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Scripting Success

The Value of Research

Meet the Law School Faculty

Award-winning playwright Julie Jensen
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Class Action

As the William S. Boyd School of Law begins its second year of classes at UNLV, its founding faculty are busy building the program from the ground up. UNLV Magazine decided it was time to introduce these law professors to our readers and discover why law school Dean Richard Morgan describes them as “one of the strongest groups of legal educators assembled in this country.”

The Value of Research

To most of us, the term “research” conjures images of laboratory scientists mixing potions in test tubes or bespectacled scholars examining dusty volumes in a library basement. But how does research really happen and why is it so important?

Bouncing Back

When Diane Chambers Shearer’s personal life didn’t work out quite as she had planned, she found herself facing the challenges of single parenthood. But it didn’t take the UNLV alumna long to find her way and then help others in the same situation.

Scripting Success

Playwright Julie Jensen may demur at being called “successful,” but with a number of award-winning plays to her credit and others sure to follow, she can’t hold off the label much longer. Still, the director of UNLV’s playwriting program maintains it’s the work that counts.
UNLV's FALL 1999

A new 60,000-square-foot facility that will serve as a home for the UNLV women's basketball and volleyball teams — as well as a venue for small concerts, university events, and family shows — is under construction next to the Thomas & Mack Center on campus. The facility will be named the Cox Pavilion after Cox Communications, which joined with the Thomas & Mack Center recently to announce their partnership in bringing the new facility to UNLV and the Las Vegas community.

As a part of a $5 million agreement, Cox Communications has secured the naming rights for the pavilion, as well as opportunities for sponsorship of events and hospitality uses of the facility.

Scheduled to open in the spring of 2000, the Cox Pavilion will be a multi-purpose, state-of-the-art venue connected to the Thomas & Mack Center. The pavilion will have three levels. The ground floor will contain new men's and women's locker facilities, player lounges, and other amenities. The middle level will be divided into separate courts for basketball and volleyball, and the third level will be a multipurpose venue with a seating capacity of 4,000. It will include a balcony and padded, teetering seating throughout.

The Cox Pavilion will be able to host a variety of events, including small concerts, boxing matches, theater-style family shows, corporate parties, and trade shows. UNLV will be able to utilize the pavilion as well for events such as honors convocations, state of the university addresses, college graduation ceremonies, and academic conferences.

Cox Communications also recently donated $200,000 to the Hank Greenspan School of Communication at UNLV to help upgrade its television production equipment. Cox Communications has also pledged $150,000 per year for use in establishing a new cable television education channel that will be operated by a partnership that includes UNLV, the Community College of Southern Nevada, and the Clark County School District. A matching $150,000 will be contributed by Cox's five local franchising authorities — Clark County, Las Vegas, North Las Vegas, Henderson, and Boulder City — for a total contribution of $300,000.

"We are pleased that Cox, a relatively new member of the Southern Nevada corporate community, has chosen to take an active role in supporting both academics and athletics at UNLV," said UNLV President Carol C. Harter.

The Thomas & Mack Center is currently undergoing a massive renovation that will bring new amenities to the 15-year-old facility. The renovation, scheduled to be completed this fall, will include padded seats throughout the arena, reconfigured stairways and escalators, a new concourse interior design, new directional signage, new ticket offices, fun zones featuring a variety of interactive activities, upgraded concession stands, brighter restrooms, and new video and scoring systems.

UNLV Librarian Billie Mae Polson Retires After 40 Years

Billie Mae Polson, the longtime director of technical services at UNLV's James R. Dickinson Library, retired recently after 40 years of service to the university.

Polson was employed at UNLV longer than any other person. She first arrived on campus in the summer of 1959 when the university was still known as the Southern Regional Division of the University of Nevada.

"When I first came here, they had just paved Maryland Parkway," Polson said. "But other than that, it was two buildings and desert.

Polson was one of two librarians hired by the university in 1959. She supervised cataloging and reference in the University of Pennsylvania. She said this recognition is as significant as any he has received in his 26 years at UNLV.

"This award means a lot to me," he said. "It comes from a community that has a permanent attachment to UNLV and I am really touched."
UNLV Student Project Wins National Television Honors

A team of UNLV undergraduate communication students has won second place in the national student competition for their television special about UNLV athletics, titled "Beyond the Game." This is the first time UNLV has won in the College Television Awards competition run by the Academy of Television Arts and Sciences — the same body that gives out the prime-time Emmy awards.

UNLV's winning entry competed against 37 others from colleges and universities around the nation in the news/sports/magazine category. Among those competing in the same category were the University of California, Berkeley, which took first place; USC, Santa Barbara University, Ithaca College, and the University of Florida.

"We are extremely proud of our students for winning this national award," said UNLV President Carol C. Harter. "The fact that we could take second place at a competition that draws entries from some of the best film and television programs in the country speaks extremely well of our students, faculty, and course offerings in the Hank Greenspun School of Communication and of the university itself." Beyond the Game was produced to educate the local community about the human interest dimensions of student athletics at UNLV, said Dennis Mazzocco, a former communication studies professor who served as faculty advisor and executive producer. The program illustrates UNLV's compliance with federal Title IX gender equity requirements, while bringing public attention to the racial, ethnic, and gender diversity represented in the university's sports programs, he said.

The team of communication students responsible for the show was headed by then-student producer Darryl Richardson and student director David Williamson. Richardson, Williamson, and Mazzocco recently attended an awards ceremony in Los Angeles hosted by the Academy of Television Arts and Sciences. "When I got the call telling me we'd won the award, I was just shocked," said Richardson, who graduated from UNLV with a dual bachelor's degree in political science and communication studies in May 1998 and is now a law student at George Washington University in Washington, D.C.

"All of us who worked on the show knew we had produced a good program, but I don't think we expected that it would be award-winning," he said. "It's really a great accomplishment for UNLV as a whole."

Beyond the Game was produced as a class project in Mazzocco's broadcast practicum course during the 1997-98 academic year. It was first broadcast on UNLV-TV, channel 4, on Prime/Com Cable in May 1998. Rounding out the student team that produced the program were program hosts Aimee Deaton, Adam Mohr, and Laura Sambol and producers Paul Espinosa Jr., Jamie Hapip, Sonny Mink, Bryan Pahia, Malia Riner, Chad Simmons, Justin Vaden, Michele Webster, David Williamson, Michelle Adashefski, Thomas Reded, Kenneth Chong, Gayle Haas, Jean Paul Helfland, Wolfgang Muchow, Patrick Wiebele, and Jamie Combs. Mohr also served as a producer.

Three New UNLV Deans Appointed

New deans have been appointed to lead the graduate, business, and education colleges at UNLV.

Paul Ferguson, formerly a professor of toxicology at Northeastern Louisiana University, has been chosen as dean of UNLV's Graduate College, and Richard Flaherty, a former accounting professor at Arizona State University, has been selected to head the College of Business. Gene Hall, who previously served as a professor of educational leadership and policy studies at the University of Northern Colorado, has been appointed dean of UNLV's College of Education.

Prior to accepting his appointment at UNLV, Ferguson served as dean for graduate studies and research at Northern Louisiana since 1993 when the post was created. In 1996 he added the duties of university vice president.

Flaherty, who had been at Arizona State since 1978, served as director of the School of Accountancy there from 1988 to 1993. Before joining the faculty at Arizona State, he taught at the University of Illinois and at Oklahoma State University.

Hall served as dean of the College of Education at the University of Northern Colorado from 1988 to 1993. Prior to that he served as director of the Research and Development Center for Teacher Education and as a professor in the department of curriculum and instruction at the University of Texas at Austin.

UNLV President Carol C. Harter said, "With his research emphasis in the field of college teaching and the work he did to establish a similar teaching and learning center at Portland State, he was the best candidate for the job."

Provost Douglas Ferraro said, "We at UNLV are committed to providing our faculty with avenues for improving teaching, and we see the creation of the center and the hiring of Doug Robertson as important steps in that direction."

Robertson had been at Portland State since 1987. In addition to being a professor in the university's graduate school of education, he served there as the coordinator of postsecondary, adult, and continuing education graduate programs. He is the author of the book Self-directed Growth and has written a number of refereed journal articles.

Robertson earned a doctoral degree in cultural geography with emphases in urban social geography and Latin America and a master's degree in environmental perception, both from Syracuse University. He also holds a bachelor's degree in cultural geography from the University of Arizona and a bachelor's degree from Wofford College.

Three Respected University Faculty Members Die

Paul Lovejoy, a professor emeritus in the department of management, died Jan. 2. He was 77.

He first came to UNLV in 1969 after 13 years at the University of Arizona. In 1973, Lovejoy was named chair of the department of management and held that post until 1977. During that time, he also served as director of UNLV's Small Business Administration program.

Lovejoy retired in June 1998. A graduate of World War II and the Korean conflict, he served in the Army, rising to the rank of captain. He was awarded the Korean Service Medal with two Bronze Service Stars, as well as the United Nations Service Medal.

Lovejoy received his bachelor's degree from the University of Omaha, his master's degree from the University of Arizona, and his doctorate from the University of Arkansas.

Boyce Phillips, a professor emeritus in the William F. Harrah College of Hotel Administration, died May 8 after a long illness. He was 76.

One of the founders of the hotel college, Phillips joined the UNLV faculty in 1967. He taught and served as an administrator at UNLV for 27 years before retiring in 1994.

Phillips helped the hotel administration program evolve from its early status as a part of the business college to its current position as a college with departments that graduate about 400 students a year.

A WWII veteran, he earned his bachelor's degree from Westford College in Sparingsburg, S.C., in 1942 and his master's degree from Florida State University in Tallahassee, Fla., in 1959.

Stanley Zehm, a professor in the department of curriculum and instruction, died March 28. He was 60.

Zehm joined the UNLV faculty in 1990 and served as chair of the department for three years. A respected researcher, Zehm authored more than 40 books, articles, and monographs and made more than 25 conference presentations.

He also received numerous accolades, including the 1994 Outstanding Faculty Award and the 1995 Kappa Delta Epsilon Award for Continuous Excellence in Teacher Education.

Zehm held a variety of positions in the field of education during his career. He was an education professor at Washington State University, an assistant superintendent of schools in Selah, Wash., and the dean of the division of education and psychology at Heritage College, also in Washington.

Douglas Robertson, a former education professor at Portland State University in Oregon, has been selected to head UNLV's new Teaching and Learning Center.

The Teaching and Learning Center is designed to enhance both the quality of teaching and of learning at UNLV by serving as a resource center for faculty and teaching assistants.

Center staff will provide individual consultation, conduct workshops and seminars, and provide related services, such as the dissemination of information about teaching and about learning technologies.

"I'm pleased to announce the selection of Douglas Robertson to head our Teaching and Learning Center," UNLV President Carol C. Harter said.

He is the author of the book Self-directed Growth and has written a number of refereed journal articles. Robertson earned a doctoral degree in cultural geography with emphases in urban social geography and Latin America and a master's degree in environmental perception, both from Syracuse University. He also holds a bachelor's degree in cultural geography from the University of Arizona. "I'm proud of the contributions that Professor Robertson has made to our university," Harter said.

Robertson will assume his new position in early August. He is currently a professor at Portland State University and will serve as interim director until the end of the academic year. He plans to begin his new position in August 1999.
**CLASS ACTION**

As the William S. Boyd School of Law begins its second year of classes at UNLV, its founding faculty are in the midst of building the program from the ground up. UNLV Magazine decided it was time to meet these law professors and find out why law school Dean Richard Morgan calls them "one of the strongest groups of legal educators assembled in this country."

**JAY BYBEE**

For Jay Bybee, joining the Boyd School of Law meant coming home.

The UNLV professor of law has held a number of positions throughout his career, including that of associate counsel to the president of the United States. But it all started right here in Las Vegas — in a small elementary school classroom.

"I have wanted to be an attorney since I was 9 years old," says Bybee, who grew up in the suburban neighborhood of Twin Lakes that was, at the time, located on the northwestern outskirts of town. "I had a teacher named Mr. Gustafson at Bonanza Elementary School who talked about government and interested me in current events. I have never wanted to do anything else."

Bybee, who moved away from Las Vegas in 1969 when his father's project at the Nevada Test Site lost its funding, went on to pursue his early goal, attending Brigham Young University's J. Reuben Clark Law School and graduating in 1980.

In 1981, Bybee joined a Chicago law firm in its Washington, D.C., office, handling transportation and communications issues. He went on to accept a post with the U.S. Department of Justice in 1984, and then in 1989, he joined the White House staff as associate counsel to President George Bush.

During his tenure with the Justice Department and the White House, Bybee argued or briefed a dozen U.S. Supreme Court cases and more than 25 federal appeals court cases.

After two years on Bush's staff, he accepted a faculty position at Louisiana State University, teaching courses on constitutional law, administrative law, civil procedure, separation of powers, and the First Amendment.

The prospect of helping to found a law school, especially in his childhood hometown, brought Bybee to Las Vegas.

"When I heard that UNLV was opening a law school, my wife and I decided that we should look into it, that a new state school might be a really interesting opportunity," he says. "The move has brought back a lot of great memories and introduced me to more than a few friends."

Bybee adds that building a foundation at the new school has provided both him and his colleagues with some other wonderful opportunities.

"There are no traditions at the law school, including traditions for such simple matters as what courses we will offer, how we will vote in faculty meetings, and why brings she foot letter," he says. "Everything is decided fresh. That is the exciting part about starting a new law school."

**MARY BERKHEISER**

Mary Berkheiser never once thought about being a lawyer until she was 32.

"No one in my family was a lawyer; in fact, I had never even known a lawyer," says Berkheiser, now an associate professor of law at UNLV.

The former high school English teacher says she "had cast about for a new career direction in her early 30s that would provide an intellectual challenge."

"I also wanted a career that would allow me to be of service to people and to change the world," she says. "I was a child of the '60s after all."

Berkheiser graduated magna cum laude from the University of Arizona School of Law in 1984, then clerked for Arizona Supreme Court Justice Stanley Feldman for a year. She went on to practice with two large Phoenix law firms over the course of the next 10 years, specializing in the areas of employment law, civil and appellate litigation, and professional liability defense.

In 1995, Berkheiser took a post as visiting clinical professor at the University of Arizona State University College of Law, where she supervised second- and third-year students in their representation of pro bono clients in consumer, landlord-tenant, and unemployment compensation matters.

It was there she met then-ASU law school Dean Richard Morgan, when he became dean of UNLV's new law school, he recruited her to join his team.

"I was thrilled when Dick asked me to join him in helping found the Boyd School of Law," Berkheiser says. "It has been a lot of work, but it's been fun and exciting building the institution from the ground up."

Her goal at the new law school is "to create a first-rate academic law school that graduates lawyers who also have a strong sense of community and their obligations to the unrepresented, the larger community in which they live, the profession, their colleagues, and themselves."

Berkheiser teaches courses in civil procedure, professional responsibility, and lawyering process.

**ANNETTE APPEL**

Call her a champion of children.

UNLV associate professor of law Annette Appell has spent a good deal of her career dedicated to protecting the rights of children and helping to reform the way the law and courts treat them.

Though the 1986 graduate of Northwestern University School of Law began her career specializing in commercial litigation at a large Chicago firm, it didn't take long for her to find her greater passion.

"I took a leave of absence to go to work for the Cook County Public Guardian, an agency that had just been appointed to represent all children in the child protection courts in the area," says Appell, noting that she never returned to the firm. "I remained at the Public Guardian to represent children in child protection, termination of parental rights, and adoption proceedings for three years."

But the emotionally draining nature of the cases took its toll; she took a post at a small law firm specializing in civil rights class action suits, only to find that missed children's law.
"Because children's law had become my passion, I left that firm to join the Children and Family Justice Center at Northwestern University, where faculty taught law students, conducted research, and engaged in court reform," she says. After four years there, she joined the faculty of the University of South Carolina Law School, hoping to find more time for her scholarship, which is, not surprisingly, primarily devoted to the subjects of children, adoption, and the law.

"The excitement of starting a brand new law school out West lured me away," she says, adding that she hopes to continue her pursuit by working on children's legal issues in Nevada.

Appell teaches courses in the areas of civil procedure, juvenile and family law, individual liberties, lawyering process, and supervised litigation.

Robert Corrales was working as a chemical analyst in Dallas when reports of police brutality against members of minority groups prompted him to participate in several civil rights marches. It wasn't long after that he realized that becoming a lawyer could help him make a difference in the world.

Now an assistant professor of law at UNLV, Corrales says his experiences as a law student reinforced his concerns about the power of a legal education.

"In law school I was assigned to run the legal aid office as a student director at Haskell Indian Junior College in Kansas," he says. "My experiences there confirmed my belief that lawyers can make a significant difference in the lives of disempowered people."

After graduating from the University of Kansas Law School, Corrales spent a year performing pro bono work for a medium-sized firm in Kansas City, Kan.

"I essentially worked by myself out of a storefront office, taking every case that came through the door with the support of the firm," he recalls. "I handled landlord/tenant disputes, consumer protection cases, and small criminal cases."

Corrales went on to become the supervising attorney at the Institute for Public Representation at the Georgetown University Law Center, where he guided student interns working in a public interest law clinic that specialized in environmental, communications, and civil rights cases. He earned an advanced law degree (an J.L.M.) there as well.

In 1993, he became assistant dean for student and academic affairs at the University of Wisconsin Law School, during that time he also worked with several Indian tribes on legal issues involving taxation and the Indian Child Welfare Act. He counts being asked to join the Boyd School of Law as one of his greatest accomplishments; he currently teaches torts and plans to work with incoming faculty to form a strong employment and labor law curriculum.

"In my opinion, law professors are claims to rights," says McAfee, a professor of law at the Boyd School of Law. "I was interested in questions like, 'Does our system of justice work?' I'd hope to read about basic issues of justice?' and 'How do the courts reason from general theories about law and justice to particular results in particular cases?'"

These three basic questions led McAfee to the study of constitutional law, which is at the heart of his research and in the subject of his most recent book, "Inherent Rights, the Western Constitution," and "Popular Sovereignty -- The Founder's Understanding."

The book is a work on the idea of an 'unwritten constitution' and the notion that common law and natural rights were thought to be implicit in the Constitution, regardless of what is contained in the text. McAfee says, adding that he is committed to clearing up misinterpretations of the Constitution.

"My wife says I'm the only person who could take an amendment that is noted for its brevity and publish an article about it over 100 pages long," he moans. "Often I'll say that it wasn't all my fault; its meaning has been misconstrued by the people who wrote about it ahead of me."

Before joining the Boyd School of Law, McAfee served on the faculty of the Southern Illinois University School of Law for 16 years, teaching courses in constitutional law, American legal history, statutory interpretation, First Amendment rights, and administrative law, among others. The 1979 graduate of the University of Utah School of Law also practiced law for two years with a San Diego firm.

At UNLV, McAfee hopes to help build a fine public law school.

"I want to have UNLV regarded as one of the jewels of the legal profession -- it's especially good state law school," he says. He contributes to that goal also by serving as special editor of the law school's law review.

To say Carl Tobias is a prolific legal scholar may be a bit of an understatement. The UNLV law professor has written more than 100 scholarly articles on federal courts, civil procedure, and torts, including 69 law review articles and 54 law review essays, commentaries, and book reviews. He has also written extensively for the popular media on a variety of subjects regarding the law, such as the restructuring of the 9th Circuit Court of Appeals -- a subject on which he is considered a leading expert -- federal judicial selection, and the nominations of several U.S. Supreme Court justices.

Before joining the Boyd School of Law, Tobias served for 23 years on the faculty of the University of Montana School of Law, where he taught courses on administrative law, constitutional law, environmental law, federal courts, land use planning, products liability, and torts. He has also served as a visiting faculty member at several other prestigious law schools, including those at Georgetown University, the University of Virginia, and the University of Pennsylvania.

Tobias practiced law with a Richmond, Va., firm for three years after graduating from the University of Virginia in 1972.

Tobias has held a number of public service positions; he is a member of the American Law Institute and of several federal courts committees. Recently, he was appointed to a committee formed by the Nevada Supreme Court on the state's rules of civil procedure.

At UNLV he hopes to help the law school "attain excellence by blending tradition with innovation."

Tobias currently teaches courses on torts. Before joining the faculty of the Boyd School of Law, Terrill Pollman was a high school teacher, an art gallery owner, an auction house manager, and a Vermont innkeeper.

"Oddly enough," she says, "all of my past occupations have made me a better teacher and lawyer."

Pollman, the director of the lawyering process program at UNLV, came to the legal profession with a practical purpose in mind after spending several years pursuing other careers.

I wanted intellectually challenging work, but I was also a single mom with a small child."

Carl Tobias
THE VALUE OF RESEARCH

To most of us, the term “research” conjures visions of white-coated scientists mixing potions in test tubes or bespectacled scholars poring over dusty volumes in a library basement. But how does research really happen and why is it so important?

BY SUZAN DIBELLA

One day in 1991, UNLV biochemist Steve Carper was reviewing his weekly stack of a dozen or so journal articles when one on plant physiology caught his eye. It focused on how plants react to stress. Considering that he was researching breast cancer at the time, the article might have seemed unrelated. It also, Carper acknowledges, may have sounded a bit esoteric — perhaps even slightly ridiculous — to the casual observer. But the seemingly unrelated and somewhat specialized subject examined in the article inspired a whole new line of thought in Carper’s mind, one that led him to discover what stops chemotherapy from killing certain types of breast cancer cells.

Carper enjoys telling that story, mostly because, he notes, it so effectively dismantles the arguments of those critical of so-called “obscure” research. It has the added benefit of clearly illustrating a lesson in open-mindedness that is generally understood and accepted in the academic environment: What may seem an obscure, even laughable, study to one person might prompt someone else to take a fresh look at a complex and previously unsholed research problem. But his anecdote also speaks to a larger issue that is contemplated by many of us in academia: namely, how is research of all kinds valued by society? Do people understand its importance?

The subject of the value of research is not often addressed directly; rather, we at UNLV tend to speak of it in terms of concrete examples of the research being conducted. We discuss the numerous grants our faculty have received to conduct their work, the respected publications they have authored to describe it, or the practical benefits society has reaped from their ideas. At the foundation of this discussion is our fundamental belief that research is inherently important to our students, to our institution, and to society. But, as UNLV President Carol G. Harter puts it, our conviction that research is valuable is not enough; we cannot assume that if we understand its value, then everyone else will as well.

So in this article we are addressing the subject of research directly and philosophically not only because we endorse it, but also because of at least two other compelling reasons: First, many people don’t have a clear understanding of how and why research happens here, and, secondly, there are those who do not appreciate its relationship to the teaching mission of the university.

Regarding the first reason, it is widely held that the public considers research basically a positive and constructive act. After all, research has saved lives through medical breakthroughs and spawned better living through the invention of a variety of useful and incredible devices, from pop-top cans to computers. But we often know little of how many of these innovative breakthroughs and devices were discovered; we all recognize they are the result of complex scientific research conducted somewhere in some vague but evidently productive modern past. And, certainly, most of us are aware that many other types of research are ongoing. But, again, the specifics are, we must admit, a bit too esoteric for the casual observer. But the seemingly obscure, even laughable, study to one person might set its focus so deliberately on the promotion of research when the provision of teaching is so clearly a priority. It has been suggested that for a university at our stage of development, research and teaching are sometimes incompatible activities, that we should attempt to achieve excellence in only one or the other, and that the need for excellent teaching is the most immediate and pressing concern, as more than 20,000 students line up at our doors for classes each semester. The underpinning of these assertions is that conducting research in some way diminishes a faculty member’s ability to teach well.

So, given the somewhat nebulous understanding of many about the nature of research and the suggestion that our commitment should be directed elsewhere, it seems an excellent time to provide a short explanation, if not a defense, of research. And frankly, many university faculty and administrators have been hoping we’d ask; they are genuinely and deeply committed to the philosophy and practice of research, and they take seriously their roles as advocates of it. Here are some of their thoughts.

SOME EXPLANATIONS

To begin with, research is, simply put, the finding of new knowledge, according to UNLV Provost Douglas Ferraro.

“Research really represents methodology, and what that methodology seeks to do is to accumulate knowledge,” says Ferraro, who conducted extensive research in the area of psychopharmacology in his pre-administration days. “And if one believes, as I do, that knowledge is accumulated progressively across time and builds upon itself, then the question is, how do we discover these new knowledge? Research is the basis for doing that. So, the relationship between knowledge and research is a very close one.”

Society has entrusted its universities with the responsibility of both finding new knowledge and training others to do the same, he adds.

The question arises as to where should this research take place, how should it take place, and who should be doing this research,” Ferraro adds. “Who should be the knowledge-finders in this world? The answer to that is the knowledge-finders have to be those people who understand the premises of research and scholarship, that is, those who are trained to find this knowledge. And while anybody can discover a truth — they can happen upon it in some serendipitous way — if we are talking about the systematic accumulation of knowledge, it’s most likely to occur in all academic disciplines through a variety of knowledge.

Regarding the first reason, it is widely acknowledged that the public considers research basically a positive and constructive act. After all, research has saved lives through medical breakthroughs and spawned better living through the invention of a variety of useful and incredible devices, from pop-top cans to computers. But we often know little of how many of these innovative breakthroughs and devices were discovered; we all recognize they are the result of complex scientific research conducted somewhere in some vague but evidently productive modern past. And, certainly, most of us are aware that many other types of research are ongoing. But, again, the specifics are, we must admit, a bit too esoteric for the casual observer. But the seemingly obscure, even laughable, study to one person might set its focus so deliberately on the promotion of research when the provision of teaching is so clearly a priority. It has been suggested that for a university at our stage of development, research and teaching are sometimes incompatible activities, that we should attempt to achieve excellence in only one or the other, and that the need for excellent teaching is the most immediate and pressing concern, as more than 20,000 students line up at our doors for classes each semester. The underpinning of these assertions is that conducting research in some way diminishes a faculty member’s ability to teach well.

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they usually think of scientists wearing white lab coats," he says. "Actually, research is something that is done in virtually every academic field, though the topics can vary greatly by discipline. We have faculty in 10 colleges and 50 or so departments who are seeking to expand the knowledge base of their fields in some way.

A short lesson in terminology helps to explain the distinctions between some of the different research orientations, says Barbara Cloud, associate provost for academic affairs and editor of the scholarly journal Journalism History. She points to the terms "pure research" and "applied research" as indicators of two different approaches.

"IntellecJtual curiosity generally propels pure research," whereas a problem to be solved forms the basis for applied research," she says. "The pure researcher seeks answers to a question, while the applied researcher wants to solve a problem. Applied research is sometimes thought of as more "useful," but most applied research has as its foundation a great deal of pure research done by people who didn't worry about use at the time."

Understanding the term "scholarship"—as distinguished from research—is also helpful, she adds. "Researchers cannot be confused with scholarship, although the two are often used interchangeably," she notes. "A university researcher is likely to be a scholar, but a scholar is not necessarily a researcher who adds new knowledge to his or her field. Someone who reads widely and deeply and understands the discoveries of others will be a learned person—a scholar—and may be very good at transmitting knowledge to others. But most scholars find that they have questions that are not answered in others' work, so they pursue the answers themselves through research."

The term "creative activity" is also used frequently in academic, she adds.

"There are many ways to discover knowledge. Not everyone dons a lab coat, runs statistics on a computer, spends hours among dusty library files, or otherwise engages in the kinds of activities we usually associate with research," she explains. "The contrivances of the poet, the playwright, the sculptor, the painter, the dancer, the musician, the actor, and other creative people also help us discover new knowledge through their creations or their interpretations of others' creations. In the university community, research and creative activity are both respected.

"But Rice calls the range of activities faculty employ in their pursuit of knowledge "staggering," he notes that there are some commonalities in procedure among most of the disciplines. Many, but certainly not all, of these endeavors take the following form.

The first step occurs, Rice notes, when a faculty member decides to pursue a novel or interesting idea in his or her field, usually asking a question that has not been asked before. At that point, some preliminary information gathering is required to determine what aspects of the given subject have already been examined. This typically involves an extensive review of publications written by other scientists, scholars, or researchers.

"Perhaps as part of this phase of the process, the faculty member talks to students about his or her idea," Rice says. "The faculty member's interest and enthusiasm begin to creep into classroom discussions or maybe into a preliminary lab experiment. So students are recruited to be a part of the research or creative activity.

"If the project requires significant resources, the faculty member usually pursues financial support in the form of grants from governmental agencies, nonprofit organizations, or foundations or seeks private donations from the community. If a major federal agency grant is sought, Rice notes, the faculty member must complete quite formal and time-consuming procedures for developing a written grant proposal."

"Usually by this point, the actual research has begun. A plan for exploring the given new idea is adopted and is used to collect information in some form, the faculty member then analyzes the new knowledge and draws some inferences. He or she then begins sharing the research with the rest of the world through what is called the "peer review process." Rice notes. Peer review simply means that a faculty member presents his or her research in a public forum to colleagues or "peers" from across the country (in some cases from around the world) for their review.

"That forum may be a conference or meeting, a scholarly journal, or a proposal for grant funding."

"As the work progresses, presentations are made to colleagues and peers in meetings and conferences where the latest developments in the discipline are discussed and debated," says Rice, whose primary research focus is tribology, the study of surface phenomena such as friction, lubrication, and wear of materials. "This is where reputations are made or broken. This is where feedback is received and new ideas are hatched.

"Cloud offers additional explanation as to why peer reviews is so important.

"A scholar may explore a subject for personal intellectual enjoyment—a legitimate activity certainly—but the researcher has special obligations beyond his or her own satisfaction," she says. "With some limitations governed by copyright and patent laws, the researcher must share his discoveries with the world. The purpose is two-fold: one purpose is to allow other bright minds to consider the work; this may reveal errors in method or thinking about the discovery and prevent serious mistakes from being perpetuated. The other purpose is to establish the imperative that says knowledge must be shared if civilization is to advance. Thanks to publication and peer review expectations, we are not constantly re-inventing the wheel.

"Raymond Alden, dean of the UNLV College of Sciences, concurs and adds, "The entire peer review process of sharing results with colleagues provides an open, academic search for completely new knowledge, though more and more undergraduates are being included in the research process," Rice says.

"Graduate students often pursue their own research interest areas with the guidance of faculty members or join in on projects being pursued by faculty. These students are frequently asked to help make conference presentations and assist in writing up the results of the research project for publication, he says. Participation in this process can be very enlightening for students, adds biological science professor Penny Amy.

"Participation in research is a tremendous benefit for students in all areas of academic endeavor," she adds. "Students in some departments, particularly in the sciences, take courses in undergraduate research and learn the process of critical thinking and analysis as juniors and seniors. This experience often molds their future activities, although the university researcher is likely to be a scholar, but a scholar is not necessarily a researcher who adds new knowledge to his or her field. Someone who reads widely and deeply and understands the discoveries of others will be a learned person—a scholar—and may be very good at transmitting knowledge to others. But most scholars find that they have questions that are not answered in others' work, so they pursue the answers themselves through research."

The term "creative activity" is also used frequently in academe, she adds.

"There are many ways to discover knowledge. Not everyone dons a lab coat, runs statistics on a computer, spends hours among dusty library files, or otherwise engages in the kinds of activities we usually associate with research," she explains. "The contributions of the poet, the playwright, the sculptor, the painter, the dancer, the musician, the actor, and other creative people also help us discover new knowledge through their creations or their interpretations of others' creations. In the university community, research and creative activity are both respected.

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"Research aims to contribute to the public's understanding of knowledge created by others. Also, participation in a research enterprise forces faculty to keep up to date in their fields; it's very easy to lose touch with the cutting edge if one is not professionally active.

"Educational psychology professor Alice Corkill concurs.

"Research has an impact on the quality of course content at the institution," says Corkill, who has done extensive research on cognitive abilities and how they affect learning. "Faculty who are engaged in cutting-edge research are also faculty who are up to date in terms of their fields of continued on page 17

"Research is essential to a university's effort to gain a reputation for academic quality," Ted Jelen, political science professor.
When Diane Chambers Shearer’s personal life didn’t turn out as she had planned, she found herself in a role for which she was totally unprepared — that of single parent. But it didn’t take the UNLV alumna long to find her way and then help others facing the same situation.

BY DIANE RUSSELL

When she and her high school sweetheart married, they would buy a house, have children, and live happily ever after. Diane Chambers Shearer believed that. She really did. That’s how people in the small Ohio town where she was born did things.

For a few years, it looked as if that was indeed the life she would live. At 20 she married her high school beau, who had been one of her very first boyfriends. By the time she was 24, they were the parents of a daughter and a son.

But then life took a detour. At 30 she found herself in the midst of a divorce and on her way to single parenthood.

“My husband and I, I think, were just too young when we got married — too young, too different, too unprepared, like many people for the reality of marriage and children,” she says.

Shearer handled that unexpected curve in the road in a way she determined not only her personal future but that of her children, but her professional future as well.

Within a few years of embarking on the challenge of single parenthood, Shearer had enrolled at UNLV and at the same time she had turned her single-parent status into a mini-career.

While still a student at UNLV, she started writing a column about single parenting. She reached out to a communications instructor Mark Bacon, she began turning those columns into the basis of a book — even earning independent study credits for her efforts. By the time she graduated in 1996 with a bachelor’s degree in communication studies, she had lined up a publisher. The book, Solo Parenting: Raising Strong & Happy Families, was published in 1997 by Fairview Press under her maiden name, Diane Chambers.

Over the years she began presenting seminars and workshops on single parenting and established a website for single parents. During that time she also worked as a freelance writer specializing in public relations.

In 1997, based on her growing interest in family issues, Shearer — who had by then remarried and moved with her children and new husband, Bob Shearer, to suburban Atlanta — enrolled in graduate school at the University of Georgia as a divorce mediator — a job of particular importance in a state where any divorce is not settled by the two parties outside of the courtroom is decided by jury.

While no longer a single parent herself, Shearer says she has tremendous empathy for those who are single parents today. She remembers very well the four years she spent as a single parent, beginning when her children were 5 and 6 years old. Helping others with that journey is what prompted her to write her book and what keeps her writing her columns, which appears in a variety of publications, including the

tabloid Las Vegas Kids & Parents.

She remembers being extremely scared when she first was faced with raising her children on her own. Her book, she hopes, will serve as a kind of road map that will help people cope with the challenges and obstacles facing single parents.

Shearer isn’t alone in saying she was scared when she first became a single parent. The majority of the approximately 60 single parents she interviewed or surveyed for her book cited fear as the first major obstacle they faced when they became single parents.

There’s good reason for that, considering that perhaps 90 percent of single parents are not single parents by choice, Shearer says.

They’ve become single parents following the death of a spouse or partner or, more commonly, following a divorce.

For many new single parents — particularly women — the greatest fear concerns money, she says.

Women typically earn less than men to start with and if a woman suddenly becomes the sole supporter of herself and her children — either through the death of a spouse or through the failure of an ex-spouse to pay child support — facing an abrupt shift in financial security can be a frightening experience.

Shearer remembers that feeling. Wondering if her child support combined with her income would provide enough money for her and her children to live on, she would lie awake nights wondering how she and the kids were going to survive.

The coping technique she discovered is one she recommends in her book. She kept a notebook at her bedside and went down her biggest fears. Then, tackling one at a time, she came up with a list of actions she could take that might help her overcome each fear.

Her first notebook entry was, “My expenses exceed my income. How will I ever pay the bills?” The problem, she realized, was that she was responsible for too much debt. She had assumed much of the debt and her husband had accrued as a couple, and now, on her much smaller income, it appeared to be insurmountable.

Next, she decided to write down a list of possible solutions. In her case they included asking her boss for a raise, asking her parents for a loan, contacting her creditors and asking for new repayment plans, and seeking the free consumer credit counseling she had read about. She quickly ruled out the first two options as she didn’t want to pursue.

She pledged to herself that she would make at least one call per week to consider one of the options. Then she went to sleep.

That experience illustrates why Shearer is so big on setting both short- and long-term goals and developing a plan to make them happen. The key, she says, is for single parents to take some kind of action — even if it’s just taking one small step at a time — rather than allowing themselves to be so overwhelmed or so scared that they sit around and do nothing at all.

“Taking action gives you energy,” she says. A person who is taking action can tell herself, “Even though things might be bad right now, I’m on my way to somewhere that’s better.”

For people who are trying to find solutions to the problems they have jotted down in their notebooks or who find they have more questions than answers when attempting to develop a plan for improving their lives, Shearer says she invariably points them in the same direction — the public library.

“We live in the age of technology. If you can get to a library, you can get to a computer. If you can get to a computer, you can find somebody to teach you how to use it, and if you can find somebody to teach you how to use it, you can get on the
Harter thinks, C. other words, President Carol course. At the opportunities for more faculty to share that view. "My teacher through research and a better UNLV thesis, which, by no coincidence, involves the research expertise of the faculty to a book; later, research for another book concentrated on specialized areas that reflect cated programs increase. Honors College courses, as well as graduate courses, often explore the connection between specialized research project, the process keeps faculty accumulation of knowledge is, and the best teaching as competitive or incompatible teaching, in an ideal scenario, research and teaching topics would be so closely aligned that faculty would find the proverbial two birds with one stone by pursuing new knowledge that would be shared with all students. But in practice, so the argument goes, the focus of high-quality research brings a univers next to students. "Research has an effect on the value of the degree conferred on graduates of the institution," she says. "The reputation of the institution is affected by the quality of research conducted at and disseminated from the institution. Graduates benefit from earning their degrees from an institution with a good reputation." And in academic, reputation is the name of the game, Jelen adds. "Research is essential in a university's effort to attract well-rounded students. It is power when it comes to attracting faculty," he says. "Precisely because the product we offer — education — is so intangible and difficult to assess, reputation is a critical component for any institution of higher learning. Reputation tends to attract more philanthropic dollars, so enhance the institution's ability to compete for grants, and to enable us to attract more high-quality students. Institutional prestige is an important 'shorthand,' since consumers of our service have limited resources to devote to investigating our qualifications in detail." Value of Research continued from page 13

of faculty research is quite often set on a narrowly defined area; the content of that research may not be applicable to certain classroom discussions, particularly those in undergraduate courses that offer broad coverage of a given topic. Thus, some research has a limited direct impact in the classroom. History professor Wright acknowledges that argument. "At a university of our size," says Wright. "People aren't looking for courses that are much more than one's own college course. Only at large, well-endowed universities do faculty teach only their narrow research specialties, which are usually graduate courses, leaving teaching assistants and part-time faculty to teach the survey and upper-division undergraduate courses. At such institutions, research teaching are separate tracks, each done by specialists."

In the long run, most academicians maintain that what's the focus of a research project, the process keeps faculty sharp and up to date on the latest trends in their fields. As a result, they believe, conducting research brings a vitality to teaching that is absolutely necessary at a university. Top-level administrators at UNLV share that view. "At any university, those who are training the next generation of knowledge-finders have to know what the latest accumulation of knowledge is, and the best way to do that is to be active in research," Provost Ferrari assures. "In other words, there is an intimate, undeniable, integrated link between the role of discovering new knowledge and profiting new knowledge, that is between research and teaching. For an institution to be able to profess in teaching and research, and to sustain its value and mission as a research and teaching center, it must conduct research."

The opportunities for more faculty to teach the survey and upper-division undergraduate courses. At such institutions, research teaching are separate tracks, each done by specialists.
Playwright Julie Jensen may demur at being called “successful,” but with a string of award-winning plays to her credit and others sure to follow, she can’t put off the label much longer. Still, the director of UNLV’s playwriting program maintains it’s the work that counts.

By Barbara Cloud

It took Julie Jensen years to feel comfortable uttering those three little words — “I’m a writer.”

“It’s hard to call yourself a ‘real’ writer,” insists Jensen, an award-winning playwright in UNLV’s theatre department. “You see a world out there full of idioms who say they are writers, and you don’t want to be a part of that. You don’t want to be thought to be as ridiculous as they seem. It’s very pretentious to call yourself a writer.”

But Jensen is nobody’s idiot, and you certainly wouldn’t call her ridiculous or pretentious. You can, however, feel free to call her a writer now.

After all, she has written plays that have been produced across the country, in London, and in Scotland. They’ve been staged in the context of workshops, festivals, and city theaters. They’ve garnered awards and acclaim. She has produced scripts for television as well. She’s definitively a writer now.

“I didn’t really say I was a writer until I was about 35,” says Jensen, director of the UNLV graduate playwriting program. “The rest of the time I was something else.”

But she always knew she would be a writer, and all the while she was being “something else,” she was also writing. Her very first efforts were skits for assemblies at her high school in Beaver, Utah, where she grew up. “I wrote most of them for three years,” she remembers. “It was very easy, and I did it really fast. I’m sure they were dreadful.”

In college at Utah State University, she earned her bachelor’s and master’s degrees in English, her writing became, as she puts it, “much more pretentious” as she tackled serious subjects like religion.

Meanwhile, just as she was always writing, she was also always in the theater, acting in college drama and later on stages around the country. For a time she attended Southern Utah University (then called Southern Utah State College), where she appeared in plays produced as part of the Utah Shakespearean Festival.

Like many actresses, she found that her family was less than enthusiastic about her theatrical ambitions, and as a college student, she too had her reservations about appearing on stage; she found it a little embarrassing to say, “I’m studying Stanislavsky, and now I know how to make an emotion look good on stage.”

So rather than major in theater and have to explain herself to everyone, she turned to English.

“If you have to spend a lot of time learning something, you should learn stuff that people think matters,” she says of her formal field of study which turned out to be not only a diplomatic choice, but also a useful one. “It was practical to get a degree in English in those years. You could get a job anywhere if you had an M.A. in English.”

Thanks to that M.A. in English, she usually had a job teaching English or playwriting while she tested just how well she could emote on stage. But finally, after taking a series of parts in theaters around the country, she “sort of consciously” decided that if she was not cast after her next audition, she would give her full attention to writing. She didn’t get the part, and the rest was history.

“It’s nice that you can be a writer, and people won’t say, ‘You can’t write that.’ They may say, ‘We won’t produce it.’ But, unlike acting, they can’t prevent you from doing your work.”

Writing may have given her more creative freedom, but by itself it wasn’t any more reliable than acting at keeping bread on the table. Again, that master’s in English served her well, ensuring employment as a teacher. In fact, teaching was such an important part of her life that she earned a Ph.D. from Wayne State University in Detroit in 1977.

Jensen acknowledges that receiving regular paychecks thwarted her chances of fitting into the stereotype of the struggling artist, she sometimes wonders if she missed a valuable experience by not having to struggle. “But I really couldn’t be sane,” she admits, “if I didn’t have a job that would pay the rent.”

Whatever her preference for financial stability, the titles of her plays still suggest empathy for those who do struggle.

Cattina, Stray Dogs, Last Lists of My Mad Mother, and The Last Vegans are the titles of just a few of her most celebrated plays.

Cattina — about two sisters dealing with the ex-husband of one of them — was her first full-length play to be produced. It premiered at the Attic Theatre in Detroit in 1981. Stray Dogs — about a dysfunctional family with an alcoholic father and a violent, scary 5-year-old — premiered at the Arena Stage in Washington, D.C. The Last Vegans Series (more about this one later) consists of several short plays that were first produced in Chicago and then in a number of other U.S. cities; the series opened in London last summer.

Of all her plays, Last Lists of My Mad Mother may best illustrate the process and challenges of playwriting. Last Lists has autobiographical elements that have enriched the script, eased her sense of guilt, and stirred family anxieties.

“My mother had Alzheimer’s for a number of years, and it’s a play about that,” Jensen says. “It’s not quite as grim as that sounds though. It’s about redemption of a relationship.”

Award-winning playwright Julie Jensen began directing UNLV’s graduate playwriting program in 1994.
"You know how you think, 'Well, she's pissing me off so much that I'm not going to talk to her about whatever... whatever's important, whatever I care about, whatever she ought to know.' You think that you will do it the next time you see her, but you keep putting it off.

"I finally said to her all the things that were important, but by then she had completely lost her beans and was on medication. It was the weirdest thing I ever did. My mother didn't make any sense of it, and it was my fault. I'm really turning myself, in a way, in the play."

Jensen says that it's important that her students understand that playwriting is a career that requires commitment.

Jensen encourages her graduate student playwrights to bring their own experiences to life in their writing, but to realize how they do it is up to them.

Jensen says that it's important that her students understand that playwriting is indeed a career that requires commitment.

It's your whole life that goes on until you are dead," she says. "The American notion is that suddenly you turn over a rock and there's a great playwright or a great actor. All those discovery stories—that's just not the way it happens.

"What is important is the work. And viewing it in the long term is important rather than expecting to get discovered and having all doors open—which won't happen even if you do have one of those magical moments."

The long-term view means you develop a thick skin, as well as resilience and persistence, she says.

"If you produce down your play this year, you turn right around, call them up, and say, 'How are you? I see you're doing How I Learned to Drive [winner of last year's Pulitzer Prize for theater]. Would you like to do another one—that's just as good!'"

The reference to the Pulitzer Prize tips her hand a bit; she acknowledges she was nominated for the prestigious award.

"I don't have to have fame and money," Jensen says, "but I do want to win the Pulitzer."

She has already garnered a string of other awards and nominations. She won the CBS/Dramatists Guild Prize for Stray Dogs, which was also nominated for the Helen Hayes Award and was a finalist for the National Play Award.

Thursday's Child, in which a middle-aged mother discovers she is pregnant again, was nominated for the Detroit Free Press for Best Play of the Year. The Last Vegas Series won the Joseph Jefferson Award in Chicago for Best New Play. White Money—about the media during a presidential election between a televangelist and a TV wrestler (which was, coincidentally, written before the election of Minnesota Gov. Jesse Ventura)—won the award for New American Plays and was nominated by LA Weekly for Best Play of the Year. Here at home, she recently won the University and Community College System of Nevada Board of Regents Creativity Award.

The Pulitzer Prize, however, remains a goal for the future. Perhaps it will come to her for her latest play, Two-Headed, about polygamy in the 19th century, she muses. Or maybe the play she is still drafting titled Ghost, about two women working in a World War II munitions factory, will be the one to turn on all the switches, to give both playwright and audience the "highest of the highs" and then win the coveted Pulitzer.

Or maybe it will be the next one—because there will be a next one, and then one after that.

After all, Julie Jensen now calls herself a writer, and writing is what writers do.
**September 1999**

1 Women's Soccer: UNLV vs. Weber State. 7pm, JF. 895-3207.
345 Men's Soccer: UNLV vs. West Virginia - Sept. 3, 7pm. Kentucky - Sept. 5, noon. JF. 895-3207.
14 State of the University Address: UNLV President Carol G. Hazen. 3pm. JBT. 895-3201.
University Forum: Dick Smothers "Who Did Mom Really Like Best?" 7:30pm. CRC, A106. Free but tickets required. 895-3401.
17&18 Volleyball Invitational: Call for times. LG. 895-3207.
18 Football: UNLV vs. Iowa State. 7pm. SBS. 895-3900.
21 Women's Soccer: UNLV vs. Cal-State Fullerton. 7pm, JF. 895-3207.
22 Lied Institute for Real Estate Studies: Lecture: "Re-Inventing Homeowners Associations." Wayne Hyatt. 6:30pm. AHCH Lobby. 895-4824.
24 Performing Arts Center: Best of the New York Stage: Carriage Hall Jazz Band. 4pm. AHCH. 895-3401.
24&26 'Women's Soccer: UNLV vs. Long Beach State - Sept. 24, 4pm. Cal-State Northridge - Sept. 26, 7pm. JF. 895-3207.
25 Juan Nidetch Women's Center: Community Job Fair '99. 8:30am. MSU. 895-4475.
25 Football: UNLV vs. Utah. 7pm. SBS. 895-3900.
50 University Forum: "Crisis in the Balkans." 7:30pm. MBMA. 895-3401.

**October 1999**

1 Women's Soccer: UNLV vs. Kentucky. 7pm. JF. 895-3207.
1-10 Play: "Kiss of the Spider Woman." Call for times. JBT. 895-3801.
2 Volleyball: UNLV vs. San Diego State. 7pm. LG. 895-3207.
Forum: Las Vegas Law School Forum. 7pm. AHCH Lobby. 895-3010.
5 Master Series: Moscow State Radio Symphony Orchestra & Chorus. 8pm. AHCH. 895-3801.
7 Concert: UNLV Wind Orchestra. 7:30pm. AHCH. 895-3801.
University Forum: "The Mystery and Magic of King Tut's Treasures." 7:30pm. MBMA. 895-3401.
10 Concert: UNLV Orchestra. 7:30pm. AHCH. 895-3801.
14&16 'Women's Soccer: UNLV vs. Utah - Oct. 14, 7pm. BYU - Oct. 16, 7pm. JF. 895-3207.
15-24 Play: "Picasso at the Lapin Agile." Call for times. BBT. 895-3801.
18 University Forum: "Teenage Turmoil & the Developing Teenage Brain." 7:30pm. MBMA. 895-3401.
19 University Forum: "The Older Driver: Stereotypes & Reality." 7:30pm. MBMA. 895-3401.
23 Performing Arts Center: Best of the New York Stage: Carriage Hall Jazz Band. 4pm. AHCH. 895-3401.
23 Men's Basketball: UNLV vs. California All-Stars. 7:30pm. TMC. 895-3900.
24 Perfoming Arts Center: Best of the New York Stage: "The New York Voices." 7:30pm. AHCH. 895-3401.
24 Football: UNLV vs. BYU. 4pm. SBS. 895-3900.
24 Concert: Jazz Ensemble. 7:30pm. JBT. 895-3801.
26 Concert: Jazz Combos. 7:30pm. BBT. 895-3801.
27 Juan Nidetch Women's Center: Scholarship Reception. 5:30pm. RTAC. 895-4475.
29 Football: UNLV vs. Utah. 7pm. SBS. 895-3900.
29&31 Women's Soccer Tournament: Call for times. JF. 895-3207.

**November 1999**

3 University Forum: "Understanding the Cultural Behavior of the International Visitor." 7:30pm. MBMA. 895-3401.
4&5 Volleyball: UNLV vs. Utah - Nov. 4, 7pm. BYU - Nov. 6, 7pm. LG. 895-3207.
5 Concert: UNLV Opera Theatre. 7:30pm. JBT. 895-3302.
6 Master Series: Vienna Choir Boys. 7pm. AHCH. 895-3801.
7 Concert: Vienna Choir Boys. 7pm. AHCH. 895-3801.
10 Concert: Community Band. 7:30pm. AHCH. 895-3801.
11 Men's Basketball: UNLV vs. Global Sports. 7:30pm. TMC. 895-3900.
12-21 Play: "David and Goliath in America." Call for times. BBT. 895-3801.
13 Performing Arts Center: Best of the New York Stage: "9000 BC." 7:30pm. AHCH. 895-3401.
13 Men's Basketball: UNLV vs. California All-Stars. 7:30pm. TMC. 895-3900.
16 University Forum: "Bill Clinton and the Ethics of Speechwriting." 7:30pm. MBMA. 895-3401.
19 Football Tailgates on the Road
The UNLV Alumni Association will host tailgate events at two away games this football season in addition to the regular tailgates at all of the home games. Come join in the fun!
- Oct. 2 UNLV at UNR. 10:45am. Location TBA.
- Oct. 30 UNLV at New Mexico. 4pm. Location TBA.
All alumni are welcome! Admission for dues-paying members is free. Tailgates at home games are held at the Rebel Experience in the Alumni Pavilion, located in the northwest corner of the Sam Boyd Stadium parking lot. Call (702) 895-3621 for more information.
29 Concert: Allan Gannell Recital. 7:30pm. BBT. 895-3801.
29 Concert: UNLV Wind Orchestra. 7:30pm. AHCH. 895-3901.
24 Concert: Jazz Ensemble. 7:30pm. BBT. 895-3801.
24&28 Men's Basketball: UNLV vs. UNR - Nov. 24, 7:30pm. Georgetown - Nov. 28, 1pm. TMC. 895-3900.
27 Football: UNLV vs. Colorado State. 1pm. SBS. 895-3900.
30 Concert: Mariposa Trio Recital. 7:30pm. BBT. 895-3801.

**December 1999**

2 Concert: Concerto Competition. 1-5pm. AHCH. 895-3901.
3 Master Series: Earl Wild. 8pm. AHCH. 895-3801.
4 Concert: A Winter Choral Celebration. 7:30pm. AHCH. 895-3801.
4-12 Play: "Educating Thad." Call for times. JBT. 895-3801.
5 Performing Arts Center: Best of the New York Stage: "The Diary of Anne Frank." 7:30pm. AHCH. 895-3801.
6 Concert: Sierra Winds Recital. 7:30pm. BBT. 895-3801.
The Nevada Prepaid Tuition Program is accepting applications for the 1999 enrollment period through Nov. 16, with payments beginning January 2000. Applications for newborns are accepted throughout the year. Because the program locks in future tuition costs at the enrollment year's tuition rate, parents and grandparents of newborns and young children are encouraged to apply now. The Nevada Prepaid Tuition office provides a free booklet with detailed questions and answers, payment schedules, and program information. To receive a free booklet, application, or more information, call the Nevada Prepaid Tuition hotline at (888) 477-2667 or visit the website at http://prepaid-tuition.state.nv.us

Class Action
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a couple of kids that I needed to put through college," she says. She graduated magna cum laude from the University of Arizona College of Law in 1990 and knew at the time she wanted to teach. She practiced briefly as an appellate attorney with the Pima County Public Defender's Office but soon pursued her goal of teaching law. She became a visiting instructor at the University of Illinois College of Law at Urbana-Champaign in 1991, and went on to become an assistant professor at St. John University College of Law in Florida in 1993. After three years, she returned to the University of Illinois to become director of legal writing.

The opportunity to return to the Southwest, where she grew up, along with her desire to work with the dedicated group of people founding the Royal School of Law, brought her to UNLV.

"My goal here is to help provide Nevada with lawyers who not only practice law competently, but also with integrity, humanity, and a sense of responsibility to the community," she says, adding that in order to reach that goal, she keeps a clear focus on her subject — and the needs of her students.

"It's vital to me to have and to communicate a goal or a vision of my subject and why it's important to me," she says. "My students and I have a common goal — their learning. If we both work hard, learn to trust each other, and keep the goal in mind, we usually get there. I always feel a lift along the way, too." Pollman teaches lawyering process and property law at UNLV, two of her areas of interest in research. She also teaches courses in advanced legal writing, advocacy, feminist jurisprudence, and U.S. law.

The library that will support a first-class school and provide a needed resource to the broader community.

The former U.S. Air Force captain earned his law degree magna cum laude from Indiana University in 1978. He practiced law for two years in northern California before entering the law librarianship program at the University of Washington, where he earned a master's degree in that field in 1978 and then went on to take a post as associate director of the law library at Florida State University.

In 1982 he became director of the law library at Arizona State University, where he oversaw the planning and construction of the architectural award-winning John J. Bow-Wilson C. Blakey Law Library. He left his post there to establish UNLV's law library at the request of his former dean at ASU, Richard Morgan.

Brown, who teaches property law, is excited about the future of the Royal School of Law.

"The most significant challenge to those of us starting the new school is finding the time to do all the things we want to do," he says.
'70s

Richard Bebow, '72 BA Business Administration, '74 MS Educational Foundations and Counseling, is a court intake supervisor with Las Vegas Municipal Court. He also holds state certification as a drug abuse counselor and a drug abuse program administrator. Additionally, he is licensed by the state as a secondary teacher and a secondary counselor. In 1986 he earned a doctoral degree in clinical psychology from the University of Humanistic Studies.

'80s

Greg McKinley, '80 BA Business Administration, is vice president of the Las Vegas-based insurance firm of Cigas & Tike, which is celebrating its 90th anniversary this year. He is a past president of the UNLV Alumni Association. While president of the association, he chaired the building committee for the Richard Tam Alumni Center and founded the alumni endowment fund for student scholarships.

Mitchell Prager '85

Mitchell Prager, '85 BS Hotel Administration, is president of Hospitality Career Services, a Phoenix-based company that does national employer-paid Executive searches exclusively for the hospitality industry. Previously, he worked as general manager of the Phoenix Doubletree Guest Suites. He serves on the board of directors for the Arizona Hotel/Motel Association and the Valley Hotel & Resort Association.

Terry Dukulski Miller, '87 MS Counseling and Educational Psychology, is in private practice as a licensed marriage and family therapist and a drug and alcohol counselor. She is a co-owner of Compass Counseling. She and her husband, Don, have three children, Emily, Allison, and Andrew.

Lori Beth Summit, '87 BA Communication Studies, was one of five young Jewish leaders from the United States, Canada, and Chile, to receive the 1997 Lab A. Katz Young Leader award from B'nai B'rith. She traveled to Jerusalem last year for the award presentation ceremony. After moving to Minnesota in 1996, she became president of a B'nai B'rith unit, which under her leadership received the Outstanding Unit of the Year award. She is also credited with organizing successful multi-ethnic and multicultural awareness programs on church burnings in the South and on hate crimes. Additionally, she arranged the organization's Holocaust remembrance programs, "Umsi Every Person There Is A Name." She is executive editor of Judape! magazine, an entertainment and tourism-oriented publication serving Mississippi. She lives in Biloxi.

The M. Freeman, '88 BA Social Work, has worked at Child Net Youth & Family Services for the past eight years. He is in charge of two programs—the community program and the day treatment program for teen-agers who are currently or probation or have been on probation in the past. He lives in Long Beach, Calif.

Brooks Whitemore, '88 BS Hotel Administration, is the hotel manager at Whittier Point's Hotel and Casino in Primm. Previously, he was the general manager of the Branson Towers Hotel in Branson, Mo. He is a graduate of the management candidate program at the Arizona Biltmore.

Andrea K. Gerlak, '91 BA Political Science, is chairperson and assistant professor of political science at Guilford College in North Carolina. She teaches American politics and environmental policy courses and serves as co-director of the environmental studies program. She lives in Greensboro.

Jenna Meyn, '91 BA Communication Studies, is the founding code coordinator for the New Mexico lottery, which is funding more than 4,000 college scholarships for the state's high school graduates. She lives in Albuquerque.

Jennifer Togliatti '90

Jennifer P. Togliatti, '90 BS Business Administration, became a justice of the peace in Las Vegas earlier this year, having been elected in November 1998. She received her law degree from California Western School of Law as a Diego in 1992. Her previous work experience includes serving as a law clerk for the U.S. attorney's office, serving as a law clerk for the Clark County District Attorney's Office, and serving as a comedian and executive assistant for Clark County. As deputy district attorney, she prosecuted murder, sexual assault, child abuse, violence crimes, theft, drug, DUI, and domestic violence cases.

'90s

Powerful Women in Travel by travel Agent magazine and also received the Allied Member Award from the American Society of Travel Agents.

Greg Simmons, '93 BS Hotel Administration, is vice president and owner of Jagle, a company that provides security systems, intercoms, central vacuum, and audio-video systems to the residential building industry.

Jim Geoffrey, '94 BS Business Administration, is a financial analyst with AirTouch Cellular in Phoenix. Before joining AirTouch, he worked for two years as a staff accountant with Royal Gaming in Las Vegas.

James M. Hile II, '94 BA Political Science, earned his law degree from Case Western Reserve University in 1997 and was admitted to the Nebraska Bar that year. He then joined the law firm of Spilotro & Riuia.

Erik S. Kirschner, '95 BS Business Administration, has been promoted to vice president of investments for Morgan Stanley Dean Witter. Before his promotion he was a financial advisor.

Neil Sullivan, '96 BS Hotel Administration, is a hospitality consultant for TKF Consulting in Washington, D.C. He was previously employed as the food and beverage manager at the city's State Plaza Hotel.

Sarah Moss, '97 BA Psychology, is chairperson and assistant professor of psychology at Nevada State College. She lives in Albuquerque.

Jeffrey Kottler, Moss, who confers a nearly lifelong fascination with serial killers, began during his freshman year at UNLV to correspond with convicted murderers John Wayne Gary in hopes of reaching a better understanding of the serial killer. He went on to correspond with Jeffrey Dahmer, Charles Manson, and Richard Ramirez of "Night Stalker" infamy. He used this unusual correspondence as the basis for his undergraduate thesis, as well as his book.

Information Science in Bloomington. She is a graduate assistant there.

DEATHS

Byron Harper Brown, '83 BA English, on Sept. 17, 1998. A poet, novelist, and musician, he is survived by his mother, Lisa; sister, Beth; brother, Timothy; and nephew, Nathaniel.

'90s

Greg McKinley '80

Rudolph Johnson Jr., '92 BS Education, teacher science and physical education at Fairlawn High School in California. He and his wife, Diane, welcomed a new son, Isaac Kran, on Feb. 6. Isaac's older siblings are Jonathan, James, and Isaiah. They live in Fair Oaks.

Thomas R. Gates, '85 BA Criminal Justice, is a special agent with the FBI. He joined the agency in 1990 and was assigned to the San Juan, Puerto Rico, field office, where he is part of a squad that deals with violent gangs. From 1980 until 1990 he served as a special agent with the Naval Investigative Service.

Leader award from B'nai B'rith. She traveled to Jerusalem last year for the award presentation ceremony. After moving to Minnesota in 1996, she became president of a B'nai B'rith unit, which under her leadership received the Outstanding Unit of the Year award. She is also credited with organizing successful multi-ethnic and multicultural awareness programs on church burnings in the South and on hate crimes. Additionally, she arranged the organization's Holocaust remembrance programs, "Umsi Every Person There Is A Name." She is executive editor of Judape! magazine, an entertainment and tourism-oriented publication serving Mississippi. She lives in Biloxi.

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Value of Research
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any adequate way, it has to have consistent knowledge-finders. We have to have research at a university."

President Harter agrees, adding that it takes clear dedication to pursue both activities enthusiastically and competently, but that the payoff is indisputable.

"I think the very best teachers are people who are absolutely up to date in their fields," she says. "They're reading all the time; they're writing or thinking about new discoveries in their areas or new ways of looking at new discoveries in their areas. And I honestly believe — based on my own personal experience both as a student and then as a teacher — that these two things go hand in hand. I don't know how a person remains a truly first-class teacher who isn't current in his or her field. And to stay current, you need to be reading voraciously in your field and to be really thoughtfully able to articulate new critical problems; you should be also writing in one way or another, or doing the kinds of laboratory experiments that can be shared with other people who can critique you.

"There's a kind of interaction among scholars that is, I think, necessary to fuel the energy, interest, and creativity that go along with good teaching," she adds. "So I really believe that they are interrelated in the most inextricable way. The very best people are those who are active all the way around in their disciplines. I don't think you can even become a great teaching institution without doing really good research work as well."

And helping UNLV become a great institution is, of course, of paramount concern to Harter.

"If we are going to be the kind of major public university that I think we need to be, can be, and should be in terms of the future of Nevada and of Las Vegas, then research is very much a part of that," she says.

But even beyond its value to our institution, Harter and Ferraro agree, there is an intrinsic and undeniable value to research that serves to reinforce our commitment to it.

"Some knowledge is simply emergent — it just seems to happen," Ferraro says. "But by and large, knowledge is accrued through the research process. And so, there is the importance of research; it is important for all of humanity because of the importance of knowledge for all of humanity. And all of that is dramatic sounding, but it is in fact true. It is simply important for all of humanity."

Harter concurs, adding that once research is defined in that context, its value is so immediately apparent that to describe it is also to endorse it.

"The development of human brain power and discovery of new knowledge are in and of themselves valuable," says Harter, a respected American literature scholar. "I believe that, and it's exciting to me personally and always has been. Whatever we discover and communicate that advances our understanding of any area just means greater and greater human progress."

Bouncing Back
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single-parenting seminars. That, in turn, increased her interest in family issues, prompting her to pursue her master's degree, which eventually led to her new career as a divorce mediator.

Today, she tells her children, Laura, now 16, and Justin, who turns 15 this month, not to even think about getting married before college.

"You can't know what you want in a partner without taking a considerable amount of time getting to know yourself," she says, adding that she doesn't ever recall seriously asking herself when she was their ages what she wanted out of life. "College is a great place for self-discovery."

Shearer's parting advice for single parents is that they should ignore stereotypes and take pride in being single parents.

At first that was something Shearer herself found difficult to do. She had been raised with very traditional values that told her that a two-parent family was not only the norm but also the ideal.

While she says she has no doubt that a happy, well-functioning two-parent family is the best possible scenario for raising children, she also knows that sometimes that isn’t possible. And even when it is possible, things don’t always turn out ideally. "There are plenty of kids out of two-parent families that have screwed up," she points out.

"After a while," Shearer says, "I was able to tell myself, 'It's okay that I'm a single mom. I can still be proud of myself.'"

"You have to decide first of all that you're not going to be a statistic and you're not going to listen to the statistics," she advises. The statistics, Shearer says, will tell a single mother, "Because you're a single mom, your kids are going to be on drugs and your kids are going to be pregnant as teen-agers and your kids are going to have problems in school and your kids are going to grow up to be single parents." Seldom do stories based on such statistics point out that the statistics are influenced by additional factors, such as a family's economic level, and not solely by whether a child was raised in a single-parent home.

"Don't even read the statistics," Shearer counsels. "Don't even consider them because you are, to a great degree, in control of whether you become a statistic."

In her book, Shearer recalls her transition from single-parent to remarried parent.

"Although I am now happily remarried, I look back on my single-parent experience as the best years of my life — the years I learned what I was really made of."

"After moving in with my new husband, I decided to sell my former home. I'll never forget the tearful, bittersweet day I last visited it before the new owners moved in. Those walls had witnessed a lot of pain, but it had been a pain that had helped me grow. The house was the only one I had ever owned all by myself. I remembered how hard I worked to make the monthly payments. I remembered the comforting smell of walking into it after a long day's work, kicking my shoes off and not caring where they landed. It was the domain my kids will always think of as 'Mom's place,' where we laughed, talked, and shared stories. It was my haven of peace and quiet when the kids were visiting their father. It was the place where I stretched and struggled and grew."
What is the difference between a good university and a great one? The support and involvement of alumni and friends.

Contributions from donors like you directly benefit students at UNLV and help to expand academic programs. With your growing support, UNLV will fulfill the bright promise of its future as a premier urban university. In the fall, “Rebel Ringers” will team up to ask for your help. Please consider how much UNLV means to you and the community, and when a student calls, give generously!

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UNLV's Annual Celebration
Friday, Oct. 22
Richard Tam Alumni Center,
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Saturday, Oct. 23
At the Rebel Experience, 2:00 p.m.
UNLV vs. BYU Football Game,
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Join us!