geologists are producing a much-needed geology guide to Red Rock Canyon while promoting the value of community service to their students.
BY BETTY BLODGETT

More than an Academic Concern
What started out as the pursuit of a research interest for professors Dan Allen and Pat Markos has turned into real-life help for the homeless.
BY LAURIE FRUTH

Instrumental in their Students' Success
The oboe, bassoon, and French horn are not frequently chosen by students. Janis McKay was determined to change that fact — and help young people at the same time.
BY DIANE RUSSELL

Inspiring Perseverance
More than 120 UNLV students have received the Jean Nidetch Scholarship, and all have endured hardship of some kind. Meet four recipients who share their compelling stories.
BY MAE WORTHY-FLENNOY

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A MESSAGE FROM THE PRESIDENT

The Circle of Service

Dr. Carol C. Harper

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

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

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

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

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

But it is important that I acknowledge here that whatever we have provided the community has been returned to us many times over in a variety of ways. Consider as a case in point the philanthropy of an individual also profiled in this issue of the magazine. The $1 million gift Jean Nidetch donated in 1993 provides the support for a scholarship program that has funded the education of more than 120 students. Her gift is just one example of the tremendous generosity the community has shown the university; in the six years I have been at UNLV, more than $136 million in private donations has been generated. These gifts have led to the creation of scholarships, courses, facilities, research projects, and programs that have not only enhanced the reputation of our university, but also have improved the quality of the learning experiences of our students.

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

Refurbished Fremont Cannon Returns Home to UNLV

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

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

That’s when the UNLV Alumni Association stepped in and offered to pay approximately $3,000 for the repair of the cannon and its refurbishment.

"The association was honored to be able to help," said Kevin Page, president of the Alumni Association. "The cannon is an important symbol of our annual rivalry with UNR. We want it looking its best while it’s at home here at UNLV."

The cannon was promptly transported to the Lied Athletic Complex for restoration. Completed in time for the 2000 meeting of UNLV’s Board of Regents, the work was performed by UNLV’s Craft Services.

Several New Degree Programs Available on UNLV Campus

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

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

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

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

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

New Beam Music Center to Open

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

The $5,600-square-foot building houses a variety of facilities for the university’s music department, including a 300-seat recital hall, a music library listening center, a recording studio, practice rooms, and the Arnold Shaw Research Center for Popular Music.

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

The facility was built by Hayden Construction.
Ray Alden III, former dean of the College of Sciences at UNLV, has been named provost following a national search. Prior to his appointment, he had served as interim provost at UNLV since August 2000. Alden has had more than 25 years of professional experience in the areas of aquatic ecology, environmental toxicology, and pollution ecology. He was principal investigator for more than $20 million in research activity. He has been advisor to more than 40 agencies and has served on numerous regional, national, and international professional panels.

Rebecca Mills has been selected as UNLV’s new vice president for student life following a national search. Mills, who joined the College of Education faculty in 1987, had served as interim vice president for student life since May 2000. Prior to that, she served for two years as senior advisor to the president and for three years before that as special assistant to the president for planning, assessment, and institutional research. She was assistant chair of the department of instruction and curricular studies from 1993 to 1995.

Fred Albrecht Scholarship Established

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

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

Albrecht has received numerous awards during his years at UNLV, including the Merjorie Barrick Distinguished Scholar Award, the Marjorie Barrick Research Scholar Award, and the William Morris Award for Excellence in Scholarship in the College of Liberal Arts. Rothman said he is honored to have been chosen to receive the association’s outstanding faculty award.

“It’s a lovely award,” he said. “To be chosen by the UNLV Alumni Association from a faculty as deserving as ours is truly an honor.”

UNLV University People

Ray Alden

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UNLV University People

Ray Alden
New UNLV Alumni Association Board Elected for 2001-02

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

- Dr. Mark W. Doubtava, '85 Bachelor of Liberal Studies, is a board-certified ophthalmologist and is fellowship trained in corneal and refractive surgery.
- Dave Dreibleibis, '88 BS Management Information Systems, is the web center manager for EBWorld.com, the e-commerce division of Electronics Boutique.
- Nancy M. Flagg, '79 BA Education, '92 MA English, is deputy to the chancellor of the University and Community College System of Nevada. Previously, she served as deputy to UNLV President Carol C. Harter.
- Sharlene Flushman, holds a bachelor's degree in education. She is the volunteer coordinator of UNLV's Home Away From Home Program. She previously taught elementary school.
- Bruce Ford, '86 BS Business Administration, is the owner of Interstate Bank.
- Karen Hare, '87 BA Communication Studies, is an account manager with Research Institute of America, a tax research and compliance company. Previously, she worked as a teacher with the Clark County School District.
- Kirk Harvie, '88 BS Accounting, is chief financial officer of Boreta Enterprises Inc., a company specializing in golf retail businesses and golf course development. Previously, he worked for First Security Interstate Bank.
- Kirk Hendrick, '88 BA Communications Studies, is an attorney affiliated with the certified public accounting firm of KPMG.
- Tina Konner-Murphy, '75 BS Educatiion, '77 Master of Education, is general manager of ESPN Regional at UNLV. She serves as director of the Las Vegas Bowl.
- Sam Lieberman, '86 Bachelor of Social Work, is exploring his job options in local politics and in the nonprofit sector. He previously worked for U.S. Sen. Harry Reid as a regional representative, doing outreach to people with disabilities and to the nonprofit sector.
- Donya Monroe, '86 BS Finance, is a financial advisor and certified financial manager with Merril Lynch.
- Nanzy M. Flagg, '79 BA Education, '92 MA English, is deputy to the chancellor of the University and Community College System of Nevada. Previously, she served as deputy to UNLV President Carol C. Harter.
- Jim Kirkwood, '83 BS Accounting and Finance, is the operations controller for Harrah's Las Vegas.
- Cristina Hinds, '95 BA Political Science, is an attorney with the firm of Hinds & Morey. She previously worked for the Clark County district attorney's office as a deputized law clerk.
- Rich Israel, '93 BS Finance, is an account executive with Horace Mann Insurance and Investors Corp.
- Chip Johnston, '72 BS Business Administration, is the owner of Real Estate Services Group.
- Jim Kirkwood, '83 BS Accounting and Finance, is the operations controller for Harrah's Las Vegas.
- Tina Konner-Murphy, '75 BS Education, '77 Master of Education, is general manager of ESPN Regional at UNLV. She serves as director of the Las Vegas Bowl.
valuable services to students and their families. For many years, she worked to see that homeless children in Southern Nevada were able to attend school.

Dorman works as a federal probation officer—a job in which he not only monitors the activities of those convicted of federal crimes, but also helps them move back into society and stay out of trouble. UNLV Magazine recently asked these three alumni to tell us about their jobs, some of their altruistic deeds, and what sparked their desire to do good.

**CLARK LAMPING**

Clark County firefighter Clark Lamping literally saves lives in his job. He doubles as a firefighter and as an emergency medical technician assigned to one of the department’s medical rescue units. Both duties have enabled him to rescue people in life-threatening situations. “I brought a guy back to life after he had a heart attack,” he says, recalling one incident in which he used a defibrillator to get the patient’s heart started again. “It’s always a really good feeling when you can do something like that. It makes your day, obviously.”

On another occasion, Lamping, in full firefighting gear, climbed seven floors to rescue an elderly woman who was unable to use the stairs to get to safety. “I was at one of the department’s medical rescue units at the 14-story building, so we went up the stairs and were able to get her to safety,” he says. “It was very frightening and told me something about the jobs to make sure you’ve got people who are very experienced for that.”

Lamping, a Las Vegas native, says he always planned to be a firefighter. He says, “It’s my world, my life.”

“In addition to his work as a firefighter and emergency medical technician, UNLV alumna Clark Lamping volunteers for the Burn Foundation, a charitable organization that aids those who have lost their homes in fires.”

**INA DORMAN**

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

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

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

After overcoming that obstacle, Dorman went on to solve many other problems in the 10 years as she spent her days supervising the school district’s program for homeless children. “It meant going anywhere a homeless family might be staying,” she recalls. “I assisted them with transportation to school, getting the appropriate paperwork completed, and helping the parents get welfare and social services. Once the children were enrolled, I contacted people who could help them succeed.”

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

“I tried to deal one-on-one with the student, the school staff, and the family,” she says. “I started with no budget; she enlisted the aid of a Sunday school class to get school supplies and clothing for the children.

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

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

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

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

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

Dorman continued supervising the district’s program for homeless children until 1998; during her decade in charge of the program, she saw its numbers grow. In the first year, 50 children were identified. By the time she left the project, she and the agencies involved had located more than a thousand. She estimates that there may now be as many as 2,000 homeless children in the school district.

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

Social workers are rare birds in the state’s schools, she says. There are only 11 in Nevada, eight of them in Las Vegas, and only 50 of those are concentrated in special education. Dorman believes there is a broader and important place in schools for the social worker.

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

“The schools are becoming more comfortable with having social workers than they used to be,” she notes of her pioneering work, adding that the social workers have helped increase awareness in the schools of unacknowledged:
When two UNLV professors discovered that no site-specific geology guide to Red Rock Canyon existed, they decided to take on the task of producing one themselves. The resulting project enabled them to combine their interest in involving students in their research with their desire to promote the value of community service.

BY BETTY BLODGETT

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

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

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

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

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

"Creating a geologic guide to Red Rock
was a natural choice for a community-service project,” says Taylor, an associate professor who has been with UNLV’s geoscience department since 1991. “For years, the geoscience department has responded to requests from scientists, the media, and the general public for expert educational information about the area. So, all of that information will come together in one book.”

Conceived by Taylor and Rees two years ago, the Geologic Guide to Red Rock Canyon will contain easy-to-understand maps and descriptions and will become an essential tool for naturalist tour guides and other educators, Rees says.

“It will enable visitors to better understand the geologic history of Red Rock Canyon National Conservation Area, the geologic processes that formed the scenery, and the impact of humans on the area,” Rees says, adding that the story of how the project evolved is an interesting one.

In 2000, Taylor and Rees competed for and were awarded a UNLV Planning Initiative Award grant for more than $51,000 to develop the guide. Their success in receiving the grant was due in part, they feel, to their plans to incorporate in the project an innovative educational technique called research-based learning.

The technique integrates classroom learning with hands-on research, is being used at both research-oriented universities and institutions with strong teaching and educational reputations.

“This educational method is used in science to provide undergraduate and graduate students with direct experience with the methods and processes of scientific inquiry,” Taylor says. “The technique emphasizes to the students the investigative process by which we as scientists acquire and generate new information and ideas. It also helps the students develop critical and scientific thinking skills.”

She adds that students learn to collaborate with their peers and professors on research projects, which illustrates the importance of cooperation, not individual competition.

“In addition,” she notes, “they obtain valuable job skills and gain confidence in their ability to use the technological equipment and software that they’ll need to use in the workplace.”

Taylor and Rees agreed early on that the community-service aspect of the project would also enhance the students’ learning.

“Perhaps the most important thing of all that students learn is the importance of giving back to the community as individual citizens and as scientists,” says Rees, who currently serves as UNLV’s associate provost for academic budget.

After selecting the handful of geology students to be involved in the initial phase of the project, Taylor and Rees had those students create a shaded-relief base map of the Red Rock Loop Road and its associated side roads and hiking trails. Such maps are used to convey the elevation of the area and include terrain features such as mountains and naturally formed drainage channels.

To produce this map, one of Taylor’s graduate students drove the loop road with a hand-held Global Positioning System (GPS) unit and stopped at each scenic turnout to pinpoint its exact location. That GPS data was then placed on the map by using a Geographic Information System (GIS) program called ArcView.

“Learning this technology was about a one-month project,” Taylor says. “This was an important first step because the students gained efficiency and confidence in GIS data collection and GIS map production. We knew that GIS and GPS technology would be important tools for students to learn to use in the future.”

Once the base map was created, Taylor and Rees moved forward with the next phase of the project, which was to have the students go out to Red Rock during the 2000 fall semester and collect field-based data about the different rock formations; that data would later be included on the map and in the guide.

At both the undergraduate and graduate levels, students were included in the field data collection process. The initial part of this phase of the project involved gathering information from scholarly literature and existing geologic maps about the type of rock and fossils they expected to find in the field.

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

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

“One of the biggest lessons why Red Rock Canyon is such a great place to study geology is the desert environment,” Taylor says. “Because of the desert’s sparse vegetation, the rocks and land forms are well exposed. You can actually touch them and study them up close.”

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

“A good example of the impact of these environmental changes can be seen in the distinctive fiery sandstone formations that give Red Rock its name,” Taylor says. “The Aztec Sandstone was created about 200 million years ago by wind-blown desert sand,” Taylor explains. “We know this with certainty because the sandstone is made up of well-rounded grains of quartz sand that could only have been sculpted that way by wind. Cross-beds can be seen distinctly in the sandstone, which indicates the sand deposits migrated as dunes.”

The students set about to map and trace the map in the area.

“Quite a few of the students spent several weeks in at working on Red Rock, mapping the area and collecting data about rock formations. From left are Taylor, Ida Schiebel, Twaseree Bailey, and Robyn Howley.

One of the biggest lessons why Red Rock Canyon is such a great place to study geology is the desert environment,” Taylor says. “Because of the desert’s sparse vegetation, the rocks and land forms are well exposed. You can actually touch them and study them up close.”

“The students’ interest and enthusiasm for service-based learning is what made this project a success,” Taylor says. “They came away with a strong understanding of the local geology, how to properly collect and interpret data, and how to apply effective writing, editing, and critiquing skills. They also now know how to use state-of-the-art equipment. Plus, they feel a sense of pride and accomplishment knowing that they have provided a community service by creating this guidebook.”

Students involved with the project agree. Undergraduate student Treasure Bailey and graduate students Robyn Howley and Ida Schiebel say that the hardest—yet most rewarding—is part of the project was working together.

“Initially, we each had different concerns and ideas about the best way to get things done,” Bailey says. “But we learned the importance of working together, respecting one another, and seeing how all of our individual strengths came together to create this book.”

The guidebook will be available to the general public sometime in 2002; the project participants hope that one day the public will be available at the visitors’ center at Red Rock.

The guide will provide general geological background information, as well as site-specific information keyed to the route maps. It also includes an introduction to the geological history of the Western United States and how it is revealed in the rock types and structures, such as faults and folds, within Red Rock.

“It will be geologically accurate, appealing to the eye, and something that the general public will find very readable and easy to understand,” Rees says. “The information that our students learned and put into this guidebook will help the millions of visitors to Red Rock understand and enjoy the area’s scientific geology and the surrounding environment.”
When UNLV professors Pat Markos and Dan Allen first visited the MASH Village for the homeless, they were pursuing a research interest. Within two years, they had become the champions of a medical clinic for the homeless and were counted among the clinic’s founders. What happened in the interim demonstrated that, to the two professors, the plight of the homeless was ...
A short time later Markos and Allen met with Ruth Bruland, executive director of the MASH Village, to discuss possible areas of research. And it was during that meeting that the plans for the medical clinic began to take shape.

At the time, Bruland was all too aware of the critical need for health care services for the homeless. In fact, representatives from Lake Mead Hospital had already approached her with the idea of opening a clinic at the MASH shelter. The hospital offered to put up $120,000 per year to support the clinic—a good start but not enough money to adequately equip and staff a clinic to serve a population of nearly 12,000.

So Bruland began looking around for others who had the potential to help. “And when I met with Pat and Dan and threw out the idea of a clinic, their eyes lit up at once,” Bruland says. Indeed, Markos and Allen were intrigued by the notion of a free clinic. “We knew we wanted to help the MASH Village. It seemed like a perfect fit.”

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As a certified rehabilitation counselor and he as a psychologist, mental illness specialist, and former unit coordinator for a Veterans’ Administration hospital in Pittsburgh. But neither had ever built a clinic from the ground up. So they contacted George Kaiser, then chair of the department of Family and community medicine at the University of Nevada School of Medicine. Kaiser agreed to serve as the clinic’s medical director and provided them with a detailed list of the equipment and supplies they would need. With that list in hand and with the help and support of those at the MASH Village, the pieces began to fall into place.

Bruland persuaded the city of Las Vegas to allow MASH to purchase a double-wide trailer to serve as the clinic’s temporary home and then hired a designer to draw up the plans for the clinic’s exam rooms, waiting area, dispensary, and offices. The trailer was put in place, and the plumbing and electrical hardware were installed; calls were made to anyone in the community who had supplies that could be of use to the clinic. As a part-time nurse practitioner was hired with funding from the grant, and volunteer physicians, nurses, and other health care professionals were recruited to work in the clinic.

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

By tracking patients and their ailments as they come through the clinic, Markos and Allen hope to demonstrate that patients are receiving better and more cost-effective care than before the clinic was built. The two are only halfway through their study, but early results suggest that provision of services via the clinic has indeed lessened the demand for expensive emergency care.

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

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

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

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

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

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

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

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

— UNLV psychology professor Dan Allen

Ruth Bruland, executive director of the MASH Village, left, was thrilled that Allen and Markos were willing to help. “He said he would give us $240,000 for two years. We then went to the University Medical Center. They said they couldn’t give us cash, but they would give us all of our lab work and X-rays for free. Once Lake Mead Hospital and UMC were on board, we were ready to apply for matching funds through the university’s Applied Research Initiative program.”

In November of 1999, Markos and Allen learned that they had received an Applied Research Initiative grant in the amount of $585,000—news that left them feeling both overjoyed and overwhelmed. They certainly had plenty of health care work still to do—tremendous amount of work that still needs to be done to spend
Janis McKay knew that plenty of opportunities await musicians who can play the oboe, bassoon, or French horn—instruments rarely chosen and played by students. The challenge, as McKay saw it, was finding a way to get young musicians interested in what she calls the “endangered instruments” and then giving them the chance to excel.

**BY DIANE RUSSELL**

In their Students’ Success

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

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

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

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

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

During the spring semester approximately 30 middle school students participated in the lessons. In addition to being taught by the three professors, they also received instruction from UNLV students who are members of the university community and are members of the university’s arts and humanities departments. The students are now owned by UNLV, which will greatly reduce the cost of operating the program in the future.

The program targets students in selected middle schools that are classified as at-risk students—other words those students who, because of social or economic factors, are believed to be less likely to attend college.

UNLV applied for and received a UNLV Planning Initiative Award for more than $29,000. These competitive awards are allocated annually by the office of the UNLV University Host Committee.

They are endangered. There seem to be fewer and fewer of them each year. Without someone taking action to ensure that their numbers not only hold steady, but actually increase, it is possible that someday soon they will totter on the brink of extinction.

Someone must take action—now. And then, just when the situation looked bleakest, three UNLV music professors came to the rescue....

Wait a minute. Music professors preventing the extinction of a species? What’s this all about? Though there are doubt many enthusiastic environmentalists on the UNLV music department faculty, we don’t usually envision them out rescuing an endangered species—that is, of course, unless the species in question happens to be a teen-ager with a special gift for the oboe.

It all makes perfect sense, really, when it becomes clear that the endangered species being discussed is not the panda or the white tiger, but an increasingly rare breed of young musician willing to take on the challenge of playing the oboe, the bassoon, or the French horn.

Those three instruments, according to UNLV assistant professor of music Janis McKay, are so seldom chosen by students signing up for band and orchestra in middle school and high school that the number of students playing them has dropped to a frustratingly low level. That trend has resulted in a good deal of difficulty for high school band and orchestra teachers who need those instruments for the musical pieces to sound right and for university music professors who must recruit talented high school musicians to come study with them at the college level. It is likewise frustrating for professional symphony and chamber orchestras that need highly qualified musicians to fill their ranks.

While McKay recognizes why so few students choose these instruments—they’re unfamiliar to many students, tend to be costly, and, in the case of the French horn, can be difficult to learn—she remains committed to promoting the oboe, bassoon, and French horn to young musicians.

To encourage more students in Southern Nevada to begin playing the instruments, McKay, who is herself a bassoonist, decided to create a program that would make it easier for them. Borrowing the name of a Seattle program she’d heard about, McKay designed the Endangered Instrument Program, which provides free lessons to students from nine at-risk middle schools in Southern Nevada and loans the instruments to the participating students as well.

She says she sees the program as a great way not only to generate more musicians who play these instruments, but also as a way for the university to help achieve its goal of being of service to Southern Nevada.

“I was specifically looking to try and do something that would help the community, that would be a way for UNLV and the
successfully complete their K-12 education without some special attention. McKay says that typically the bassoon, oboe, and French horn are a major disadvantage when it comes for young students to choose an instrument.

To start with, the herd instinct is in play, and students tend to see everyone around them playing one of the more popular instruments – the flute, clarinet, or trumpet. McKay says, adding that many of them have never heard someone play a French horn, bassoon, or oboe. Some, she says, have never even seen the instruments.

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

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

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

One selling point for the French horn is that it is often used by movie studios for soundtracks, according to McKay: "It gets all the great themes in the movies and all the great tunes. Somebody who's a good French horn player can look forward to having really rewarding parts to play, including lots of solos. In addition to that, the French horn is the one instrument that's used in both the wind and the brass quintets," she says.

To get the program off the ground, McKay, Bernatis, and Caplan went to the various middle schools to talk with the students and to perform for them so that they could hear what these particular instruments sound like.

Knowing that familiar music would appeal to the students more than would knowing what these particular instruments sound like. To demonstrate the oboe, Caplan usually played the snare drummer character from the movie Aladdin, she says. Bernatis, playing the French horn, had many familiar movie musical scores to choose from and often would play music from Star Wars, Robin Hood, or Batman.

After the professors' presentation, students who thought they might be interested in learning one of the endangered instruments contacted their music teachers. The teachers then recommended to the professors those students they thought would be successful in the program.

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

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

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

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

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

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

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

"I started out playing piano in the third grade. Then I picked up saxophone in the band when I was in sixth grade. I sang in choirs at an early age, although I was a bit of a dreamer. And I played the handbells. I just really liked music, and I was good at it when I was young," she recalls.

It wasn't until the 11th grade that she began playing the bassoon, and then only because Joe David, her band director at Valdosta High School in Valdosta, Ga., asked her to help out playing the instrument because, not surprisingly, no one else in the school was playing it.

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

She was a very good saxophone player and had no trouble being accepted into the program; however, she did not receive any scholarship money, which meant she couldn't afford to go there. "Saxophone players are a dime a dozen, and it didn't matter how good I was; they just didn't need anyone," she says.

Then one day the bassoon teacher from the University of Georgia called. The interesting thing was that McKay hadn't even applied to the University of Georgia. And, she says, at that time she certainly wasn't an outstanding bassoonist.

"The bassoon teacher called me because she was a percussionist from the University of Georgia and had traveled through my town and heard me play and then told the teacher about it. Keep in mind that my hometown is Columbus, an assignment that required her to travel to Ohio each month."

McKay says there's no doubt that her own successful experience as a bassoonist is one of the reasons she is so enthusiastic about the Endangered Instruments Program and what it can mean for the middle school students enrolled in it.

That's why she would like to see the program expand to include both more students and more instruments, including some of the string instruments, such as the viola.

"In its expansion would require more money because if the program is to grow much larger, it will need to be able to pay teachers to go out into the schools. At some point the program will need to be able to pay teachers to show promise on their their number of students enrolled would become too high for the UNLV faculty and student volunteers to keep up," she says.

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

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

And, what is without limit, she adds, is the potential for what students can achieve through the program.
INSPIRING PERSEVERANCE

The recipients of the Jean Nidetch Scholarship have endured tragedy and hardship most of us will never have to face. But they have remained steadfastly committed to pursuing their education. The woman who funded their scholarships believes that kind of perseverance should be rewarded. To the recipients themselves, the scholarship has been a gift of inspiration.

BY MAE WORTHEN-FLENNOY

The adversities they have endured are as diverse as they are daunting. Some have been plagued by debilitating health problems. Others have come from war-torn foreign lands or have lost a loved one to tragic circumstances. Still, education and a deep-felt sense of gratitude common: an intense desire to obtain an education and in life despite the very difficult circumstances they have faced.

Nidetch is the founder of a scholarship that is awarded to UNLV students who have overcome adversity and performed well in school and in life despite the very difficult circumstances they have faced.

Nidetch, a Las Vegas resident and the founder of Weight Watchers International, established the scholarship bearing her name in 1993. Since that time, more than 120 UNLV students have benefited from the award; each year a group of about 20 new students receive it. Recipients must have at least a 3.0 cumulative grade point average, must demonstrate a financial need, and must explain in a personal essay how they have overcome adversity to pursue their education.

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

DUT KIM

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

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

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

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

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

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

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

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

Kim is pursuing a certificate in radiography and plans to go on to obtain a degree in nuclear medicine. After earning her bachelor's degree, she hopes to attend medical school to become a radiologist.

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

RAQUEL SILVA

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

With the help of the UNLV Disability Resource Center and some devices...
designed to aid the visually impaired, she was blind, but my mother expected a lot out of me," she says. "My blindness was an obstacle in high school, but I still got pretty well in school.

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

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

As time went on, it became increasingly difficult for her to walk. "They told me it would get worse, and they knew of nothing that would stop it."

Tiffany Niedert

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

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

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Tiffany Niedert

During a routine doctor's visit that year, Orton was diagnosed with a brain tumor. Within the following several months, he underwent four surgeries to remove the tumor. The second surgery was the most frightening and intense, lasting more than 15 hours.

"I lost the movement and feeling in the right side of my face because of the proximity of the surgery to my brain stem," he says. "I wouldn't say I had to learn to walk again, but I lost some equilibrium, so it took me about two to three months to walk normally."

He spent roughly a year recovering. Together, against the advice of his parents and doctors, he decided it was time to move on with his life and pursue his dream of earning a college degree.

"I had absolutely no plan of postponing my schooling any more than I had to," he says. "I never changed my focus. I wanted to come to school here. I chose the school before I chose my major."

Nick Orton

To UNLV freshman Nick Orton, earning a degree has always been the most important goal in his life. He wasn't about to let anything stand in his way — not even a brain tumor.

Orton, who is from South Dakota, had visited Las Vegas several times on vacation and decided UNLV was the college he wanted to attend. He says he had heard of the Jean Nidetch Scholarship when he graduated from high school in 1999, but not having faced any real adversities to speak of — he didn't apply. But soon after, his life changed — dramatically.

Jean Nidetch, the founder of Weight Watchers International, established the UNLV scholarship bearing her name in 1993. Since that time, more than 120 UNLV students have benefited from the award.

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

Encouraging others is the story of Nidetch's life. A corps of nearly 100 people have been inspired to reach their weight loss goals through Weight Watchers, the company that Nidetch started out of her Qwons, New York, apartment in 1961. She faced plenty of obstacles of her own early on in her career; for one, earning her place among respected business owners in the time she started out wasn't easy.

"In the '60s, women had a tough time starting their own businesses," she recalls. "When I formed my company, it was frowned upon. When I went to rent space, the landlord would tell me to take the lease home to my husband and have him sign it. My husband wanted to know why, and I told him to just sign it.

Today, women can't believe that happened. We have come a long way.

Since that time, she's received numerous awards and has written several books and columns about her experiences.

Nidetch, who was featured recently on A&E's Biography, has been recognized by the Ladies Home Journal as one of the most important women in the United States alongside icons as Amelia Earhart, Betty Ford and Eleanor Roosevelt.

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

Nidetch was also honored with an honorary doctorate from UNLV in 1994 for her commitment to young people and education, and she serves numerous other UNLV programs as well.

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


21 Men's Soccer: UNLV vs. Western Kentucky. 5:30pm. JF. 895-3207.

23 Writers' Retreat & Conference: 8am- 5pm. MSU. 895-3594.

28 Women's Volleyball: UNLV vs. Wyoming. 7pm. Cox Pavilion. 895-3900.

28-30 Theatre: "The Beauty Queen of Leenane (stars through Oct.) Call for times. JBV. 895-2787.

29 Performing Arts Center's Charles Vanda Master Series: Philadelphia Orchestra. 8pm. AHCH. 895-2787.


Women's Volleyball: UNLV vs. Colorado State. 7pm. Cox Pavilion. 895-3900.


November 2001

2 Women's Volleyball: UNLV vs. San Diego State. 7pm. Cox Pavilion. 895-3900.


13 Men's Soccer: UNLV vs. BYU (MWC) - Oct. 13, 7:30pm. UHS (MWC) Oct. 13, 7:30pm. JF. 895-3207.

13-15 Senior Theatre: Short Play Festival. Call for times. JBV. 895-3207.

11 University Forum Lecture: "Celebration of Irish Writing." 7:30pm. MBMA. 895-3401.

11 & 13 Women's Soccer: UNLV vs. BYU (MWC) - Oct. 11, 7:30pm. UHS (MWC) Oct. 13, 7:30pm. JF. 895-3207.

13-15 Senior Theatre: Short Play Festival. Call for times. JBV. 895-3207.

13 Performing Arts Center's Best of the New York Stage: Kristen Chenoweth. 8pm. AHCH. 895-2787.


17 Women's Research Institute of Nevada: Annual Fall Reception. 3pm. TAC. 895-4931.

18 Music: UNLV Symphony Orchestra Concert I. 7:30pm. AHCH. 895-3949.


28-29 Theatre: Macbeth. Call for times. JBV. 895-2787.

Jean Bidner Women's Center: 9th Annual Community Job Fair. 8:30am. MSU. 895-4475.

21 Music: UNLV Wind Orchestra Concert I. 7:30pm. AHCH. 895-2787.

25 University Forum Lecture: "Ecotourism in Costa Rica" (slide-illustrated). 7:30pm. MBMA. 895-3401.

Music: UNLV Choral Ensembles Fall Concert. 7:30pm. AHCH. 895-2787.


30 Music: UNLV Jazz Ensemble II. 7:30pm. BBT. 895-0862.

30 Music: UNLV Symphony Orchestra Concert II. 11:00am. AHCH. 895-3409.


November 2001

2 Women's Volleyball: UNLV vs. San Diego State. 7pm. Cox Pavilion. 895-3900.

Women's Soccer: UNLV vs. San Diego State (MWC). 7:30pm. JF. 895-3207.

Performing Arts Center's Charles Vanda Master Series: AwadaginPParparos and Nakahara Nogwennaya. 8pm. AHCH. 895-2787.

Football: UNLV vs. Utah (MWC). 1pm. SBS. 895-3900.

Music: 76 Trombones Plus 4 in Concert. 2pm & 6pm. AHCH. 895-2787.

Senior Adult Theatre: Plays TBA. Call for times. PHT. 895-2787.

3 University Forum Lecture: "The Role of Animals in Ancient Greek Mythology and Life." 7:30pm. MBMA. 895-3401.

7 Music: UNLV Community Band Concert I. 7:30pm. AHCH. 895-3733.

8 Music: UNLV Jazz Combos Fall Concert. 7:30pm. BBT. 895-0862.


9 Performing Arts Center's The World Stage: Bangarra Aboriginal Dance Company. 9pm. AHCH. 895-2787.

10-19 Football: UNLV vs. BYU - Nov. 9, 7pm. Utah - Nov. 10, 7pm. Cox Pavilion. 895-3900.

11-12 Music: UNLV Symphony Orchestra Concert III. Featuring UNLV Jazz Ensembles I & II. 7:30pm. AHCH. 895-3409.

13 Music: UNLV Symphony Orchestra Concert III. Featuring UNLV Jazz Ensembles I & II. 7:30pm. AHCH. 895-3409.


14 Music: UNLV Symphony Orchestra Concert II. 11:00am. AHCH. 895-3409.


15 University Forum Lecture: "Medieval Music" (featuring a live performance). 7:30pm. MBMA. 895-3401.

16 Women's Basketball: UNLV vs. Cal-State Fullerton. 7:30pm. Cox Pavilion. 895-3900.

17 Las Vegas Philharmonic: Concert I. 8pm. AHCH. 895-2787.

18 Performing Arts Center's Best of the New York Stage: Sammy Davis and Billy Taylor. 8pm. AHCH. 895-2787.

22 Performing Arts Center's Best of the New York Stage: Sammy Davis and Billy Taylor. 8pm. AHCH. 895-2787.

24-25 Women's Basketball: UNLV vs. Sacramento - Nov. 24, 7:30pm. Team TBA - Nov. 25, 7pm. Cox Pavilion. 895-3900.

26 Desert Choreo: The Messiah. 7:30pm. AHCH. 531-3510.


30 Theatre: Endangered Species (runs through Dec. 9). Call for times. BBT. 895-2787.
Walking the Walk
continued from page 9
the kinds of non-academic problems that can interfere with learning, such as the high drop-out rate, teen pregnancy, and teen drug addiction rates.

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

Dorman's commitment and dedication have earned her several awards: the Andre Baskin Award in 1999; the National Association of Social Workers Award in 1999; School Social Worker of the Year for Nevada and Practitioner of the Year for the UNLV School of Social Work in 2000; and the Clark County School District's Excellence in Education Award. But she doesn't do it for the awards.

"My experience in social work is probably the most rewarding thing that has ever happened to me," she says. "It has given me an appreciation of life."

As a federal probation officer, Jennifer Perdue follows the progress of the offenders assigned to him and guides their efforts at leading crime-free lives.

As a federal probation officer, Jennifer Perdue follows the progress of the offenders assigned to him and guides their efforts at leading crime-free lives.
1970s
Roseline "Eve" Poutinard, '77 BA Social Work, has worked 24 years with the Clark County Department of Family and Youth Services as a probation officer. In 1999, she was selected as the probation officer of the year in Nevada. She is also a motivational speaker and a consultant.

Anna Deuschle, '78 BS Business Administration, was promoted to senior vice president with Silver State Family Credit Union. She earned her MBA from UNR in 1985 and graduated from the Pacific Coast Banking School of the University of Seattle in 1994. She lives in Henderson. Evelyn M. Cook, '79 BA Communication Studies, has been named executive director of Heidrick Ag History Center, an agricultural museum in Woodland, Calif., featuring antique tractors, farm machinery, and tractors. She lives in Sacramento... Frank Delayne Larsen, '79 BS Marketing, works at Cashman Equipment as a sales representative for Caterpillar. He spent 21 years as a customer service agent for Delta Airlines and has also worked for McConnel Communications.

1980s
Jan C. Lewellyn, '81 BA Political Science and Criminal Justice, '97 MA Communication Studies, moved to San Diego last year and works as the administrator for the CPA firm of Jassey, Graff & Douglas in La Jolla. While living in Las Vegas, she lobbied for state legislation on health care and is a supporter of the arts... Albert F. Corbett, '85 BS Criminal Justice, owns and operates AL's Tin Shop, a sheet metal fabrication and repair business. He is a sergeant with the Las Vegas Metropolitan Police Department until his retirement in 1999. He had worked for Metro for 24 years... Carol Cortez, '85 BS Business Administration, is a contract archival consultant and historical researcher for libraries, museums, historical societies, universities, and governmental agencies through her company, Great Basin Research. The Nevada State Library and Archives recently honored her for her contributions to the state's archives and records programs, adding her portrait to the Heritage Hall of Fame in the State Archives Research Room. She served on the State Historical Records Advisory Board from 1983 until 1996. Before starting her own company, she worked for Clark County as a systems analyst and as assistant county recorder... Philip Altschuler, '87 BS Hotel Administration, is vice president of human resources for Federal Realty Investment Trust. He is responsible for all human resources and organizational development activities, including recruiting, training, development, compensation, performance measurement, employee relations, and benefit administration. Before joining the trust in 2000, he had worked as senior manager of strategic staffing for HiltonMarriott Services Corp., as regional director of human resources for Host Marriott Corp., and as corporate director of human resources for Feld Entertainment Inc. At Feld, his work involved the company's live shows such as Ringling Bros. and Barnum & Bailey, as well as Drizly on Ice... William M. Paladino, '87 BS Hotel Administration, became the general manager of the Meridien Hotel on Geneva Lake in Wisconsin in July 2000. Previously, he worked as director of sales at the Wyndham in Oak Brook, Ill... Karen Stephenson, '88 BA English, also worked for Carson-Tahoe Hospital, as a secretary for the athletic department and is a motivational speaker... Eric D. James, '96 BA Economics, is the owner of a State Farm Insurance agency. He has served as an agent representative and a licensed agent for State Farm, a medical underwriter for FHE/Pacific Care, a credit manager and loan officer for Norwest Financial Group, and an office manager and underwriting coordinator for Advanced Diagnostic Imaging.

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 clearly, 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:
High School:
Type of Degree(s):
Entry should be mailed to: Diane Russell, UNLV News & Public Information, 4505 Maryland Parkway, Box 451928, Las Vegas, NV 89154-1927

Optional Notes:

We look forward to hearing from you!

DEATHS
Milton Dupalo, '79 BS Business Administration, died Dec. 27, 2000. He spent 22 years as a U.S. Army ranger, serving in combat during the Korean conflict and the war in Vietnam. He retired with the rank of sergeant in 1988. After earning his degree at UNR, he began a second career in the hotel industry, working his way up to the position of assistant general manager of the Holiday Inn. Among his survivors are his sons, Michael Dupalo and Martin Dean Dupalo, '92 RA Political Science, '93 BA Communication Studies.
New Degree Programs

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

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

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

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

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

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

A new bachelor's degree program designed to prepare students to work in a variety of social service settings, including family counseling centers and alcohol rehabilitation facilities, is also being offered.

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

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

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

More Than an Academic Concern

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

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

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

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

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

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

Markos calls her participation in the program the perfect marriage between two loves: research and service to the community. Allen agrees.

"There is this sense that we are making a difference. And that's really the reason that Pat and I are working so hard out there."
UNLV Homecoming '01

Friday, October 12
HOMECOMING DINNER
5pm, Richard Tam Alumni Center.
Featuring football coach John Robinson as guest speaker. Limited seating. Call now!
Active members - $15  Non-active members - $25

Saturday, October 13
TAILGATE
4pm (three hours before kickoff), Rebel Experience
UNLV vs. SDSU GAME

Monday, October 15
GOLF TOURNAMENT
Canyon Gate Country Club
Noon, shotgun start

FOR MORE INFORMATION OR TO PURCHASE TICKETS, CALL THE UNLV ALUMNI ASSOCIATION AT (702) 895-3621 OR 1-800-829-ALUM.
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