FLORIDA ATLANTIC UNIVERSITY

Honors Convocation

TUESDAY, NOVEMBER 3, 1981
UNIVERSITY THEATRE
10:30 a.m.

ALMA MATER

With the Gulfstream breezes blowing
The search for truth goes on.
Seeking, learning, sharing knowledge.
Finding the meaning of the past that is gone.
Where nature beams with pleasant weather -
We strive to learn to work together.
Florida Atlantic, we praise and hail thy name.

PROGRAM

PRELUDE ..... *CROWN IMPERIAL*
By William Walton

The University Symphonic Winds
John C. Hutchcroft, Conductor

PROCESSIONAL ..... *TOCCATA MARZIALE*
by Ralph Vaughan Williams

WELCOME ..... Dr. Glenwood L. Creech, President

PROLOGUE ..... Dr. Kenneth M. Michels, Vice President for Academic & Student Affairs

PRESENTATION OF UNIVERSITY SCHOLARS 1980-81 ..... Dr. Franklin A. Schultz
(Awards donated by Dr. Alfred A Richman)

Jacquelin Babakanian	College of Business and Public Administration
Diane H. Bossle	College of Business and Public Administration
Kathy A.Darasz	College of Humanities
Micki A. Marshall	College of Engineering
Rafael J. Picon	College of Engineering
Maria Pijnenburg	College of Science
Linda J. Postlethwaite	College of Social Science

PRESENTATION OF S.E. WIMBERLY SCHOLAR 1980-81 President Creech

Gail A. Warner	College of Engineering

PRESENTATION OF PHI KAPPA PHI SCHOLARS 1980-81 ..... Dr. Douglas S. Gatlin

Donna Marie Koegler	College of Humanities
Gerry G. McNeal	College of Science

PRESENTATION OF DISTINGUISHED SERVICE AWARD ..... President Creech
Berkley V. Schaub

PRESENTATION OF DISTINGUISHED TEACHER 1980-81 ..... Vice President Michels

CONVOCATION ADDRESS ..... Distinguished Teacher

ALMA MATER ..... Introduction by President Creech
(Words and Music by Clark Bell) Vocalists: Clark Bell, Carrie Brooks, Karen McConnell, and Dean Peterson

ADJOURNMENT ..... President Creech

POSTLUDE ..... *JUPITER* from "The Planets" by Gustav Holst

SCHOLASTIC HONOR SOCIETIES AT FLORIDA ATLANTIC UNIVERSITY 1980-1981

(These Societies require high academic achievement for membership)

Blue Key	University-wide
Phi Kappa Phi	University-wide
Phi Alpha Theta	History
Phi Sigma Tau	Philosophy
Omicron Delta Epsilon	Economics
Phi Delta Kappa	Education
Pi Mu Epsilon	Mathematics
Delta Kappa Gamma	Education
Sigma Xi	Science
Tau Beta Epsilon	Engineering
Pi Sigma Alpha	Political Science
Lambda Alpha	Anthropology

INDIVIDUAL AWARDS FOR ACADEMIC ACHIEVEMENT 1980-81

FACULTY SCHOLARS

Patricia Aloise
Mary Alvarez
James Auxier
Douglas Barra
Maria Bello
Cole Brand
Marshall Dickoff
Tore Fredriksen
Alan Garcia
Carol Heller
John Hurdle
Dana Jensen
Ingo Kemper
Bjorn Larsen
Betty Lindner
Jeanne McGregor
Steve McNabb
David Melgar
Wayne Moor
Kenneth Morris
Joseph Parks
Kenneth Perla
David Pepper
Louis Richards
Carol Rollins
Timothy Saarinen
Robert Schindler
Marina Sergas
Kevin Sexton
Thomas Spitzer
Liisa Syvaniemi
Jodi Tidmarsh
David Waggoner

ARTHUR ANDERSEN SCHOLARSHIPS

Janet L. Burnett
John T. Kittel
Katherine Marsh
Charles Parish
Geraldine Terranova

GEORGE E. BARBAR SCHOLARSHIP

Judy Fick

BARZILAY FOUNDATION SCHOLARSHIPS

Joanne Brandon
Geraldine Brent
Loretta Bruce
George Carleton
Wendy Gold
John N. Joseph
Frank J. Moore III
Elizabeth Morris
Deborah Muha
Robin D. Ohlrich
Susan J. Roeder
Christine A. Sawyer
Dean G. Steele
Gail Stremlo
George Teixeira

BOCA RATON BOARD OF REALTORS - REAL ESTATE SCHOLARSHIP

Hoyt C. Murphy

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION — EXECUTIVE ADVISORY COUNCIL — MARGIN OF EXCELLENCE — H. LOY ANDERSON, SR. — CHARLES S. ROSE MEMORIAL SCHOLARSHIPS

Karen A. Clark
Lois Cole
F. D. Maddox
Charles Parrish
S. A. Solieri
Leslie G. Szakacs

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION JUNIOR COLLEGE SCHOLARSHIPS

Randee Abramson
Glenn T. Choquette
Terri McGoldrick
Kim Riordan

DELTA SIGMA PI SCHOLARSHIP KEY

Marcia Roth

CHRISTINE E. STURTZ SCHOLARSHIP

Robin D. Ohlrich

PRICE WATERHOUSE FOUNDATION ACCOUNTING SCHOLARSHIPS

Mary Glair
Catherine Hutz

DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION FACULTY AWARD FOR ACADEMIC EXCELLENCE

Lisa D. Fogleman

COLLEGE OF ENGINEERING FACULTY AWARD FOR OUTSTANDING ACHIEVEMENT

Cynthia P. Canady
Susan Skemp

FLORIDA ENGINEERING SOCIETY — FLORIDA ATLANTIC UNIVERSITY SCHOLARSHIP

Rafael J. Picon
Vilma Ragolta

THE FLORIDA INSTITUTE OF CONSULTING ENGINEERS SCHOLARSHIP

Haydee F. Fernandez

THE AMERICAN CONSULTING ENGINEERS COUNCIL SCHOLARSHIP

Haydee F. Fernandez

INTERNATIONAL YACHTSMEN'S ASSOCIATION SCHOLARSHIPS

Michele McCollum
Steven H. Mondrach
William K. Stewart

NAVY LEAGUE OF THE U.S., DELRAY BEACH COUNCIL

Michele McCollum

LINK FOUNDATION GRANTS

William K. Stewart
Michael Schilt

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Lisa B. Heslet

RAMA WATUMUL FUND, HAWAII

Shirish S. Rajpathak

THE WILLIAM TESSIN AWARD

Paul J. Grandall

AMERICAN SOCIETY OF MECHANICAL ENGINEERS OUTSTANDING STUDENT IN SOUTHEASTERN UNITED STATES AWARD

Susan Skemp

MUSIC DEPARTMENT
(Scholarships based on musical ability and academic achievement)

FAU SYMPHONY SCHOLARSHIPS

Cindy Bevier
Jane Cleversey
George Jirsa
Marie Manuel
Phyllis Movitz
Ellen Wiener

ESTHER B. GRISWOLD SCHOLARSHIPS

Gina Bukur
Gerald Christopher
Kosmas Galileas
Patricia Holzchuh
Colleen Lavoie
Karen McConnell
Carol Porter
Laura Zisman

CONSTANCE BICKERTON SCHOLARSHIP

Dean Peterson

FLORIDA ATLANTIC MUSIC GUILD SCHOLARSHIPS

James Bonner
Karen Guth
Marie Kay
Wendy Lehrbass
Jane William
Jackie Zenobia

RAUL SPIVAK PIANO SCHOLARSHIPS

Stanton Kay
Deborah Pierce

H. CHARLES KERSTEN OPERA GUILD SCHOLARSHIPS

Bette Bolton
Karen Franklin
Karen McConnell
Cindy Rogers

FAU JAZZ SCHOLARSHIPS

Melissa Bearse
Pat Lacy
Chris Kinsman
George Kruse
Russ Liachoff
Richard Niles
Matis Oxidine
Mike Rossi
Bruce Scott
Pat Riley
Ed Spewak
Aaron Stang

UNIVERSITY THEATRE PATRON SCHOLARSHIPS

Marc S. Macaulay
Laura A. Wild

ESTHER GRISWOLD THEATRE SCHOLARSHIPS

Gerard J. Dedera
Priscilla P. Farley
Carol L. Kahle
John J. Kelly
Raymond A. Smith Jr.
Joseph J. Tomko

ESTHER GRISWOLD PERFORMING ARTS SCHOLARSHIP

Christopher A. Delay

ENGLISH SPEAKING UNION SCHOLARSHIP

Mary Mahoney

ARNOLD TOYNBEE SCHOLARSHIP

Kathy Darasz

DAVID BASKETT MEMORIAL SCHOLARSHIP

Lynda Boyar
Kimberlee Beckman
Holly Henne

ROSAMOND JACKSON MEMORIAL SCHOLARSHIPS

Helene F. Harper
Joseph Gentile

PHYSICS SCHOLARSHIP

Joseph Nestor

COLLEGE OF SOCIAL SCIENCE ACADEMIC EXCELLENCE AWARD

Susan E. Milford

PHI THETA KAPPA SCHOLARSHIPS 1980-81

Linda L. Archetti
Donna F. Arnold
Richard K. Ayers
Cynthia Bowen
Hugh Alan Brank
Sheri Lynn Brooks
John A. Brucato
Debbie Buschbacker
Kelly Carson
Kim A. Chastain
Faith S. Collison
Sharon Costello
Lucy Flake
Dennis G. Gallagher
Clarence Gillenwater
Laura James Grizzle
Harry T. Hackney
Myra R. Hausknecht
Stuart J. Hochfelder
Cynthia D. Joy
Paul D. Kellberg
Jenell A. Lake
Beverly Laudone
Penny Lee Lindberg
Gilford E. Lubbers
Cheryl D. Lynes
Diane Marmol
Deborah G. Martinez
Patricia McCallister
Laura L. McDonald
Robin S. Millstein
Jay D. Parales
William E. Partlow, Jr.
Thomas A. Renick
Kathryn A. Rogers
William L. Rogers
Mark Siedle
Lori E. Steinberg
Robin Still
Andrew T. Taninecz
Yasmin Teja
Doris M. Tjong
James R. Walker, Jr.
Laura A. Wild
John R. York

DISTINGUISHED SERVICE AWARDS

1964	Thomas F. Fleming, Jr.
1975	G. Ballard Simmons
1976	Brenn Green; Anna Grace O'Dell; Carey B. Jackson; Dorothy Vance
1978	Paul J. Glynn

DISTINGUISHED TEACHERS

1969	Douglas S. Gatlin	College of Social Science
1970	William Tessin	College of Engineering
1971	Michael D. Schwartz	College of Social Science
1972	Edward W. Ziegler	College of Education
1973	Walter R. Courtenay, Jr.	College of Science
1974	Roger A. Messenger	College of Engineering
1975	Willy J. Feuerlein	College of Social Science
1976	Jose Villanueva	College of Engineering
1977	Howard Pearce	College of Humanities
1978	Gordon E. Bell	College of Business
1979	William T. Ryan	College of Business
1980	Franklin A. Schultz	College of Science

S.E. WIMBERLY SCHOLARS

1971	Ina K. Tresca	College of Humanities
1972	Rhoderick Grimes-Graeme	College of Engineering
1973	Lee E. Harris	College of Engineering
1974	Shirley R. Huskey	College of Business
1975	Saundra G. Vinkemulder	College of Social Science
1976	Maria Jasin	College of Science
1977	Jerry Gibbs	College of Science
1978	Randall S. Cummins	College of Engineering
1979	John R. Toscano	College of Engineering
1980	Helga E. Rippen	College of Engineering

PHI KAPPA PHI SCHOLARS

1977	Mark A. Messiter	College of Science
1978	Connie S. Jones	College of Humanities
1979	William Benedicks, Jr.	College of Humanities
1980	Leslie A. Milbery	College of Social Science

HONORS CONVOCATION ADDRESS

ON RESEARCH AND TEACHING

Dr. Franklin A. Schultz
Distinguished Teacher 1979-1980
November 25, 1980

Like many individuals in other walks of life I find that I arrived in my present occupation, that of chemistry professor, without any clear predetermination of this as a professional goal. However, once I found out who chemistry professors were and what they did, I knew right away that I liked it.

What chemistry professors do is chemistry; that is, they do research in and teach chemistry. I am often asked a question about this that I find difficult to answer. The question is "Which do you like better, teaching or research?" The difficulty is not that I am incapable of choosing between teaching and research, but that I do not regard the two as separate endeavors. It is an unfortunate consequence, therefore, that teaching and research are considered more and more as separate activities by a large segment of the population and, more importantly, by the academic community itself. In demonstration of this fact, guidelines exist in many universities, including those in Florida, which require that faculty account for and be evaluated on their *separate* contributions in teaching and research. Such classifications are unfortunate; they create an artificial division between inherently continuous scholarly activities and have a harmful impact on the goals of higher education.

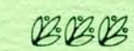
Conventional definitions regard teaching as the transmittal of knowledge and skills and research as the discovery of new knowledge. In my experience these are closely related activities. An example comes from a course in introductory chemistry that I have taught to students in the Faculty Scholars Program at FAU. An important topic in this course is molecular structure. In attempting to present this material in an understandable manner to beginning students, I found that I was forced to understand more clearly the fundamental concepts of the subject. This insight helped to shape my own research program, which has as one objective the search for new relationships between molecular structure and chemical reactivity. This happy marriage was not consciously planned, but evolved naturally from simultaneous involvement in the two activities of teaching and research.

Research also contributes positive feedback to teaching. Research provides faculty with a perspective of fundamental relationships and new developments in a field that can be returned directly to students. Some of the most animated conversations I have held at FAU have been informal discussions with students about the general objectives and methods of my research program. Students are hungry for this information; they want to know what is new in the world. Research also provides students with first-hand experience of what it is that faculty members do as professionals on a day-to-day basis. This experience is very different from that in formal classroom education. Finally, research itself is an effective teaching device. In accomplishing a research objective a student not only learns new knowledge and skills, but also develops initiative, independence, and critical judgment. These are factors which should be foremost in a higher education experience.

The present status of higher education presents a scene that is very different than this unified picture. Today an enormous dichotomy exists between the level of accomplishment in research programs and the level of basic instruction in most academic institutions. Research has proceeded rapidly along paths of uninhibited inquiry, as it properly should, and has increased immeasurably the sophistication and wonderment of our lives. Recent advances in planetary exploration, computers, communication technology, and genetic engineering are examples that dramatically underscore this progress. Teaching, however, has changed very little in the recent decades during which much of this progress has occured. Instruction has been limited too much to simply the transmission of factual information. As more knowledge filters down from research, courses and course requirements expand to transmit the additional information to students. The net result is an educational process that is not very well balanced. What is lacking is a connection between fundamental concepts at the base of each subject and on-going research in that field. I believe students perceive that such an ingredient is missing. Indeed, this shortcoming may underlie many of the disturbing symptoms evident in higher education today; namely, (1) a growing disinterest on the part of capable students in traditional academic curricula, (2) a general increase in technological illiteracy and a decline in basic educational skills of students, (3) a shortage of students and faculty in key areas of national interest, and (4) a widening gap between the capabilities of universities and many sectors of private industry. In short, we may be depriving our students by failing to provide them with sufficiently challenging academic programs.

The principal challenge facing universities in the coming decade will be to educate students at a level commensurate with recent scientific and technological advances in society. Universities need to upgrade their programs and adopt new methods in order to achieve this goal. An important part of this objective can be accomplished by a greater unification of teaching and research. For example, it would be desirable to condense the fundamental material in all subject areas into a small number of course requirements to allow undergraduates the opportunity of extensive research experience. This research, of course, may not be as sophisticated as that conducted by advanced graduate students, and the expectations of students and faculty should be adjusted accordingly. However, the experience can give students a more meaningful appreciation of the subject matter. Research is the thread that leads from established concepts at the foundation of each subject to new understanding in that area. Research teaches students skills and judgment that cannot come from classroom instruction alone. Research gives students the opportunity to experience a subject first-hand and determine if they actually enjoy it. Discovery of this enjoyment provides the motivation that leads to continued growth and understanding for the rest of their lives. This enjoyment is perhaps the most important missing ingredient in our educational process today. For me, this enjoyment has come from the mutual rewards of research and teaching. It is the essence that has made it fun to be a chemistry professor.

Thank you very much.



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