

The Yellin' Rebel

● I'd rather see newspapers with no government than government with no newspapers ●

University of Nevada, Las Vegas

April 26, 1988

Volume VI, Issue 23

Regents increase fees to \$40

by kurt hildebrand

editor

The University Regents approved a \$4 fee increase from \$36 to \$40 per credit at a special session held April 23.

There was no opposition to the increase at the meeting.

At the meeting, Dr. Robert C. Maxson, UNLV President, told the Regents that every oppor-

tunity had been taken to inform the student body of the fee increase.

"This fee increase has been in both of the daily papers in town, and has appeared in the *Yellin' Rebel* three times, and we have not received a single negative letter."

Maxson told the Regents UNLV's fee increase would go to pay for women's and non-revenue producing sports,

intramurals, on-campus student health care and security.

The fee increase is scheduled to take effect next August and should be in the Fall 1988 class schedule.

The regents approved the request for an increase in fees for both University of Nevada System schools unanimously (UNR President Crowley said the fee

increase would go to renovate living accommodations at UNR).

Maxson told the Regents that the women's and non-revenue sports had not received an increase in fees in nearly 10 years.

Maxson said he had spent months consulting with the constituencies involved with the fee increase.

"I met with student and

faculty leaders," he said. "Everyone had an ample opportunity to comment on the measure. In the end, we did it in the sunshine."

"Every single person involved knew what was coming and we did not receive a single negative letter."

"I am not naive enough to believe there won't be any reaction," Maxson said, defending the in-

crease. "But, we must protect our non-revenue sports which don't have the gate receipts to support themselves."

The Regents also considered the increase in academic standards recommended by Reno.

This issue was tabled by the regents until December, while the two faculties work to make a single proposal for the increase.

Professors look at teaching in part two of series

Editor's Note: This is part two of a three-part series on good teaching that resulted from a series of interviews conducted by journalism students. Today: what professors think goes into good teaching.

by kerrie robinson

guest writer

At the University of Nevada, Las Vegas, no two buildings look alike. But the teaching philosophies brewing behind their walls do.

And professors take the responsibility for good teaching squarely on their own shoulders.

"If you aren't a good teacher," said Arlen Collier, Associate Professor of English and teacher for 28 years, "students won't be good learners."

Entertainment and empathy were consistently described as essential teaching skills.

"Teaching is a performance," said UNLV Professor of Anthropology Sheilagh Brooks. She said a good teacher must have

an outgoing personality and welcome an audience.

Collier agreed. Good teachers are dynamic, he said, and have a method of presentation that keeps students interested.

Professors cited several elements that contribute to maintaining the level of interest. Brooks suggested that knowledge, enthusiasm and enjoyment of the subject are vital ingredients for a good teacher.

Collier said instructors have to like teaching and what they teach, as well as to know what they are teaching.

Echoing this view was Bill Quain, Associate Professor of Marketing, who said, "You must believe in what you are teaching." Quain added that while teachers must work to earn the interest of students, students should also evidence interest in the subject.

"I try to constantly tell myself to be enthusiastic," commented Stephen Rowland, Chairperson of



SPLISH SPLASH, TAKIN' A BATH — Greek week festivities took to the water. TKE is reported to be the winner of the event.

photo by alan lagervall/Rebel photographer

Geoscience. "I feel it really helps in getting my message across to the students."

Empathy with students also weighed heavily in professors' views of good teaching.

"Being sensitive to students' needs is the most important factor in being a good teacher," Douglas R. Peterson, Associate Professor of Music and a 20-year veteran of the classroom,

said.

Peterson said a teacher must be sensitive to the potential of each student in order to teach effectively, a point echoed by Stephen Nielson, Associate Professor of Communication Studies.

An instructor in Philosophy, Francis J. Beckwith, urged teachers, "Don't make a student feel alone or stupid." Good teachers let students know they are

willing to listen to problems.

Rowland said a teacher must try to put himself in the student's place, trying to visualize the material as the student would.

Although much of the discussion on good teaching focused on area external to course subject matter, the professors take it for granted that a good teacher is knowledgeable, prepared

and works to create a climate for learning.

Richard Soule, Associate Professor of Music said the teaching/learning process does not end with the semester.

A good teacher, Soule said, attempts to prepare student to work independently so that when the teaching process is over, the learning process continues.