

FLORIDA ATLANTIC UNIVERSITY

**Honors
Convocation**

**TUESDAY, SEPTEMBER 10, 1985
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	PIECE HEROIQUE By Caesar Franck Dr. Jack Jones, Organist
PROCESSIONAL	GAUDEAMUS IGITUR
WELCOME	Dr. Helen Popovich, President
PROLOGUE	Dr. Kenneth M. Michels, Vice President for Academic and Student Affairs
PRESENTATION OF UNIVERSITY	
SCHOLARS 1984-85	Dr. Lydia R. Smiley (Awards made possible by a gift from the late Dr. Alfred A. Richman)
Ernesto L. Diaz	College of Engineering
Dora B. Franklin	College of Science
Annette Friend	College of Science
Colette W. Jones	College of Humanities
Maria A. Machin	College of Humanities
Marlyn H. Magyar	College of Education
Joseph M. Palmar	College of Business & Public Administration
Kathy F. Reid	College of Engineering
PRESENTATION OF S.E. WIMBERLY	
SCHOLAR 1984-85	President Popovich
Patricia L. Brown	College of Social Science
PRESENTATION OF PHI KAPPA PHI	
SCHOLARS 1984-85	Dr. Marilyn J. Floyd
John R. Hickman	College of Social Science
William S. Lotz	College of Science
PRESENTATION OF	
DISTINGUISHED TEACHER 1984-85	Vice President Michels
CONVOCATION ADDRESS	Distinguished Teacher
ALMA MATER	Introduction by President Popovich (Words and Music by Clark Bell) FAU Vocal Jazz Ensemble Tim Walters, Director
ADJOURNMENT	President Popovich
POSTLUDE	TOCCATA NOEL by Goemanne

**SCHOLASTIC HONOR SOCIETIES AT
FLORIDA ATLANTIC UNIVERSITY 1984-85**

(These Societies require high academic achievement for membership)

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 Pi	Engineering
Pi Sigma Alpha	Political Science
Lambda Alpha	Anthropology
Sigma Tau Delta	English
Beta Gamma Sigma	Business Administration

INDIVIDUAL AWARDS FOR ACADEMIC ACHIEVEMENT 1984-85

UNIVERSITY-WIDE SCHOLARSHIPS

Chapin Valedictorian Scholarships

David Baran	Jeffrey Pinyon	Lisa Wodicka
Vanessa Gama	Ana Ramos	

Martin Luther King Scholarships

Lori Beasley	Ronnea Derby	Bernard Jackson, Jr.
Paul Bodet	Guillermo Gutierrez	Diane Larry
David Brennen	Lyntonia Harris	Devon Palmer
Caronne Cole-Palmer	Izell Haslem	Robert Riley II
Delroy Cole	Estelle Heard	Sonja Smith
James Dawson	Mary Henson	Craig Turner

Schmidt Presidential Scholarships

Bobby Allen	David Hayman	Christopher Reid
Kimon Ballis	Alexander Henry	Michael Sacks
Barbara Davis	Paul Jackowski	Althea Thompson
Angela Ford	Dwayne Johnson	Terrell West
Noelle Froehlich	Mary Lamondo	Lisa Williams
John Hale	David Lashley	Lisa Wodicka
Cindy Harrison	Ana Ramos	

Alumni Association Scholarships

Mona Johnson	Amanda Moore	Suzanne Walsh
Carol Jones	Yasmin Teja	

Ellis and Edith Carel Memorial Scholarship

Ann Gossett

Hicks Scholarships

Madeline Curbelo	Patricia Drolet
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Matthew Iacona Memorial Scholarships

Roger Davies	Therese Mullis
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Society of Older Students Scholarships

Sandra Bundy	Terrie L. James	Michele Vossen
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Black Student Union Scholarship

Marilyn Singletary

Louise Olmstead Scholarship

Patricia Lynne Forehand

Col. and Mrs. Robert B. Johnson Scholarship

Jeanne Burke

Dan and Martha Mica Scholarships

Scott Asbury	Ira Fialkow
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Community College Scholars

Kim Alaburda	Gabrielle Hosemann	Dwight Riley
James G. Azar	Wanda Hughes	Steve Rios
Karen Barrett	Patricia James	Lawrence Rochefort
Heddy Bell	Kathleen Knowlton	Lizette Rodriguez
Gordon Blaise	Laura Lesperance	Doris Saco
Christine Boykin	Lisa Limer	Elaine Saef
Leslie Bragg	Marie Markham	Yvonne Sarnovsky
Keith Bregoff	Gina Martini	Judith Saunders
Janice Brummitt	Barbara Maxwell	Ernesina Scala
Susan Bungard	Kelly McLoughlin	Martin Schneider
Alan Carr	Cyril Mehta	Rhonda Schwartz
Caroline C. Castro	Marcy Miller	Jeanne Shaffer
Anita Chan	Richard Miranti	Cinda Sheffield
Daniel Chupp	Fred Moll	Robert Siegman
Stephanie Cocozzelli	Jorge Mopell	Juan Sosa
Arnold Delarisch	Vivian Morrell	David Spangler
John Demming	Kerin Morris	Patricia St. Germain
Mary Depner	Mary Morrison	Sheri Stackhouse
Brenda Di Ioin	Pamela Moyher	Julia Steckbeck
Hugh Doerr, Jr.	Romeo Muniz	Barry Surdin
Brian Edelman	Carol Nicolau	Susan Tompkins
Amy Fischer	Laurie Nicolini	Janice Tourville
Michele Garelli	Jeff Ostroff	Michael Walsh
Teresa Glasgow	Carolyn Parent	Steven Weisberg
Katrina Gray	Kenna Pinder	Harlene Weiss
Susan Hammond	Laura Puhl	Lisa Weiss
Bonnie Harrison	Jorge Pujols	Kenneth Wensel
Amy Hoetzlein	Nancy Naspolich	Robert Wise
Lori Hoetzlein	Julia Rebmann	

Phi Kappa Phi Scholarships

Joan B. Bradley	James Koenig	Nanciann E. Regalado
William D. Hayes	Kenneth R. Minschwaner	

Phi Theta Kappa Scholarships

Rita Bosma	Linn Dreger	Gail McMillan
Yvette Brown	Maureen Ann Duffey	Stuart Mead
Sana Bultez	Christopher Dunn	Nancy Moore
Joann Campbell	David Farmer	Sylvie R. Morin
Anne Marie Carola	Julie Foland	Frank Myers
Cara Carson	Guy Fountain	Mirta Ojito
Debbie Cheong	Susan Hankin	Kathleen O'Neal
Karen Collier	Margaret L. Henshaw	Damian Pepe, II
Margery Conley	Robert Herman	Urmella C. Singh
Jeffrey Davis	Linda Husinka	Tracey Ton
Linda Ann Dodson	Robert Loewen	John Vasko
Samuel Doku	Marlyn Magyar	Nancy Weintraub

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Barzilai Foundation Scholarships

Yuko Amemiya	Roberto G. Lowe	Sherry L. Schlemmer
Steven Bard	William J. McFarlane III	Suzanne Walsh
Signe W. Goodnough	Eric Sands	Mary Wong
Carla J. Hahn	Ernesina Scala	

George E. Barbar International Business Scholarship

Karon Mohamed

CBPA Executive Advisory Council — H. Loy Anderson, Sr. — Charles S. Rose Memorial Scholarships

Nicholas J. Stevens	Gracelyn V. Stuart	Sheryl G. Wood
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William E. Pollier, Jr. Memorial Scholarship

Jeffrey D. Butler

Florida Institute of CPA's - Florida Atlantic University Accounting Scholarships

Christiane M. Breton	Kim A. Potofsy	Paul R. Young
Marianne S. Najmabadi	Harlene S. Weiss	

Delta Sigma Pi Scholarship Key

Jeanne Marie Shaffer

COLLEGE OF EDUCATION**Department of Elementary Education Faculty Award for Academic Excellence**

Lee Fah Davidson

Dr. G. Ballard Simmons Scholarship Award (Rotary Club of Boca Raton)

Margaret W. Anderson

COLLEGE OF ENGINEERING**Florida Engineering Society - Florida Atlantic University Scholarship**

Paul Czerniak

Florida Electric Power Coordinating Group, Inc., Scholarship

Kathy Reid

Jammal/Akhurst Award

Laura Mutz

Society of Naval Architects and Marine Engineering Scholarships

Kathryn J. Johnson

Janet Jane Montague

Navy League Scholarship

Philip C. Wallin

Link Fellowships

John K. Henderson

Chad A. Banter

COLLEGE OF HUMANITIES**English Speaking Union Scholarships**William C. Armstrong III
James AzarGerald A. Gies
Scott G. ReichertShireen Rylander
Thomas P. Schmitt**Norma Gram Scholarships**

Gerald Gies

Linda McKiel

Esther Griswold Performing Arts Scholarship

Alan Reynolds

MFA Theatre Scholarships

Mary B. Daily

E. Irene Losa

Undergraduate Theatre Patron ScholarshipsDonna Cirone
Robert D'AvanzoMary E. Depner
Lori Galanti**Percy Greenberg Award**

Gisela McClean

H. Charles Kersten Opera Guild Scholarships

Scott Myers

Rebecca O'Neal

Joseph Stancarone

FAU Jazz ScholarshipsPer Lofgren
Jay MessarosDan Powell
Dan Ratner

Mindy Schaeffer

FAU Performing Artists ScholarshipsMark Doule
Nancy DiStefano
John Esposito
Steve FerrierKim Hoyer
Elizabeth Kiplinger
Linda Peck McKiel
Marie OlivieraDave Prince
Marie Provost
Mary Slavin**Esther B. Griswold Scholarships**Tracy Cook
Ken Forbes
Mark Freese
Linda Indyke
John KosiorPer Lofgren
Larry Mellone
Jay Messaros
Kevin Phillips
Ron NordwallDan Ratner
Steve Torrence
Mindy Schaeffer
Suzanne Schlossberg**Music Guild of Boca Raton Scholarships**Jackie Barbarette
Jackie Becker
Marcia ClarkDavis Collister
Jane Mahan
Gabriella Tortelli

David Walters

Emylou Joseph Newburger Scholarship

Dean Peterson

FAU Symphony ScholarshipsKen Forbes
Noelle Froelich
John KosiorLarry Mellone
Ron Nordwall
Dave Prince

Steve Torrence

Boca Raton Century Symphony Orchestra Scholarships

Mark Freese

Noelle Froelich

COLLEGE OF SCIENCE**Susan Dewar Memorial Scholarships**

Lee Moynihan

Janet Boldizar

Daniel Brown Memorial Scholarship

Katherine Harnishfeger

R.L. Jackson Memorial Scholarships

Herbert Li

Anne Pautard

Jennifer Powell

Physics Scholarships

Kenneth Minschwaner

Steven Gray

Amoco Foundation Scholarship

Jeffery Powers

Clark Foundation Medical Technology Program Scholarship

Laurie Milanese

COLLEGE OF SOCIAL SCIENCE**Montgomery, Lytal, Reiter, Denney and Searcy Pre-Law Scholarships**

June L. Frage

Maria A. Machin

Roger L. Shaffer

Willy J. Feuerlein Prize for Excellence in International Economics

Christopher W. Giltz

Percy Greenberg Award for Outstanding Political Science Senior

David M. Brown

Lambda Alpha National Scholarship Award in Anthropology

Susan R. Loth

College of Social Science Awards for Academic Excellence

Jarl Ahlkvist

Deborah Eaton

Sidney Tonner Memorial Scholarship

Sandra Fisher

Florida Nurses Association/District 9 Scholarship

Ruth McKain

Arthur & Delores Demunn Scholastic Award in Criminal Justice

Edward Lewis

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
1981	Berkley V. Schaub; Willy J. Feuerlein; Rosalee C. Kelley
1982	Myrtle Fleming; Avery H. Fonda
1983	George Elmore; Wilma Elmore; Robert M. Koser, Jr.
1984	Sydney A. Altman; Paul Graham; J.D. Logsdon; Sol Kolodny

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
1981	Don E. Marietta, Jr.	College of Humanities
1982	William B. Stronge	College of Social Science
1983	Ronald R. Schultz	College of Social Science
1984	Lydia R. Smiley	College of Education

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
1981	Gail A. Warner	College of Engineering
1982	Wayne T. Moor	College of Business
1983	Carol Grochowiak	College of Science
1984	Joan Bradley	College of Humanities

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
1981	Donna M. Koegler	College of Humanities
	Gerry G. McNeal	College of Science
1982	Neil G. Chang	College of Humanities
	John J. Quatrano	College of Social Science
1983	Julia Breitfelder	College of Business and Public Administration
	Susan E. Milford	College of Social Science
1984	Elizabeth Handal	College of Science
	Jennifer King	College of Business and Public Administration

HONORS CONVOCATION ADDRESS

Dr. Lydia R. Smiley
Distinguished Teacher 1983-84
September 20, 1984

Thank you.

Good morning, students and colleagues. I am proud to receive this award and I am proud to be at a university that honors teaching. I am proud not only as a teacher, but also as a member of a department of exceptional student education within a college of education, where we work as teachers of teachers.

This annual award recognizes the importance of teaching. And in this year, 1984, I find that recognition particularly valuable. Because in this year teaching — and teachers — are being assaulted. This assault is not new, and it is not isolated. Yet aside from the expanding possibility of nuclear war, the assault against education threatens our future as nothing else.

Because in our culture we tend to separate ideas and practices, the *idea* of education is for many separate from the *practice* of education. As a result, citizens can favor quality education as an *idea* and at the same time oppose activities, and social changes, necessary for quality education to materialize. To complicate matters further, not everyone agrees what "quality education" means.

One way to approach the definition of quality education would be to imagine its results. To achieve the *results* of quality education, one would need an educational system offering equal opportunity to all, regardless of conditions of birth. By this I mean equal opportunity — and an appropriate education for every child no matter the affluence of parents, and no matter the physical or familial challenge that might cause a child to have exceptional educational needs. If this were achieved, one result would be a society with a level of individual competence far above what we now have in the United States. Other results would range from reduced crime and social tension to enhanced national technological capabilities.

The system of educational quality that I am discussing is, in fact, the system our government has called for by law. But it doesn't exist. In fact, in 1984 we may be farther from our goal than at any time in the last ten years. Why is our educational system not meeting its stated goals?

Blame usually is directed at four groups:

- First, the students.
- Second, the parents.
- Third, the teachers.
- Fourth, the teachers of the teachers.

Students are said to be watching too much TV, reading too few books. We hear they spend too many hours absorbed in cars and fashionable commodities, and in the part-time jobs required to pay for them.

Parents, we're told, aren't home as they used to be. They — and here comes the attack on the mothers — now work outside the home as never before. They don't read to their kids as they should. They don't seem to be around as much as our parents were for adequate discipline and guidance.

Teachers, it's said, are not competent and need to be tested so the bad ones will be rooted out. Teachers don't do what we expect them to do. And it's thought they don't want to improve.

We hear that teachers of teachers may be the worse of all. Their students tend to perform at lower-than-university average levels. And they're attacked for their students' performance.

All told, these attacks demonstrate a spreading epidemic in the United States, blaming the victim. Yet neither students, nor parents, nor teachers, nor teachers of teachers designed their situations. Nor do they particularly profit from them.

What must be changed is a system that ensures quality education, as I have defined it, is denied. That students are more enamored of Camaros than of Camus is not something they have chosen but the work of a market society that channels desire in the direction of goods for sale. The cultivation of a desire for commodities has enormous social costs, and the schools are not equipped to compensate. Students drop out of high school in staggering numbers in order to play and work — some 28 percent of ninth graders nationally, some 36 percent in Florida.

Parents are not immune to these market pressures, of course. But it's not only rising appetites for goods and services — and the rising installment payments that follow — that lead to fewer hours at home with children. Nor is it just the rising divorce rate (up to about one marriage of two). Nor the rising

cost of living. What's involved may be more fundamental. It's a combination of women's increased freedom to work in the job market and the relatively static level of men's willingness to stay at home. Fifty-six percent of all mothers in America work. Over 10 percent of all mothers are single parents. And in about 8 percent of American families, the wife is the major earner. At the same time, the continued underpayment of women for their work — including teaching — forces them to be away for more hours to attempt to earn the same money as their male counterparts.

So for reasons aside from the conscientiousness of individual parents, family life in America has profoundly changed. And yet for the most part, the schools have not changed with them. With a calendar organized according to life on the farm, the schools have not reformed to cope with the new realities of family life. School boards and legislators still too often view schools as if they were operating in the 1950s, and so when the schools fail, the officials declare that the fault must be with those who teach. Yet politicians' rhetoric to the contrary, we can never go back to the school and family situations of the past — even if that were desirable.

We can hope that advertisers will be muzzled when it comes to manipulating children. And we can hope that men will increasingly share the joys and responsibilities for children and work at home. Yet until schools are provided with the resources to fill the gaps left by parental absence, to compete effectively for the interest of students with General Motors and MTV, they cannot provide quality education. And in 1984, the federal share of school budgets is at its lowest point in 20 years, at 6.4 percent nationally.

While the schools are not being funded to cope as institutions with the new American family, the public battering of teachers continues apace. A sure way to get space in the newspapers, it seems, is to attack the work of teachers. If you find that the best students in the universities tend to shun teaching, propose that those already in the profession be tested for competencies not always directly related to their work. Say you want RESULTS. But if you want media attention, don't spend too much time explaining the complexities of measurement and evaluation. In short, separate the idea of quality education from the practice.

For the practice of teaching is an extraordinarily complicated activity. It is hard work. It requires unusual attention and patience and caring. Learning, that wonderful activity, is not simply measured, although we can make sure basic material and skills are mastered in a timely manner — and continue the most difficult sort of teaching when they are not. Only those prepared and committed should be allowed to teach. But when school boards find themselves with classrooms of kids needing a teacher, all they can do is hire the most qualified they can find. And as teaching pay is low, the applicant pool lately is often quite thin.

Until relatively recently, teaching was one of the few professional fields that welcomed women. Bright women who wanted to work — and didn't want to become nurses — were channelled by parents and counselors into the schools. Fortunately for the prospects of individual women, that sort of discrimination has eased. But as a result teaching has had increasingly to compete with other fields for bright candidates. And teaching ends up short. The National Education Association reports that the average starting pay for a teaching graduate in June 1984 was \$14,780 a year. Marketing, for example, paid \$17,500.

In a number of states, legislators have been willing to raise teacher salaries a percent or two more than inflation and in return have demanded staggering jumps in performance. In Florida, we've had important curricular reforms, but Governor Graham's active efforts to raise teacher salaries much more than inflation have largely failed. Business leaders in the state say they don't want to pay for substantial raises, so they come out for quality education as an idea.

But implementing ideas costs money. And even friends of quality educational practice don't understand just how much would be involved. For example, there's Jack Gordon, the Miami Beach state senator who has done much for schools in this state. Aside from the Gordon Rule reforms in the universities, which force us to require our new first-year students to write 6,000 words in four different courses, the senator's work has led to enhancement of writing in high schools. High school writing teachers are supposed to require a paper a week from their students. In return, their teaching load has been CUT to a maximum of 100 students in four courses. But if each paper received a close evaluation, how long beyond the student contact hours will it take the average teacher to grade 100 papers? Twenty-five hours? Fifty hours?

And how will the schools recruit teachers for this work at something like \$15,000 a year?

At Florida Atlantic, this year we saw substantial reform in the College of Education. Hard-nosed consultants and faculty agreed that, among other improvements, education professors here need to produce more research, in line with the quite reasonable belief that informed, stimulating teaching depends upon an active research program.

Yet attempts at higher education reform, especially in teacher education, will be unproductive if fiscal and human resources are not provided to implement them. Here at Florida Atlantic University, it continues that no one teaches more than the teachers of teachers, and few receive less in the way of research resources. And none of the reforms speaks to the need for higher teacher salaries in order to attract better candidates for the teaching profession.

Although added funding doesn't necessarily lead to quality education, in my own department, we have found that added resources can make a substantial difference in producing quality teachers. In the late 1970's, we were designated as a Center of Excellence and we have received special Quality Improvement Program funds. Being an island of comparative affluence in an institution strapped for funds has created general morale problems. But we have been able to hire outstanding faculty, to conduct research and to travel to national conferences where we exchanged information with our colleagues. With special assistantships for graduate students, we have been able to attract students with above average preparation and dedication. With the wherewithal to put together grant proposals, we have been able to conduct special programs for area teachers and children that both helped them and enhanced our research.

Support can come in other forms. Sen. Ernest Hollings of South Carolina has suggested a new federal grant program to raise teacher salaries \$5,000 in districts where teacher standards are enforced. Doing so in four years would begin to improve radically the academic quality of our new teachers and raise the morale of those already in the field.

For the cost of what President Reagan has proposed spending on the military in the first two weeks of 1988, Hollings' goal could be accomplished in every school district in the United States.

Unfortunately, I do not see such general improvements on the national or state agendas. We seem to be trapped in a time when private power regulates public expenditures to an unusual degree.

While handouts of public subsidies to private capital accelerate in Washington and corporate profits soar, investment in education declines. Student aid is cut, research funds are slashed.

In Florida, legislators respond primarily to the short-sighted interests of citizens and business people who pay among the lowest state taxes in the country yet yelp at the thought of paying even a bit more so that Floridians as a whole might better read and write.

Students of Florida Atlantic University, what I want most to say to return the honor you have given me is this: none of this will change unless we work to make it change.

In a sense, the educational system in this country is working. It provides the elite and their children with quality teaching. It provides America's businesses with the limited technical support they are willing to subsidize. For the most part, despite all the complaints, it helps to legitimize the state. Almost as a byproduct, it seems, it educates millions of people. Dedicated and caring people continue their efforts despite the assaults and the institutional impoverishment. I have been privileged to work with many of them here, particularly my colleagues active in the United Faculty of Florida.

Sometimes American education reminds me of the cities and neighborhoods that once flourished, that once MADE America, but now hurt, denied access to capital that seeks higher return elsewhere. But sometimes, too, I'm reminded that the very existence of public education in this country is the result of hard work by millions of people in this nation's cities and towns. Over the last century they worked to tax their resources so that young people might learn. Over the last fifty years, they worked to make sure schools would have no barriers based on race or handicap.

We need to continue their struggle, as citizens and as teachers. We need to turn our ideas into practice. That is how I see my work here and also the work of many others. And for acknowledging that by this award, I am grateful to you.

ADMINISTRATION
FLORIDA ATLANTIC UNIVERSITY

Helen Popovich	President
Kenneth M. Michels	Vice President for Academic & Student Affairs
Dennis R. Nicewander	Vice President for Administrative Affairs
Adelaide R. Snyder	Vice President for University Relations
Stephen H. Voss	University Marshal

