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Inside UNLV

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College Offers New Avenue for Success

by Diane Russell

University College, a new academic unit designed to meet the needs of a variety of UNLV students, began operating on a limited basis this semester. Full-scale operation of the college, which offers a bachelor of university studies degree, will come with the start of fall semester.

Among those the college is designed to serve are:

- Students who meet the 2.0 GPA required to be in good standing academically, but who do not have a GPA high enough to meet the admission standards for any of UNLV's majors;
- Students who feel their educational goals would be better served by an interdisciplinary degree tailored to their interests than by one of the degrees already offered by the university;
- Students who have not yet declared a major.

"University College will help many UNLV students successfully complete their college careers," predicted education professor John Readence, who chaired the University College Steering Committee, the group that shepherded the creation of the college.

"And, by helping those students achieve their academic goals, the college will help UNLV reach one of its goals - improving the student retention rate."

Such programs are common at universities across the nation, he said, adding that UNR already has a similar program. Rather than creating a new college to house the program, however, UNR placed its program under an existing college.

One reason for creating the college was so that UNLV could fulfill its obligation to students who met the 2.0 minimum GPA set by the UCCSN policy to be in good standing academically but were finding it impossible to graduate because they didn't meet the higher GPAs established by UNLV's individual colleges. However, Readence said, it would be a mistake to think that earning a degree from University College will be easy.

Nutrition Program Targets Child Obesity

by Gian Galassi

If you had to guess which food provides the highest source of vitamin C for a typical adolescent boy, odds are pretty good you'd say orange juice, right? Not quite - try French Fries.

It seems Ronald McDonald, Jack in the Box, Carl Jr. and the rest of their fast-food friends have cornered the playground market, appealing to our nation's kids in ways that a food pyramid simply cannot. The result, of course, has been a super-sized child­hood obesity problem. A recent study by the National Institutes of Health (NIH) found that one in five children over the age of 6 is either clinically overweight or obese.

But a three-year collaborative health education program being conducted by UNLV and the city of Henderson is proving to be a successful model for educating kids about the benefits of leading active lifestyles and turning their happy meals into healthier ones.

The Hearts N' Parks program, which aims to reduce childhood obesity and the potential future consequences of poor diet and inactivity, has served more than 400 elementary school children since being implemented in several safety programs last spring. Designed and implemented by faculty and students in UNLV's nutrition sciences department and staff from the Henderson parks and recreation department, the program combines fun activities with science-based lessons that reinforce the benefits of good nutrition, portion control, and physical fitness.

Molly Michelman, a visiting instructor in the department of nutrition sciences, said the program already has produced some encouraging results during its first year of operation.

"Of all the states participating in the Hearts N' Parks program, Nevada has shown the most significant progress so far," Michelman said. "Our testing indicates that the children who participated have not only dramatically improved their ability to identify heart­healthy foods, but are also more willing to eat healthier and engage in more physical activities."

Last spring, Michelman developed an undergraduate course at UNLV specifically designed for the Hearts N' Parks initiative. Students are required to develop, teach, and modify lesson plans that stress the importance of good nutrition and physical fitness to children in the participating Henderson schools. During a six-week period, UNLV students visit the schools four times to administer a standard pre-test questionnaire, a nutrition

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Establishing a University College

The Board of Regents recently approved our plans to establish the University College and, with it, a bachelor's degree in university studies. This new program is aimed at enabling students in certain circumstances to stay in school and complete their degrees when they might otherwise abandon their academic goals. Given UNLV's commitment to the success of our students, we are naturally interested in providing appropriate means to encourage their progress toward graduation.

Although the new degree program is designed with the overarching goal of improving student retention, it will appeal to students in several situations. Students with undeclared majors, those seeking a solid interdisciplinary degree, and those who are preparing for graduate or professional programs that do not necessarily seek students from a specific field are all prospective candidates for the new program. However, it seems likely that students who are in good academic standing but who do not have a grade point average sufficient to declare a specific academic major will be particularly interested in the new bachelor's degree in university studies.

By way of background, I should note that, according to the UCCSN Code, undergraduates with a grade point average of 2.0 or higher are considered to be in good academic standing; hence, when these students have completed enough credits in required courses and electives, they are eligible to earn the bachelor's degree here and at all other baccalaureate-granting institutions in the system. UNLV is obligated to provide, therefore, the means for those students to graduate. Yet, prior to the creation of the University College, every existing college at the university had established GPA requirements higher than 2.0. That left a number of students caught in a kind of "no man's land." They were in good academic standing but ineligible to enter and complete a degree program.

Our recognition of this problem led us recently to appoint a faculty-based task force to study the issue of creating a University College and an accompanying degree program. It became clear to the task force that the need for such a college and undergraduate degree is by no means unique to UNLV; in fact, most universities across the country have developed similar programs. Thus, the task force recommended proposals modeled after programs at such schools as the University of Arizona, Rutgers, Louisiana State, Arizona State, Tulane, UNR, and the University of Pittsburgh. The concept was further endorsed by the university's academic standards committee, the Division of Student Life, student development, the advising council, and the president's cabinet.

Through the new University College, students will be provided quality advising to help them achieve their academic goals. Those students who have changed majors several times and have accumulated a considerable number of credits in several areas—along with those who are in good standing but have not qualified for specific programs—will now be able to pursue a degree...

Greg Estermyer displays one of his company's products at the Ocean Spray plant in Henderson. A member of UNLV's first Executive MBA class, he graduated in December from the program tailored for mid-career and senior-level professionals.

EMBA Program Graduates First Class

by Diane Russell

Juggling a demanding career and personal responsibilities such as a family can make going back to college to earn a graduate degree a daunting task. No doubt many a would-be returning scholar has postponed or abandoned such plans at least in part because the logistics of finding a course schedule that meshed well with the rest of her life—and that seemed likely to lead to graduating sometime before retirement—proved impossible.

While UNLV's College of Business can't ferry the students to soccer practice or prepare the weekly status report the boss is waiting for, it has been able to provide mid-career and senior-level executives with an MBA program designed to relieve the class scheduling dilemma and to provide successful participants with a diploma within 18 months of taking their first class.

The Executive MBA—or EMBA—program is set up so that each summer a new group of students begins. These students come from a variety of fields, but have in common that each already has several years on the job, including a significant amount of time spent in one or more key leadership positions. The program is not designed for those fresh from their undergraduate studies.

For 18 months these students spend every other weekend on campus, taking classes all day Fridays and Saturdays. They proceed through the courses as a "cohort" group, meaning all the students are taking the same classes at the same time. At the end of the program, the class takes a trip to a foreign country. This International Seminar course gives students the opportunity to learn about the business practices and culture of another nation.

The first group of EMBA students enrolled in August 2002. In December 2003, 20 students graduated with their MBA degrees. Meanwhile, another group of students began the program in July 2003 and is on track to graduate in December. A third cohort will enter the program this summer.

"We're pleased with the success of the program," said Jan Cosby, administrative coordinator for the EMBA program. "It is doing exactly what it was intended to do—provide mid-career and executive-level professionals with the MBA that so many of them find essential for job enhancement or advancement and provide it in a way that is conducive with their extremely busy lives."

Dean Richard Flaherty of the Business College said, "It's rewarding to see that the EMBA program that our faculty and staff worked so hard to implement is providing Southern Nevadans with yet another way to achieve their educational and career goals."

"I couldn't have asked for anything better," said Greg Estermyer, a member of the first EMBA class, adding that the scheduling of classes in blocks on weekends was particularly useful.

The technical services manager for the Ocean Spray plant in Henderson, Estermyer said he enrolled in the program at the urging of his boss, who had completed a similar program at the University of Denver.

Estermyer, whose job involves overseeing a number of engineers, said the program deepened his understanding in several areas, including accounting and the capital planning process.

Dr. Steve Jones, another of the December graduates, also said the class scheduling was essential to his being able to fit graduate studies in with his job as chief medical officer at St. Rose Dominican Hospital.

Jones, who is a surgeon, said, "When I made a career change from practicing physician to administrator I found that medical school hadn't necessarily prepared me with all the administrative skills I would need." He said he already had employed many of the new skills he developed during his business studies.

The students themselves provide one critical component of their business studies, according to Cosby. "We have students from such divergent backgrounds that they not only learn from their professors, but also from the real-life experiences of their fellow students. In our first cohort group, for instance, we had students with backgrounds in law enforcement, politics, medicine, banking, gaming, and human resources, to name a few. Their average age was 39, so, as you can imagine, they had years of experience to draw on."

The international component of the program—in the case of the first class, seven days spent in the Brazilian cities of Sao Paulo and Rio de Janeiro—is a fitting culmination of the course work, said Cosby, who accompanied the students to Brazil.

"Everything they had learned throughout the program seemed to come full circle as they were meeting with representatives of a wide variety of businesses, including the banking, airline, and petroleum industries," she said. "You could see the light bulbs come on as the students had those 'a-ha' moments."
Scientist Studies Yucca Mountain Volcanic Potential

by Gian Galassi

As the debate over building a nuclear waste repository at Yucca Mountain continues to heat up, UNLV geoscience professor Eugene Smith may have the answer to just how hot things are likely to get.

Initial results of geological research being conducted by Smith suggest that the recurrence rate for volcanic activity near the proposed nuclear waste repository at Yucca Mountain could be up to four times higher than previously implied.

Smith has been studying the probability of future volcanic eruptions in the Yucca Mountain area since 1986. His studies indicate that the volcanic fields located near where the proposed repository would be built are linked to one of the largest volcanic zones in the Great Basin, stretching from Death Valley in California to the Lunar Crater Field in central Nevada. And although volcanism in the area has been relatively quiet – only three eruptions in the past 80,000 years – Smith said that a new peak in volcanic activity is a real possibility, thereby bringing into question the current probability models being used by the U.S. Department of Energy.

"What we're trying to do now is determine whether we are currently at the beginning, middle, or end of a period of low activity," said Smith. "If there is, in fact, what is known as hot mantle, or rock, beneath these areas, which our research suggests, then it is ripe for another volcanic cycle."

The implications of this research are critical to the future placement of the repository and, ultimately, could play an important role in determining whether Yucca Mountain will be an appropriate location for the long-term storage of high-level radioactive waste.

Although the DOE plans to apply for official licensing of Yucca Mountain later this year, Smith believes the process is moving ahead prematurely and argues that the Nuclear Regulatory Commission (NRC) should wait until all the studies are complete before giving the site its stamp of approval or disapproval.

As of now, Smith isn't willing to offer any personal opinions about the safety of the repository's placement, referring instead to his research and to that of his colleagues to provide the sound science necessary to make a good decision.

"If my work shows that there is no danger from potential volcanism, I will come out and say so," said Smith. "It's my job as a scientist to remain objective at all times."

Smith hopes that by publishing his findings in peer-reviewed, scientific journals, the DOE will be obligated to consider it. Thus far, he has published his work in both the Journal of Geophysical Research and Geology.

Geoscience professor Eugene Smith, above left, conducts field work with master's students Matt McKelvey and Denise Honn. Smith's research involves determining the likelihood of volcanic eruptions in the Yucca Mountain area.

Says Today, with a forthcoming article to be published this summer.

Another UNLV scientist whose work will also likely play a key role during site licensing hearings is mathematics professor Chih-Hsiang Ho. Ho has been working closely with Smith on calculating probability values for future eruptions in the Yucca Mountain area. Using advanced statistical analysis, Ho has discovered that the probability of future volcanic occurrences is at least one order of magnitude higher than the safety limit that was set by the U.S. Environmental Protection Agency. It's precisely these kinds of results, Smith says, that should give the DOE and NRC pause.

"Our work demonstrates that there is still a lot of work that needs to be done in terms of science," said Smith. "It's much too early to make a decision whether or not the repository will be safe. However, I will say that the people of Nevada should be concerned if the DOE makes any final decisions without sufficient data. This decision needs to be based on sound science and not political pressure."

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program that is sufficiently flexible to enable them to complete their undergraduate work.

To earn the new degree, students will be required to complete UNLV's general education core credits, two concentrations of credits in different disciplines, and the requisite number of total credits. Included will be a three-credit capstone course that requires students to complete a project that demonstrates their ability to integrate their two areas of concentration.

In addition to providing students with an alternative interdisciplinary program that can be tailored to specific needs, offering the new university studies degree will enable us to reconcile our practices with our own policies. We are committed to providing access to all students who meet our requirements; with that access comes the implied right of those admitted – and in good standing – to pursue their degrees in a timely and appropriate fashion. Thus, it is incumbent upon us to provide those students with the means to progress academically and to graduate. Further, I believe this program offers just the type of versatility that reflects our student-centered orientation and supports our goals of enhancing student success, increasing retention, and improving graduation potential. I am pleased that we continue to think creatively and constructively to develop programs that meet student needs and help them succeed. That is, after all, central to our institution's mission.
From the Dean’s Desk

I would like to discuss with you two issues of importance not only to UNLV Libraries, but also to the entire campus – the web-based LibQual+ survey in which we are asking you to participate this spring and the improvements in services that we have made as a result of your responses to the 2002 survey.

People judge performance based on their expectations – that is the assumption of LibQual+. It collects data on user expectations and perceptions of library performance. The instrument has been rigorously tested and is being implemented both domestically and internationally. Thus far, more than 400 libraries have participated in LibQual+. For more information on LibQual+ go to www.libqual.org.

UNLV Libraries found in 2002 that our users have high expectations compared to academic library users at other institutions. You expect the complete world of published materials, preferably available 24/7 from on and off campus! This is a tall order, and an idealistic and completely unattainable goal for academic libraries, including ours.

That toward goal – all materials, accessed anywhere, at any time – we have made some strides since 2002.

• We have implemented a new proxy server that has greatly improved access to electronic materials from home and office.
• We have instituted a Web and Digitization Services Department to enhance these rapidly expanding and changing areas.
• We have enhanced our electronic materials, especially serials, based on your input, and with new programs such as the Dental School in mind.
• We have experimented with real time online reference services and are expanding that program.
• We are exploring the use of WebCT to incorporate library materials into online teaching and learning.
• We have begun providing articles obtained through our Document Delivery Services to your desktop. At the same time we are keenly aware that the world of print is alive and well and proliferating! We also believe that in person assistance and instruction are key in providing the services you want. Toward that end,
  • We have adjusted hours to provide physical access to the collections at periods you have indicated are critical to you.
  • We have formed partnerships with other libraries, such as the Utah consortium, to extend access.
  • We have librarian “subject liaisons” for each discipline, providing a variety of services including web subject pages and library instruction for classes and individuals.
  • We listened carefully to your input in 2002 on the LibQual+ survey. We will do so again with the data we receive this year. Please take the opportunity to participate and encourage your students to do so as well.
  • We thank all participants. We also thank faculty participating in the spring library focus groups, which provide the opportunity to talk to you about some very important topics, such as ways to improve or tailor our support for your teaching and research, and how we may continue to be effective partners in the teaching/learning endeavor.

We look forward to hearing from you and working with you!

News

Business

James Rogers, J.A. Tiberi, and the late William F. Harrah were inducted into the Nevada Business Hall of Fame on Feb. 19. The college hosted a dinner at the Mirage Hotel and Casino to honor the inductees.

The college created the Nevada Business Hall of Fame in 2002 to honor top business leaders who have made an indelible mark on the economic, educational, social, and cultural climate of the state. Through their numerous business and philanthropic contributions, the inductees have been invaluable in making Nevada a great place to live and work.

Inductees are selected from a large pool of nominations submitted by a Nominating Committee and the college’s Executive Advisory Board, which includes senior Nevada business leaders from a variety of industries.

Previous inductees to the Nevada Hall of Fame are Irwin Molasky, Claudine Williams, Howard Hughes, William “Si” Redd, E. Parry Thomas, and Stephen A. Wynn.

Education

During the past five years, the college has been involved with several major technology initiatives.

PROJECT THREAD provided faculty and teacher candidates with opportunities to use technology in their classrooms. The project garnered two major national awards – one from the American Association of Colleges of Teacher Education and one from the International Society of Technology Education – and it was recognized as an impetus in the college’s successful NCATE accreditation.

A second major grant awardee, the IBM Reinventing Education 3 Clark Collaborative, provided approximately $1.5 million in technology and expertise to support technology, professional development, and teacher preparation. In addition, IBM donated 10 Young Explorer technology kits to the Lynn Bennett Early Childhood Education Center.

These successful projects resulted in an invitation to participate in a national research study at the University of Illinois at Chicago. The initial focus of the study, “Teaching Teachers to Use Technology: What Works and Why?” is based on faculty and administration interviews. In the next phase, observations and more extensive interviews will occur. One benefit of participation is access to data used to respond to nationally mandated Department of Education reports. Ultimately, participation in such studies reinforces a major college and UNLV goal: to enhance teaching and learning through technology.

Engineering

UNLV and the National Energy Management Institute are the two major stakeholders in a new corporation created with congressional funding – the National Center for Energy Management and Building Technology. UNLV will receive half of the $4 million federal earmark, with the college’s Center for Mechanical and Environmental Systems Technology (CMEST) taking the lead on research. Another $8 million is expected to come to the National Center for Energy Management and Building Technology in 2004.

The CMEST research represents landmark work on indoor air quality. There are three major components to the work: an assessment of energy and indoor environmental issues in 30 buildings in six cities nationwide, including Las Vegas; a research project centering on their under-floor air distribution in office buildings; and an assessment of issues regarding design problems in current air distribution systems in buildings nationwide.

Other projects include work on increasing active flow control for drag reduction for semi-trucks, and the School of Computer Science’s work with the Las Vegas Metropolitan Police Department on identity theft.

Fine Arts

As part of the Charles Vanda Master Series, the Moscow State Radio Symphony Orchestra, featuring pianist Navah Perlman, plays March 4 at the Performing Arts Center. Based on the concept of England’s BBC Symphony, the Moscow State Radio Symphony was enlisted for weekly national radio performances by former Sovier Premier Leonid Brezhnev. Conducted by maestro Pavel Sorokin, this group possesses some of the finest musicians to be found anywhere in Russia. Featuring the stunning works of Chopin and Tchaikovsky, this concert will be one of Las Vegas’ top symphonic events of the year.

The Nevada Conservatory Theatre presents Isn’t All Ai Confiti starting Rip Taylor in his life’s story at 8 p.m. March 12, 13, 19 and 20 and at 2 p.m. March 14 and 21 in the Judy Bayley Theatre.

The Newport Jazz Festival celebrates its 50th anniversary with a concert March 12 at the Performing Arts Center. Assembled to celebrate the golden anniversary of the East Coast’s most illustrious jazz festival, this once-in-a-lifetime roster of jazz greats will feature top players such as Terence Blanchard, Lew Tabackin, Cedar Walton, Peter Washington, Kareem Riggins, Lea DeLaria, Howard Alden, and Ken Peplowski. Don’t miss out on an incomparable evening of classic jazz.

Graduate

The Graduate College and the Graduate and Professional Student Association are sponsoring the annual Graduate and Professional Student Research Forum next month. The forum provides graduate and professional students an opportunity to share their research and scholarly activity. Most participants also present their work at national conferences in their disciplines. Last year more than 75 graduate students participated in poster or paper presentations. Faculty and students are encouraged to attend. The forum provides a great opportunity to gain a sense of graduate student research at UNLV. The quality, quantity, and diversity of research projects are impressive. Mark your calendars for this year’s forum on April 17.

Health Sciences

Transformation may be the word that best describes the activities within the School of Nursing. Almost everyone is aware of the extreme nursing shortage nationwide, and particularly in Nevada. However, there is not equal awareness of the more acute shortage of nursing educators. The School of Nursing has initiated two programs to ease that shortage.

In the fall, UNLV began offering a master of science degree in nursing education. The program will prepare students to assume faculty positions in associate degree and baccalaureate-level programs as well as in clinical educator positions in hospitals and community health organizations.

The second effort is a new Ph.D. program, which has received university-level approval, and has been submitted to the Board of Regents. This is one of the few such programs in the nation that will focus on nursing education, emphasizing the teaching, research, and service skills needed in university settings. The first classes in the year-round program will be offered in fall 2004.
In the long run, such graduate programs will help alleviate the nursing shortage by providing more faculty to teach those wanting to obtain nursing licenses. In the short term, the School of Nursing is easing the shortage by decreasing the undergraduate program requirements from five semesters to four. The new baccalaureate curriculum has been approved, and will be used by students admitted in fall 2004. In addition, to meet the legislative mandate to increase enrollment, classes will be held year-round, with students admitted, attending, and graduating in fall, spring, and summer. Once the prerequisite courses and requirements are satisfactorily completed, a student will be able to complete the nursing course work in approximately 16 months.

**Honors**

After an extended discussion among students, the Honors Council, and staff, the college completed a revision of its curriculum. It is the first revision in many years. The new, more interdisciplinary curriculum is designed for students who are seeking the designation of University Honors Scholar. It is an interim curriculum that will evolve in the coming years as additional interdisciplinary courses are developed and added. Students are required to complete 31 hours of honors course work. Other requirements in the 47- to 54-hour curriculum may be completed by taking designated courses outside the honors curriculum. The requirements for Departmental Honors remain the same. Meeting the requirements of UNLV's new core curriculum, the new honors curriculum requires fewer hours than the current one and gives students more flexibility. The Faculty Senate Curriculum Committee approved the changes.

The revised curriculum requires that all honors students complete an Honors Orientation Seminar during their first semester, a course in public speaking, study of an appropriate foreign language, and a newly approved course in the history of science. The changes will provide more of a common honors experience for students. The humanities and science courses in the core will be more interdisciplinary.

During this semester, the college will provide information to department chairs and deans, academic advisors, recruiters, and individuals in the admission office about the changes. The revised curriculum will be a part of the new undergraduate catalog. Please direct any questions about the curriculum to the Honors College at ext. 5-2263.

**Hotel**

The college continues to reconnect alumni with UNLV through the college-based alumni relations program. Alumni have shown a great interest in supporting social events in New York and Chicago as well as within Nevada. Many are held in connection with industry trade shows, which are attended by the dean and selected faculty. Attendance continues to grow each year as attendees encourage their fellow alumni to participate and as relationships develop and grow among the attendees.

The UNLV Alumni Association co-sponsored a recent New York reception, and all alumni living in the greater New York area were invited. Opportunities such as this allow people to reconnect socially and academically. Alumni not only network with past friends and faculty members, they also learn about the growth on campus and the recognition UNLV continues to garner.

On an international level, the Korean Alumni Club continues to sponsor an annual dinner, bringing together nearly 80 people for a wonderful celebration. The

**Liberal Arts**

The UNLV Center on Aging has revised and updated its "Nevada Support Network for an Aging Population," a compendium of primarily public and nonprofit community-based resources key to the well being of older populations in Southern Nevada. Customized reports from this Microsoft ACCESS database can be tailored to the particular needs of university researchers or project developers.

Also available to researchers on campus: "Aging Opportunities Grants Letter," a twice-monthly annotated description of funding opportunities in the field of aging. This comprehensive document provides valuable information, such as targeted topics, deadlines and contact information for grants. It focuses on key policy and programmatic issues currently "on the front burner." It also alerts the "aging network" to potential changes in policy that could impact future funding directions and supplies summaries of recent exceptional research findings.

To take advantage of these resources, contact April Reckling at ext. 5-0847.

Along with gerontologists from around the state, center director Barbara Hirshorn recently participated in a Technology Integration Think Tank at UNR. This initiative is directed at generating innovative ideas for integrating services for local older populations and technologies with definite potential for responding to unmet needs, as well as at addressing local and regional disparities in service availability and access.

**Sciences**

The college established the Undergraduate Student Council to advise the dean on matters that are of importance to students. Membership consists of student leaders from each of the departments within the college. This year's council president is Candice DeGuzman.

The council has discussed such issues as undergraduate advising, advising for students interested in careers in the health professions, and the impact of academic dishonesty on all students. Results of these discussions include the decision to hire an additional professional advisor for the college as well as the hiring of a faculty member who will function as a full-time advisor and advocate for students seeking admission to medical and health-related professional schools. Searches to fill these two positions are now occurring.

In addition, the council has been charged with establishing a proctor pool to help instructors administer exams. Students will be trained and paid by the college to work with individual instructors during exams. The college expects to offer this service beginning in the fall. Applications to become a member of the proctor pool should be available this semester and will be distributed by the Undergraduate Council.

**Urban Affairs**

Great things are happening at KUNV-FM, Jazz 91.5. Your jazz spot in Southern Nevada is pleased to welcome new program director Gig Brown, who comes from Tampa, Fla. He received his M.A. in jazz history and research from Rutgers University. Brown has an impressive background in music, with experience ranging from radio announcer to school band director to program director. He moved to Las Vegas for the opportunity to work at KUNV and return to jazz. He has exciting plans for the station. "Growth, unprecedented growth" is what the campus community can expect.
ON ACCOMPLISHMENTS

R.R. Apache (Educational Leadership) was named the 2004 Hailey Poindexter Young Scholar at the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education in January. The award was presented on the basis of his research paper titled “The Behavioral Assessment of Parents and Coaches at Youth Sport.” He also presented papers on “Youth Sports: Actively Engaging Parents in the Coaching Process” and “Physical Activity and Youth from Low-Socioeconomic Households.”

Patrice Hollrah (Writing Center) presented “Teaching LeAnne Howe’s Shell Shaker with A Triboligraphy Approach” at the Modern Language Association Convention in San Diego in December.


Stacy Rodrigues (English Language Center) was selected Classified Staff Council Employee of the Month for December. She has been a UNLV employee for six years, working the front desk at the admissions office before moving to the center five years ago. An administrative assistant III, she says what she enjoys most about her job is being able to meet people from all over the world and helping them succeed at the university. She looks forward to receiving her own UNLV degree, a BA in psychology, in May after nine years of study.

John Bowers (English) had his article “Three Readings of The Knight’s Tale, Sir John Clavend, Geoffrey Chaucer, James I of Scotland” accepted for publication by Duke University’s Journal of Medieval and Early Modern Studies. He has been invited to join the editorial board of the international journal Yearbook of Langland Studies and the advisory board of Exemplaria: A Journal of Theory in Medieval and Renaissance Studies. Also he has become a consulting editor for the online scholarly resource “Blackwell’s Literature Compass” published in Oxford, England.

John Massengale (Kinesiology) recently presented a paper titled “Quality Internship Experiences in Physical Activity Occupations” at the annual conference of the National Association for Physical Education in Higher Education, which was held in Clearwater Beach, Fla.

Hokwon Cho (Math) is the co-author of the recently published book Introduction to Regression Analysis (Wessex Institute of Technology Press, Southampton, United Kingdom). The book is intended for students in their senior year of college or at the first-year graduate level.

Nutrition

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Robsy H. Helton (Social Work) wrote an article titled “Biblical Justice,” which appeared as the lead article in the December issue of the Journal of the American Academy of Religion.


Robert Aalberts (Finance) wrote an article titled “Drug Testing Tenants: Does It Violate Rights of Privacy?” It recently appeared in the fall issue of the Real Property, Probate and Trust Journal, an American Bar Association publication.

Elspeth Whitney (History) has a book, Medieval Science and Technology, forthcoming from Garland Press and also has a forthcoming article, co-authored with Irving Kelter, in Women Medievalists in the Academy (University of Wisconsin Press, 2004). She recently delivered papers at the Renaissance Society of America, the Rocky Mountain Medieval and Renaissance Association, the Texas Medieval Society, the Berkshire Conference on the History of Women, and the Society for the Study of Early Modern Women.

Jerry L. Crawford (Emeritus, Theatre) has returned to UNLV for spring semester as part-time instructor/guest artist. Crawford, who retired in 1994 after 32 years of service to the university, is filling in for Davey Martin-Jones (Theatre) during the latter’s absence. Crawford is teaching two graduate playwriting courses and directing two student original plays in the 10-Minute Play Festival. The festival opens March 24.


Colleges

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College of Business Administration

The most difficult part of the decision was choosing the right school. The College of Business Administration at UNLV offers a variety of programs that are tailored to individual needs. The program offers a range of concentrations, from accounting to finance, and provides students with the tools to succeed in the business world.

College of Arts and Sciences

The College of Arts and Sciences offers a broad range of majors and minors. Students can explore their interests and passions through coursework in fields such as English, History, and Political Science. The college also offers pre-professional programs in law, medicine, and engineering.

College of Engineering

The College of Engineering is dedicated to providing students with the knowledge and skills they need to succeed in the engineering profession. The college offers undergraduate and graduate programs in fields such as Civil Engineering, Electrical Engineering, and Computer Science.

College of Education

The College of Education is focused on preparing future educators to make a positive impact on the lives of children. The college offers programs in Elementary Education, Secondary Education, and Special Education.

College of Health Sciences

The College of Health Sciences is committed to improving public health through education, research, and service. The college offers programs in fields such as Nursing, Health Administration, and Public Health.

College of Liberal Arts

The College of Liberal Arts provides a foundation for students to develop critical thinking and communication skills. The college offers programs in fields such as History, Philosophy, and Sociology.

College of Nursing

The College of Nursing is dedicated to providing students with the knowledge and skills they need to become competent and caring nurses. The college offers programs in fields such as Nursing Administration, Primary Care Nursing, and Gerontological Nursing.

College of Science

The College of Science is focused on providing students with a strong foundation in the sciences. The college offers programs in fields such as Chemistry, Physics, and Biology.

College of Social Work

The College of Social Work is dedicated to preparing students to make a positive impact on the lives of individuals, families, and communities. The college offers programs in fields such as Social Work Administration, Clinical Social Work, and Individual and Family Therapy.

College of Undergraduate Studies

The College of Undergraduate Studies offers a wide range of programs and services to support students in their academic and personal development. The college provides advising, counseling, and support services to help students succeed.

College of University Libraries

The College of University Libraries is dedicated to providing students with access to a wide range of resources and services. The college offers programs in fields such as Information Science, Archival Science, and Librarianship.

College of World Languages

The College of World Languages is focused on providing students with a global perspective. The college offers programs in fields such as Spanish, French, and Chinese.

College of Youth and Family Studies

The College of Youth and Family Studies is dedicated to preparing students to make a positive impact on the lives of children and families. The college offers programs in fields such as Child Development, Early Childhood Education, and Family Studies.

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New Student Program Provides Leadership Skills

by Cate Weeks

When Traci Peyghambarian transferred from CCSN this year, the history major knew she wanted to join a program that would round out her university experience with collegiate activities outside the classroom. But she didn’t expect that the new President’s Leadership Certification Program would help her overcome her shyness and participate more in the classroom.

“Professors always say they want students to speak up in class more,” Peyghambarian said, “but I’m kind of shy and having only attended community college, I wasn’t sure I was cut out for the university. This program has really helped me work on my leadership skills, and now I’m talking more in class. I’m also becoming a better writer.”

The student involvement and activities office launched the co-curricular program this year to help students learn the leadership skills they will need to succeed after graduation. It has the added benefit of actively engaging students in university programs.

“We hope that more faculty and staff on campus will join the program or incorporate elements of the program in their courses,” said program coordinator John Dugan. “It’s a phenomenal way for students to apply what they are learning in the classroom to experiences they have outside the classroom.”

He added that he has already seen evidence that the program is reinforcing classroom education and vice versa – a comment seconded by Peyghambarian.

“The program’s been a way to really expand what I’m learning in my classes,” she said. “For example, I attended a lecture on Islamic politics – something I knew nothing about. I didn’t realize how much you could learn in general by exploring someone else’s culture and politics. I think I’m now writing for my class assignments from a more diverse position.”

To apply for the program, students must have a 3.0 GPA or higher and be in good standing with the university. Dugan hopes the pilot program expands from its current 20 students to 50 in 2004-05 and 100 students within five years.

Students who complete the program receive a leadership transcript to use when applying for jobs or graduate school. Completion of the program requires writing reflection papers on a number of leadership and diversity education events such as University Forum lectures. They are also required to become active in a student group and to write book reviews.

Many universities have leadership programs, Dugan said, but UNLV’s is unique in one key way. “This is the first program in the country that we know of that actually tests to ensure that students have achieved specific learning objectives,” Dugan said. “Other programs require students to go to so many events or participate in specific activities, and they stop there.”

UNLV participants are tested when they come into the program and then again as they complete each of its four tiers. Graded by a panel of six staff members and two students, the test evaluates learning in four areas:

- Perceived – a subjective evaluation of the student’s progress done by a credible reference such as an advisor or instructor.
- Conceptual – an assessment using the Socially Responsible Leadership Scale. Participants must score at least 10 percent higher than the norms for the general UNLV student population and 5 percent higher than their score in the previous tier.
- Applied learning – the participant’s essay response to three questions directly related to leadership learning objectives.
- Faculty and staff members interested in sitting on the review panel or learning more about the program can contact Dugan at ext. 5-2309.

University College

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“The requirements absolutely are rigorous,” he said. Students will be required to complete the university’s general education core requirements, the college’s own core of 12 credits, 18 credits each in two areas of concentration, and the required number of total credits. Included will be 40 upper-division credits and a three-credit capstone course that will require a project related to the two areas of concentration.

Advisors from the Student Development Center, which is moving under University College, will work closely with students in developing their academic course, he said. Once students choose their two concentration areas, they will work with an advisor to identify the appropriate classes. Additionally, either the dean of University College or a faculty member designated by the dean in the college in which the concentration is housed will have to sign off on the list of appropriate courses.

One example of a student who might opt for a bachelor of university studies degree is one who has decided his career goal is to operate a day-care center, Readence said. That person might see having concentrations in early childhood education and business as the most valuable academic path for his particular goals.

Readence said it also would be a mistake to assume that a student whose GPA is too low to gain admittance to one of UNLV’s other colleges is a student who cannot achieve academically and, therefore, is wasting time in college.

“At the end of my freshman year at Ohio State I had a 2.43 GPA,” he said, noting that, like many of today’s UNLV students, he was working full time to support a family while also going to college. “If I had been faced with the same GPA standards UNLV had before establishing University College, it might have been difficult to graduate. Yet, clearly, I went on to succeed academically.”

The reason University College is operating on a limited basis this semester has to do with timing, Readence explained.

“The college just received approval from the Board of Regents in mid-December, so a dean is not yet in place,” he said. “Once that search, which is being chaired by Dean Richard Morgan of the law school, is completed and the dean is hired, the college will be able to refine its policies and complete other important tasks.

“Meanwhile, we’ve had what might be called a ‘soft opening’ and are offering our first class to a small number of students this semester.”

Tim Gauthier, the first and so far only faculty member assigned to University College, is teaching that first course, Introduction to University Studies, one the college’s required core courses.

“It’s exciting to be part of the college in its fledgling stages,” Gauthier said. “Those of us working with the college in its early days will be able to help influence its future in positive ways.”

For more information on University College call ext. 5-2177.
Betlflett Center Opens

The new, $5.8 million Lynn Bennett Early Childhood Education Center opened its doors at the start of spring semester. The center, which is home to the UNLV/CSUN Preschool, now accepts children ranging in age from 6 weeks to 5 years. Top left, preschool employee and physical education major Cacy Uktorich looks through a playground toy with 2-year-old Amber Nicole Hankins. Above, preschool students Savannah Williams, Amanda Kirk, Daniel Tijerina, and Abigail Rathburn perform during the dedication ceremony. Bottom right, Regent Mark Alden, preschooler Elana Marcos, President Carol C. Harter, center benefactor Lynn Bennett, and Regent Thalia Dondero participate in the official ribbon-cutting ceremony last month.

UNLV Writing Center Expands Services, Locations

During fall semester the UNLV Writing Center increased its operating hours and staff so that it could more effectively serve the UNLV community.

That semester the center assisted in 15 workshops, temporarily expanded services to Lied Library, and was able to increase consultation availability by 42 percent. Currently, the center has satellites in the Thomas Beam Engineering Complex, Room A-207, and in Boyd Residence Hall. The main Writing Center and Computing Lab is in the Dungan Humanities Building, Room 240.

“Our staff provides a friendly, constructive, student-centered environment in which writers may work to develop confidence in their own writing skills and develop strategies to increase the effectiveness of their own writing techniques; thus, our emphasis is on the writing process rather than on the written product,” said assistant director Renato Estacio. “We strive to work with individuals over time, pointing out patterns of error as well as working together to improve issues such as audience awareness, coherence, organization, topic development, sentence structure, and diction. “Our long-term goal is that of positive ‘planned obsolescence,’” he said. “We hope that after using our services, students will take the skills they have learned in the Writing Center and apply them to their own unsupervised writing. This benefits Nevada and surrounding communities as more prepared students leave UNLV and enter the work force, better able to write and communicate – a strong edge in an increasingly competitive job market.”

For more information about the Writing Center or to have a representative visit a class, contact Estacio at ext. 5-3908 or e-mail writingcenter@ccmail.nevada.edu.