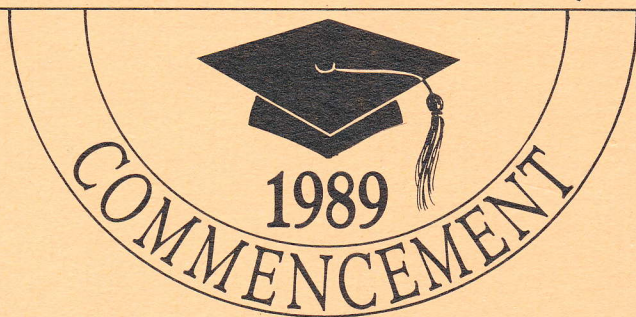


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# OAKLAND UNIVERSITY

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The motto of Oakland University, "*Seguir Virtute E Canoscenza*," which is incorporated in its seal, has a distinguished origin, Canto XXVI, 1. 120, of Dante's *Inferno*.

These are the final words of Ulysses' great speech to his men urging them to sail on and on in pursuit of knowledge and experience of the world—even beyond the pillars of Hercules, traditionally the frontier and limit of legitimate exploration.

This is the three-line stanza:

*Considerate la vostra semenza  
Fatti non foste a viver come bruti  
Ma per seguir virtute e canoscenza*

*Consider your birth  
You were not made to live like brutes  
But to follow courage and knowledge*

# SCHOOL OF NURSING

June 3, 1989  
4 p.m.

Paula and Woody Varner Hall  
Oakland University  
Rochester, Michigan





# ORDER OF CEREMONY

## **Processional**

Penny Cass, *Marshal*  
Charles Lindemann, *Guest Marshal*  
Ann Douglas, *Guest Marshal*

## **Welcome**

Andrea R. Lindell, *Dean of Nursing*  
Joseph Galvin, *Attorney*  
*School of Nursing Board of Visitors*

## **Exordium**

Charles Lindemann, *Associate Professor*  
*Department of Biological Sciences*

## **Peroration**

Marjorie Beyers, Ph.D.  
*Associate Vice President*  
*Nursing and Allied Health Services*  
*Mercy Health Services*

## **Investiture**

Keith R. Kleckner, *Senior Vice President*  
*for Academic Affairs and Provost*

## **Valediction**

Keith R. Kleckner  
Deborah Kelly  
*School of Nursing Alumni Affiliate*

## **Recessional**

## **Reception**

*The audience is requested to stand  
during the processional and the recessional.*

# ON ACADEMIC REGALIA

An edifying note contributed by a  
certain anonymous doctor of philosophy

On at least two solemn occasions during the academic calendar—spring and fall commencement—the faculty of the university publicly displays its full academic regalia and participates in the liturgy of processional and recessional, that curious coming and going that symbolizes the ceremony of commencement. The purposes of commencement are well known, but the reasons for the peculiar garb of the celebrants and their odd order of march are often as obscure to the audience as they are, in fact, to the faculty itself. This note may serve to explain academic dress and the professional pecking order it costumes.

Contemporary academics are descendants of clerical schoolmen in the universities of medieval Europe. Like the clergy, members of the bench and bar, and other learned professions, the medieval scholar clothed himself in heavy robes to stay warm in unheated stone buildings. Like all members of a hierarchical society, the medieval faculties rejoiced in visible insignia of rank. These outward signs of accomplishment and authority were tailored into the robes. Although the need for such voluminous garments to keep the scholar from freezing is long past, the use of them as emblems of dignity remains. You will observe that all caps and gowns worn by our faculty

are black, with certain disturbing exceptions. Black was the color adopted by mutual agreement among American universities at the end of the 19th century. In Europe each university has its own distinctive gown, varying in color and cut from all others. A European academic assemblage is a far gaudier occasion than its counterpart in America. Recently, certain universities in this country rashly broke the agreement and authorized robes in their own colors: for example, the crimson of Harvard and the green of Dartmouth may be seen in our ranks. This unsuitable spontaneity has been frowned on by sister institutions, yet the mavericks not only persist in their madness, but gain adherents to their ranks with each passing year.

There are three basic academic degrees: the baccalaureate or bachelor's degree, the master's degree, and the doctorate. A special style of robe is prescribed for each. The bachelor's gown is sparsely cut, neat, but a bit skimpy and unadorned, as befits apprentices. The master's gown is still simple, but fuller, sports a sleeve of extraordinary design impossible to describe, and has a hood draped from the shoulders down the back. Once used to keep the frost from the tonsured heads of medieval clerks, the hood now is solely a badge of a degree of scholarly achievement. The master's hood is small and

narrow, but displays the colors of the institution that awarded the degree. If you knew the colors of American universities, you could easily identify whence came our masters. The doctoral robe is the most handsome of academic raiment. Generous of cut, of fine aristocratic stuff, it is faced with velvet and emblazoned with velvet chevrons on the ample sleeves. You will note that most of the velvet facings and chevrons are black, but that some are of other colors. According to personal taste, the doctor may display the color of his doctoral degree on his sleeves and facings: light blue for education, pink for music, apricot for nursing, orange for engineering, and many more. The royal blue of the Doctor of Philosophy (Ph.D.) is the most commonly seen in liberal arts institutions such as Oakland. The doctor's hood is the most elegant of all academic appurtenances. Large and graceful, it is lined in satin with the colors of the university that awarded the degree and is bordered with the color of the degree itself. Most academic costumes include the square cap called a mortarboard; the doctor's tassel may be either black or gold — tassels of all other degrees are black and stringy.

To instructed eyes, the order of march in the processional and recessional reveals the standing of individuals in the institution's formal hierarchy. In the processional the order of entrance into the hall is, quite fittingly, from most junior to most senior. The baccalaureate candidates enter first, followed successively by the masters and doctoral candidates

with the whole separated from the faculty by a decent interval. In the faculty order, the instructors precede the assistant professors who in turn are followed by the associate professors. The august full professors bring up the rear. After a respectful distance come the deans who in turn are separated by a significant space from the awful majesty of the platform party, the president, the vice president, and the members of the board of trustees. All remain standing until the board is seated. After the ceremony, the order of recessional is the reverse of the processional. The greatest dignitaries stream out of the hall first, with the artfully organized ranks of priority wallowing in their wake.

It is hoped that these notes may make more intelligible the spectacle you are witnessing today. A discerning intelligence may detect in it many clues to an understanding of the academic profession as it confronts the ambiguities of the future with ancient wisdom and dignified confidence.



# DEGREES AWARDED DECEMBER 1988

## MASTER OF SCIENCE IN NURSING

Virginia Rosemary Hosbach

## BACHELOR OF SCIENCE IN NURSING

Bridget Marie Cashin

Faith Marie Chapin

John Richard Dei

Maureen Patricia Doherty

Denise Anita Dooley

Mary Anne Dunigan

Corazon Eugina Hulleza

Betty Lucille Leinenger

Gail Karen Makos

Kathleen Marie Napolitan

Joyce Carolyn Pietrowski

Carol Liefer Posen

Kathleen M. Praet

Vicki Lynn Stanichuk

Deborah Colleen Wagner

Lisa Mary Yerrick

# CANDIDATES FOR DEGREES APRIL 1989

## BACHELOR OF SCIENCE IN NURSING

Marina Rosalind Arndt

Cyd L. Ayles-Higgins

Andrea Concetta Battani

Nora Ellen Bennett

Marcia Ann Black

Lisa Ann Blake

Dawn Marie Blaylock

Arlene Margaret Boelstler

Alfred Bolden Jr.

Martha Genevieve Bond

Patricia Ann Bozyk

Julie Lyn Brooks

Kathleen M. Bulski

Susan Cheryl Buxenstein

Marianne Therese Carroll

Deborah Lynn Cash

Jean A. Chapman

Bethny Lee Chartier

Karen Sue Curtis

Sheryl Lee Dalton

Dino Anthony DeSantis

Julie Ann Dikos

Alexandra E. Ely

Patricia Anne Fernholz

Rina Ferrera

Kelly Marie Ferrero

Patricia Elizabeth Flores

Macie Louise Gater

Deborah Kay George

Nancy Ann Green

Laurie A. Greenwood

Sharilyn Kay Haase

Priscilla J. Hall-Tobeler

Marilee Diem Hamlin-McClure

Cynthia L. Hemingway

Stacey Lynn Hickey

Jill Bethany Hobbs



Jennifer Lynn Hogan  
Patricia Ann Jones  
Karin Marie Kama  
Kathy Sue Kama  
Lisa Martens Kern  
Kelly Marie Klasen  
Christine Klinken  
Jane Marie Knasinski  
Tamara Dea Koester  
Penelope Judith Kresmery  
Pamela Jean Lammers-Hawkins  
Leslie Ann Latcha  
Dale Francis Laur  
Cindy Renee Lawassani  
Tracy Lynn Leroy  
Ellen Marie Martindell  
Silvana Charlotte McMillan  
Sharon Linda McShane  
Rita M. Miles  
Yolanda Maria Miller  
Faten N. Mishriky  
Therese Anne Mitchell  
Cathy Ann Moore  
Kathleen Mary Nagle  
Lisa Lynn Norris  
Laurie Beth Paoletti  
Cynthia Lynn Pietrylka  
Lori Anne Plautz  
Martie Marie Polidan  
Doris Jean Powell  
Lisa Elizabeth Preckel  
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Terrie Lynn Rivett  
Melinda Marie Ross  
Pamela Lynn Russell  
Laura Lynn Schneider  
Linda Mary Shanoski  
Roberta Mary Shorkey  
Anne Mary Spanke  
Kimberly Ann Steele  
Carolyn Ann Stewart  
Lisa Ann Stier  
Melissa Marie Stifter  
Marie Grace Stirzinger  
Catherine Jean Sweeney  
Charlotte Helen Szromba

Sandra Theresa Theut  
Carlita Lynn Thomason  
Pamela Jeanne Thompson  
Margaret Mary Tiernan  
Margaret Mary Tocco  
Cheryl Therese Tuzinowski  
Donna M. Typkiewicz  
Barbara Ann Waters-Dinkgrave  
Nancy Marie Weber  
Gordon Richard Williams  
Wanda Gist Williams  
Julia Ann Willis  
Jayne Lynn Zella

# UNIVERSITY AND SCHOOL HONORS

At each commencement Oakland University extends special recognition to those students who have attained outstanding levels of academic achievement.

The University Senate, acting on the advice of its Committee on Academic Standing and Honors, authorizes University Honors at three levels for those students who have completed 62 credits or more at Oakland, with cumulative averages as follows:

<i>Summa Cum Laude</i>	3.90-4.00
<i>Magna Cum Laude</i>	3.75-3.89
<i>Cum Laude</i>	3.60-3.74

School Honors are awarded to students who have met the established criteria, which include achievement of at least a 3.50 cumulative grade average in nursing courses.

The Geraldene Felton Leadership Award is presented by the School of Nursing and the School of Nursing Alumni Affiliate to a student who demonstrates outstanding leadership.

The Board of Visitors Award is presented to students who demonstrate an outstanding example of professional quality care.

The Award for Professional Development is given for exceptional professional and leadership qualities and high initiative in connection with a nursing project.

The Award for Exceptional Development is given for outstanding academic and professional performance.

# HONORS AWARDED DECEMBER 1988

## UNIVERSITY HONORS

### *CUM LAUDE*

Carol Liefer Posen  
Deborah Colleen Wagner

# HONORS AWARDED APRIL 1989

## UNIVERSITY HONORS

### *MAGNA CUM LAUDE*

Cynthia L. Hemingway  
Rita M. Miles

### *CUM LAUDE*

Nora Ellen Bennett  
Marcia Ann Black  
Jane Marie Knasinski  
Leslie Ann Latcha  
Therese Anne Mitchell  
Catherine Jean Sweeney  
Charlotte Helen Szromba

Leslie Ann Latcha  
Cindy Renee Lawassani  
Tracy Lynn Leroy  
Ellen Marie Martindell  
Sharon Linda McShane  
Rita M. Miles  
Therese Anne Mitchell  
Lori Anne Plautz  
Laura Lynn Schneider  
Charlotte Helen Szromba  
Catherine Jean Sweeney  
Margaret Mary Tiernan  
Nancy Marie Weber

## SCHOOL HONORS

Nora Ellen Bennett  
Marcia Ann Black  
Patricia Ann Bozyk  
Jean A. Chapman  
Bethny Lee Chartier  
Cynthia L. Hemingway  
Kelly Marie Klasen



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Oakland Press

Richard Prior, M.D.  
Honorary Member

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The Beaumont Foundation

Robert Shapiro  
Perry Drug Stores

Terry Treiber  
Birmingham, Michigan

# OAKLAND UNIVERSITY SCHOOL OF NURSING

On May 22, 1974, the Oakland University Board of Trustees, acting on the recommendation of the president and the University Senate, established the Oakland University School of Nursing and the Faculty of Nursing, effective July 1, 1974.

The study of nursing at Oakland combines general education in the humanities and the behavioral, biological, and physical sciences with special education in the theory and practice of nursing.

The major purposes of the program are:

- To prepare practitioners capable of independent functioning, able to develop nursing regimens and to enter the health care system for the purpose of meeting the nursing needs of individuals, families, groups and communities.
- To inculcate the nature and operation of identity in conduct for an image of self that is consistent, believable and sustainable.
- To prepare individuals capable of self-directed inquiry who view learning as a lifelong process.





# OAKLAND UNIVERSITY BOARD OF TRUSTEES

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John H. De Carlo, *Secretary*  
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Rochester, Michigan