

## Editorial: The Power of SUNY Retirees

by Ram Chugh, Ph.D., Executive Director SUNY Retirees Service Corps

As we began planning the SUNY Retirees Service Corps conference for November 3, 2011 - the theme of which was "The Power of SUNY Retirees" - one retiree who received the conference announcement said they felt the conference title was misleading because retirees had no power.



I respectfully disagree.

Yes, retirees might no longer have the kind of "power" generally associated with one's official position while employed. But in my humble opinion, retirees do have power - The power of their education, knowledge, and professional experience.

That power is permanent and it endures. It lies in their knowledge, talents, and skills gained through many years of working experience. It also lies in their willingness to share that power with others.

SUNY Retirees have tremendous potential. They are highly educated and possess a variety of skills and problem-solving abilities.

A society generally looks towards institutions of higher education to provide viable solutions to many of the economic, social, and political challenges it faces.

The "Power of SUNY Retirees" conference was designed to focus awareness on the

rich potential of our retirees and how their power of knowledge and experience can be put to a greater public good.

The goal of the conference was to connect retirees - the source of this knowledge and experience - to organizations that need expert voluntary service, and to address other topics and issues of interest to retirees.

Each and every SUNY retiree has the time and expertise to make a significant social contribution.

As one SUNY retiree survey respondent said: "We need to share our experience and knowledge with the larger community, so that the recipients of that knowledge/expertise can really benefit."

Sharing and caring for others is beneficial to the "giver" as well as the "recipient."

## SUNY Retirees Volunteerism: Highlights of Survey Findings

The SUNY Retirees Service Corps (RSC) study "SUNY Retiree Volunteers: A Priceless Resource for SUNY Campuses and Local Communities," published in August 2011, analyzed the nature and degree of SUNY retiree involvement in voluntary service to campuses and communities. The July 2010 survey upon which the study is based also documented their suggestions for what SUNY could do to enhance the retirement experience.

Six hundred and three (603) people completed the survey, giving a response rate of approximately 25 to 30%. There were six main objectives to the study:

- Outline the demographic profile of the

SUNY retiree respondents

- Identify the nature and degree of SUNY retiree involvement in voluntary service
- Determine why they did or did not volunteer
- Indicate the social and economic contributions made by SUNY retirees through volunteerism
- Seek suggestions for promoting greater involvement of retirees in voluntary service
- Obtain recommendations and suggestions for promoting what SUNY and its campuses can do to make the retirement experience more meaningful for retirees. *...continued on page 2*

### In this Issue

Editorial: The Power of SUNY Retirees .....	1
Highlights of SUNY Retirees Volunteerism Survey .....	1
Selected Quotes from Survey Respondents .....	3
One Retiree's Story .....	4
Memoir Writing .....	5
Elder Abuse .....	5
Profile of SUNY Oswego Emeriti Association .....	6
Tips for Starting Campus-Based Retiree Organizations .....	7
About SUNY RSC and the Retirees Newsletter .....	8
Statistical Profile of SUNY Retirees (State-Ops) .....	9
SUNY Campus Retiree Organization Contact Info .....	11
Useful Links for Retirees .....	12

## SUNY Retirees Volunteerism: Highlights of Survey Findings *continued*

### Key survey findings

1. Campuses with active retiree organizations had the highest percentage of survey responses.
2. All SUNY job classifications were represented in the survey, but the majority of retiree respondents (58%) were former faculty.
3. 75% of the respondents continued to live in the community of the campus from which they retired. Another 6% relocated to another community in New York.
4. 82% of survey respondents indicated that they had engaged in voluntary service since retiring from SUNY. Nearly 5 percent of them volunteered solely on campus, 56.3% in the community only, and 39.1% volunteered on campus and in the community.
5. Survey respondents assisted with special events more than any other on-campus volunteer activity (41%). Serving on on-campus committees and task forces was a close second (31%).
6. Survey respondents were involved in religious activities (for houses of worship and religious organizations) more than any other type of community-based volunteer activity (40% of total).
7. SUNY retiree involvement in volunteer activities increased with age. Survey respondents age 90 and above volunteered more than any other age group of SUNY retirees in the study, with a volunteerism rate of 85%.
8. Survey respondents listed approximately 400 specific voluntary service activities in which they were involved on campus and in the community.
9. More than 50% of retiree respondents who volunteer indicated that they devote more than 10 hours per month to voluntary service. Ten percent of them spent over 30 hours a month volunteering. The hours volunteered by the respondents in that category ranged from 35 hours to 150 hours per month.

10. Survey respondents learned about volunteer opportunities through friends and colleagues more than any other source (70%). Retirees learning about opportunities from their former campuses ranked fifth.

11. The top three reasons retirees cited for volunteering were "To give back," "To make a difference" and "To share my experience and skills."

12. The top three reasons cited for not volunteering were "Too busy," "Lack of information about volunteer opportunities," and "Caretaking of family members."

13. Nearly 26% of retirees not currently involved in volunteer service indicated that they would be willing to volunteer if someone from a campus or an organization contacted them directly for help.

14. Respondents recommended identifying retirees' interests and experience and developing a system to match them with volunteer opportunities as the top way to promote volunteerism among SUNY retirees.

15. Most respondents expressed satisfaction with the working experience at their campuses. Some even expressed pride in their association with SUNY. However, a handful of respondents indicated not being treated well by their former campus at the time of or since their retirement.

16. Retirees offered approximately 180 recommendations for improving the retirement experience for future and current SUNY retirees. The most recommended categories were "Keep retirees connected with their campuses and each other," "Recognize and respect retirees for their contribution," "Coordinate, facilitate, and publicize volunteer opportunities," and "Expand and publicize services your campus offers to retirees."

How a campus treats its retirees says a lot about the institution. Most retirees surveyed wanted to stay connected with their former campuses and colleagues and feel valued by their former campus.

The report serves as a guide for campuses interested in tapping into

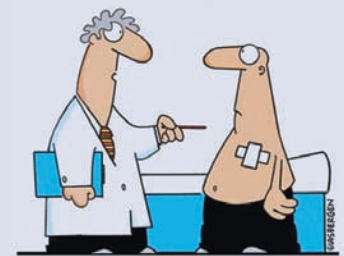
the potential of their retirees.

For these efforts to succeed, there must be a partnership between campuses, their retirees, and the RSC. Simple, cost-effective steps contained within the action plan will strengthen connections with our retirees and encourage their involvement in service activities that will benefit everyone involved – campuses, communities, and especially SUNY retirees themselves.

### Actions Taken

The SUNY Retirees Service Corps (RSC) has created a website ([www.suny.edu/retirees](http://www.suny.edu/retirees)) as a resource for retirees and campuses and is developing a web-based system to match retiree interests and expertise with volunteer opportunities.

The final "SUNY Retiree Volunteers" report is available online at <http://www.suny.edu/Files/sunynewsFiles/Pdf/RetireeFinalReport.pdf>.



"It's a pacemaker for your heart. Plus, you can download apps for your liver, kidneys, lungs, and pancreas!"

### Degeneration

There was an 85-year-old gentleman who was experiencing a lot of pain in his right knee. He had a very hard time walking.

He went to see his family doctor who referred him to an orthopedic surgeon. The young orthopedic surgeon examined his knee and the X-rays and told the elderly gentleman that his knee pain was due to degeneration caused by his old age, and he had better learn to live with that.

The gentleman was not happy to hear this and told the young surgeon in a very assertive manner: "My left knee is just as old as my right knee and it doesn't hurt. So, just fix it, goddammit! Don't give me this baloney about my being old."

SOURCE: Speakers at various conferences.

## Selected Quotes from Volunteerism Survey Respondents

**Editor's note:** *The SUNY RSC received about 500 written comments in response to several open-ended retiree survey questions. Given below are selected quotes expressing diverse views on volunteerism and enhancing the retiree experience.*

- “The taxpayers have supported me for more than thirty years, and it is only fair that I use the skills, contacts and knowledge I have built during my service to the University to keep serving the public interest during my remaining years.”
- “Contact retirees soon after retirement (before age prevents participation).”
- “Direct contact is the most important tactic—especially if a request can be tailored to the expertise of the person being recruited.”
- “Campuses should communicate with retirees on a regular basis, and offer programs and activities which encourage retirees to remain involved as members of [the] college community.”
- “Keep retirement benefits strong so that we can afford to give back & promote an excellent image for future retirees. Staying connected is very important!”
- “I have a very pleasant retirement, but I know folks who are lost after retirement and want/need to be needed and valued. Helping them to get involved in volunteer work could be a very positive move for them.”
- “We should be more involved with the campus after retirement. There is no reason why retirees should not be involved with development events, or open houses for students, or advising, etc. Wasted resource. After 30 years, I thought I had a lot to offer, but have NOT been contacted once since retirement—out of sight, out of mind.”
- “I think to remain active in your community, your church, your political party, is an excellent way to enjoy retirement. Don't be afraid to help out, it makes you feel so good to be useful.”
- “Encourage campus programs for connecting retirees with each other and

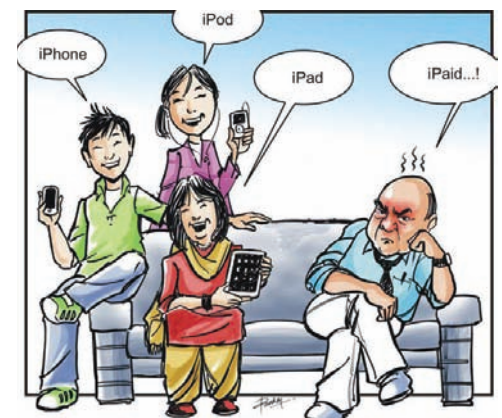
with their campuses and local communities. Retirees have a great deal to offer—develop programs to utilize their talents for the good of the public and for the retirees themselves.”

- “Actively support retiree organizations on campus. This keeps the retirees connected both socially and educationally.”
- “Campus administrators and faculty members could be more active in contacting retirees with invitations to participate in campus activities.”
- “SUNY College at Brockport already stays in contact with emeriti and provides numerous opportunities for us to meet and socialize, etc. The College makes considerable use of emeriti in running fund raising drives.”
- “Provide recognition for accomplishments by retirees.”
- “Give out free parking permits. Have a lecture series, once every two months, using noted on-campus faculty as presenters.”
- “Create more opportunities on campus for retirement activities. Perhaps a well prepared meeting where this question can be addressed.”
- “My retirement experience is rewarding and meaningful. I do not look to SUNY for help. One of the joys of retirement is freedom from endless e-mails and meetings!”
- “By mentoring graduate students and serving on doctoral committees, I am able to improve the quality of student research, and guide them in their preparation for careers”
- “Mentoring disadvantaged high school students has been rewarding to see their growth.”
- “With the help of a committee of 20 volunteers, I helped set up and catalog roughly 6000 volumes. We offer many library services to our small community.”
- “Develop a web-based system that matches retiree interests with volunteer opportunities.”
- “I would probably volunteer at the college if asked and was truly

needed...It's not just teachers...All organizations should reach out to their retired population and ask them to help.”

- “When we retire, there is the inevitable paperwork that we have to complete. Why not include in it a flyer that promotes retiree volunteer opportunities, and asks for sign up (or at least expressions of interest)? We live in an extremely needy community, and the skills that University retirees have are badly needed.”
- “My only caveat is to please remember that a volunteer should NOT be taking a job away from a paid person.”
- “Don't cut us off! The day after I retired, no electronic access to campus email (seriously--there is no cost to this!) or electronic access to library and databases.”
- “There needs to be a meaningful connection between administration, faculty and retirees. Generally we are viewed as cast-offs, not to be bothered with.”
- “Help maintain links to former colleagues. Communicate what is happening in the system and on the campuses.”
- “It meant a good deal to me that my department brought together the faculty, many former doctoral students, and family for a large celebratory party.”

Other retiree quotes and recommendations can be found in the “SUNY Retiree Volunteers” survey report online at <http://www.suny.edu/Files/sunynewsFiles/Pdf/RetireeFinalReport.pdf>.



## One Retiree's Story *by Rhoda Fischman*

**Editor's note:** *The SUNY RSC asked retirees to share their retirement experiences, such as pre-planning done, how they were spending time during retirement, and any thoughts they would like to share with those planning to retire. We are pleased to feature in this inaugural issue the story of Rhoda Fischman.*

I retired from Westchester Community College in 1996 after 25 years as an administrative assistant to three deans (in succession) who were subsequently promoted to Vice President for Academic Affairs. I loved my job and looked forward every day to going to work. I attribute that to the fact that I was unquestionably lucky to have been employed in a wonderful

atmosphere, with people I loved who treated me with the utmost respect. So why, then, did I retire at that time?

My husband had retired from his business after 40 years and I continued to work at the college, and as you can understand, I started to wonder how many more wonderful years we would have together in excellent health.

In addition, we had experienced a great tragedy with the death of our son from brain cancer in 1985 at the age of 35. He had a six-year-old daughter and during his illness he asked us to keep in touch with her, which we assured him we would definitely do. She is now 32 years old and we are always in very close touch with her. She is a very important part of our lives and we have taken her with us on several vacations. She is very devoted to us as we are to her.

We also have a wonderful daughter and son-in-law who adopted a beautiful child from China who is now 16 years old. She was five months old when they brought her home and we absolutely adore her. We are so lucky to have her and she is a very important part of our lives.



After the death of our son, we decided to start a cancer support group, which we did with the help of a facilitator who worked in a local hospital as a cancer social worker. She volunteered with our group for all 22 years it was in existence, and the group was disbanded only two years ago when several physicians started their own support groups in their offices. But we are still in close touch with many of our participants and we have reunions at least once each year.

My husband and I both decided to volunteer to help those in need and to give something back in return for all the good years we have had together, despite our tragedy with the loss of our son. We will be married 67 years in December and we have not had a day of regret for our decisions.

My husband has received many accolades from White Plains Hospital, Westchester County, the State of New York (which

named him Volunteer of the Year for 2010), and a proclamation from the Mayor of White Plains declaring December 18 as Lenny Fischman Day.

I have been volunteering at the Corporate Angel Network since my retirement in 1996. We are a group of 40 volunteers and five paid employees who arrange flights for cancer patients on corporate jets to fly almost anywhere in the country for visits with their doctors for checkups, consultations, initial diagnoses, etc. We have flown over 35,000 patients in the years since it has been in existence, and all our patients have been overwhelmed by their good fortune to be able to fly on such luxurious planes with wonderful pilots, and by the amazing corporate executives who treat

them with utmost respect. We have received thousands of letters thanking us for helping them get to their destinations at no charge and also because their immune systems are always compromised and they cannot fly safely on commercial planes.

I hope this explains why I gave up a wonderful position in order to spend the rest of my life with my amazing husband and our wonderful family.

**More Stories Are Available at:** [http://www.suny.edu/retirees/retiree\\_experiences/experiences.cfm](http://www.suny.edu/retirees/retiree_experiences/experiences.cfm) to read more retirement stories.

### Share Your Story

All SUNY retirees are encouraged to send in their stories for inclusion on the RSC web page ([www.suny.edu/retirees/retiree\\_experiences/submit.cfm](http://www.suny.edu/retirees/retiree_experiences/submit.cfm)) and/or in this newsletter. Please share your story with us by sending it to [retirees@suny.edu](mailto:retirees@suny.edu).

**Memoir Writing** *by Iliana Semmler Lecturer Emerita, University at Albany*



autobiography and memoir, and to probe the differences between the two genres. Writing memoirs—and reading them—is a very popular activity at this time. A memoir should read more like a story than a chronological delineation of a life. It is also useful to examine the techniques for writing good memoir, such as the inclusion of dialogue and description and the flexibility of the use of time through flashbacks and flash-forwards. A particularly strong characteristic of memoir is the use of two points of view: the feelings about events as they occurred at the time and in retrospect. Sue William Silverman characterizes these as the “Voice of Innocence” and the “Voice of Experience”.

People write memoirs for a number of reasons: to leave information about their family backgrounds to their children, to make sense of their own lives, to work through early traumas, or possibly to highlight their lives with a particular parent or other relative. It is important to consider the reasons for writing memoirs and the kinds of memoirs that result from those different reasons.

It is also important to distinguish between

There are a number of good and useful books on writing memoir. It is important to look at some of these books to ready oneself to write a memoir. It is also useful to examine the ways in which others begin their memoirs, as getting one’s memoir started can be difficult. And it is extremely useful to practice writing dialogue. While it is impossible to remember a conversation perfectly, one can reconstruct a dialogue that captures the essence of a conversation, if not its actual words. It is here that the Voice of Innocence and the Voice of Experience

often come into play. The Voice of Innocence must be tempered by the Voice of Experience in order to put the events covered in a memoir into proper perspective.

Marion Roach Smith argues that one of the most important things one can do—and do frequently—while writing a memoir is to ask oneself “What is this about?” This question, of course, draws on the reason for writing a memoir in the first place and keeps the writer on track. A memoir writer must, according to Smith, have a clearly defined reason for producing a memoir, and this reason must always be on the writer’s mind.

Writing a memoir can be both easy and difficult. It is essential that the writer keep his or her purpose clearly in mind while writing; it is equally important that the writer use techniques that are frequently used in fiction writing, such as use of dialogue and description, in order to keep the reader interested in the memoir.

**Editor’s note:**

*Iliana Semmler presented a workshop on memoir writing at “The Power of SUNY Retirees” conference hosted by the SUNY RSC in Albany on November 3. She may be contacted at [Semmler@nycap.rr.com](mailto:Semmler@nycap.rr.com).*

**Elder Abuse** *by Bob Kasprak, Associate for Campus Services (Ret.), SUNY College of Optometry*

What is the elder abuse crisis in America? According to Art Mason, LMSW, Program Director, Lifespan of Greater Rochester, this crisis is defined in the following way:

Recent academic research into the prevalence and incidence of various forms of abuse/mistreatment/financial exploitation of older adults in our community has yielded some startling statistics.

The 2009 National Elder Abuse Prevalence Study, which surveyed over 5,000 seniors, found an estimated 14.1% of adults age 60+ experienced physical, psychological, sexual abuse or neglect or financial exploitation in a given year.

Closer to home, the 2010 NYS Elder

Abuse Prevalence & Incidence Studies, which surveyed over 4,000 older New Yorkers and agencies charged with investigating such cases, found: a.) approximately 260,000 older persons living in the community are victims of elder abuse each year; financial exploitation was the most frequent form of elder abuse among seniors (self reported), followed by physical abuse; and only 1 in 24 cases is ever reported to agencies to investigate them.

The prevalence of Elder Abuse, or EA, is a growing problem in New York State and America, but what is EA?

According to a report prepared by Lifespan of Greater Rochester, Inc.,



“Under The Radar”, May 2011, elder abuse is as follows:

“While historically definitions of elder mistreatment have varied widely, there has recently been more consensus, promulgated by a National Academy of Sciences Panel, on a definition that

*...continued on page 6*

## Elder Abuse *continued* by Bob Kasprak, Associate for Campus Services (Ret.)

includes the notion of a trusting relationship in which the trust of the older victim is violated (Bonnie, R.J., Wallace, R.B., 2002). The goal of the New York State Elder Abuse Prevalence Study was to capture data on elder mistreatment subsuming this idea in four general domains: (1) Neglect of a responsible caretaker in meeting ADL (Activities of Daily Living) and/or IADL (Instrumental Activities of Daily Living) assistance, (2) Financial Exploitation, (3) Psychological and (4) Physical Elder Abuse (including Sexual Abuse). (It should be noted that psychological abuse is also sometimes referred to as "emotional" or "verbal" abuse.)

New York State Social Services Law also contains a definition of adult abuse that guides Adult Protective Services (APS) practice throughout the state. For purposes of APS, the definition applies to persons over 18 and does not require a "trusted" person to be the perpetrator in every case. Following are the definitions for each category of abuse contained in New York State Social Services Law, Article 9B, Adult Protective Services, Section 473(6) Definitions.

### Physical Abuse

The non-accidental use of force that results in bodily injury, pain or impairment, including but not limited to, being slapped, burned, cut, bruised or improperly restrained.

### Sexual Abuse

Non-consensual contact of any kind, including but not limited to, forcing sexual contact or forcing sex with a third party.

### Emotional Abuse

Willful infliction of mental or emotional anguish by threat, humiliation, intimidation or other abusive conduct, including but not limited to, frightening or intimidating an adult.

### Active Neglect

Active neglect means willful failure by the caregiver to fulfill the care-taking function and responsibilities assumed by the caregiver, including but not limited to, abandonment, willful deprivation of food, water, heat, clean clothing and bedding, eyeglasses or dentures, or health-related services.

### Passive Neglect

Passive neglect means the non-willful failure of a caregiver to fulfill care-taking functions and responsibilities assumed by the caregiver, including but not limited to, abandonment or denial of food or health-related services because of inadequate caregiver knowledge, infirmity or disputing the value of prescribed services.

### Financial Exploitation

Improper use of an older adult's funds, property or resources by another individual, including but not limited to, fraud, false pretense, embezzlement, conspiracy, forgery, falsifying records, coerced property transfers or denial of access to assets..."

The following individuals were presenters at an elder abuse workshop at the RSC's November 3rd "The Power of SUNY Retirees" conference:

- Art Mason, LMSW, Program Director, Lifespan, Rochester, New York
- Bruce Keiser, Registered Representative, Cadaret, Grant & Co., Inc.
- Don Cohen, Professor Emeritus, Graduate School of Social Welfare, University at Albany

## Campus Profile: SUNY Oswego Emeriti Association

by Vernon Tryon, Association President, and John Fisher, Professor of English (Emeritus) and Newsletter Editor



Vernon Tryon, John Fisher

### Editor's note:

One of the goals of SUNY RSC is to encourage campuses to create a campus-based retiree organization to promote "retiree-campus-community" connections. There are currently about 15 such retiree organizations in the SUNY system. We plan to profile one such organization in future issues of the newsletter.

The SUNY Oswego Emeriti Association was formed in 1989 by then Vice President and Provost, Dr. Ralph L. Spencer and his Associate Provost Dr. Richard Wheeler, and several colleagues and emeriti. Its constitution, from the beginning, extended membership to all faculty and professional staff, other than clerical and classified employees, who retired from service at SUNY Oswego. All spouses, domestic partners, widows, and widowers are considered associate members and the Board of Directors may approve other persons for associate membership. The purposes of the Association are to facilitate communication and fellowship among emeriti and associate members, continue relationships between members and the College community, and involve members in services to the College community.

An annual meeting of the membership is held on the first Monday of each August to deal with the election of directors, approve a budget and program of activities for the coming year, consider amendments to the constitution, and receive various reports. It is followed by a luncheon that traces its origin to 20 years before the Association itself began.

Between annual meetings, the Board of Directors, which meets four times each year, conducts the business of the Association. There are nine directors in three classes serving three-year staggered terms. The newsletter editor serves *ex officio* as a director. The directors elect officers of the Board and Association at their first meeting after the annual meeting.

## Campus Profile: SUNY Oswego Emeriti Association *continued* by Vernon Tryon, Association President, and John Fisher, Professor of English (Emeritus) and Newsletter Editor

The Association conducts a number of programs, services, and activities that change over time as new interests and needs emerge.

Our *Emeriti Newsletter* is published each fall and spring and is mailed to all members. Memorial books for the College library are purchased for deceased teaching emeriti. We purchase a plaque each year to be placed in a campus building bearing a picture and description of the person for whom the building is named. We award a scholarship each year to a student who has financial need and is a direct descendent of a current or emeritus faculty member.

We hold fall and spring luncheons for members and associates at a nearby retirement community.

We recently completed the creation of a gallery of photographs of the people who have served the College as president or acting president, as well as a plaque listing the names of faculty who have served as chair of the Faculty Assembly.

We undertake a variety of efforts to inform students and faculty of the achievements of the founder of the College, Edward Austin Sheldon, and of the history of the College and the contributions of distinguished alumni.

### Contact Us:

Association President Dr. Vernon A. Tryon  
315-343-9692 or [Vernon@Tryon.com](mailto:Vernon@Tryon.com)  
3 Margaret Street, Oswego, NY 13126  
<http://www.oswego.edu/emeriti.html>

### Emeriti Association Projects and Activities

- Emeriti Scholarship Program, \$1000 to direct descendents of emeriti
- Presidential Portrait Gallery completed and portraits of four who served as acting president for significant periods added to the gallery
- Building plaques with information about the emeriti whose names they bear,

ongoing project with one plaque added each year

- Various presentations to highlight the history of the college and its founder, Edward Austin Sheldon, and ongoing discussions to find effective means of highlighting this information to current faculty and students
- Memorial books placed in Penfield Library to honor the memory of deceased teaching faculty emeriti
- The Emeriti Newsletter, issued fall and spring, 2011-2012 issues will feature articles related to the College's sesquicentennial
- Annual luncheon (42 years)
- Annual business meeting (22 years)
- Fall and spring luncheons (6 years)
- Communicate with college administration about matters of concern to emeriti
- An Emeriti Association director serves as a member of the College Sesquicentennial Planning Committee
- President of the Emeriti Association participates in the presentation of awards at the annual Honors Convocation and other occasional campus events
- Created wall plaque with names and years of service of faculty who have chaired the Faculty Assembly
- Board of Directors meets four times per year

**Tip #2:** Seek the support of top administrative leaders and other campus groups.

**Tip #3:** Research your retirees regarding their interests and needs and about their willingness to be involved.

**Tip #4:** Start small – be focused, flexible and inclusive.

**Tip #5:** Be part of the institutional organizational structure.

**Tip #6:** Min-Max- Minimum regulations and paperwork for retiree to complete and provide maximum flexibility in your operations and activities – tailor these to retiree convenience.

**Tip #7:** Matching of retirees' interests and expertise with the service needs of the campus and community.

**Tip #8:** Work with the SUNY Retirees Service Corps (RSC) ([www.suny.edu/retirees](http://www.suny.edu/retirees)) and join the Association of Retirement Organizations in Higher Education (AROHE) (<http://www.arohe.org>) to network with others.

Note: The RSC has created a guide on starting campus-based retiree organizations. It is available upon request by contacting Ram Chugh at [ram.chugh@suny.edu](mailto:ram.chugh@suny.edu).

\* Adapted from various sources, including AROHE

## Tips for Starting Campus-Based Retiree Organizations\*

by Ram Chugh, Executive Director  
SUNY Retirees Service Corps

**Tip #1:** Identify key retirees who will champion the retirement organization at your campus.



## About SUNY RSC & the Retirees Newsletter

### About the SUNY Retirees Service Corps

The SUNY Retirees Service Corps (RSC) was created in early 2008 with the goal of promoting networking among SUNY retirees. Its primary mission is to encourage campuses to create campus-based retirees organization to facilitate "retiree-campus-community connections."

The RSC utilizes several different means of accomplishing this objective. Among them:

**Conferences:** The RSC held its inaugural conference, "*Re-Imagining SUNY Retirement*," in November 2009. Its second biennial conference, "*The Power of SUNY Retirees*," took place on November 3rd. Such events bring retirees and campus representatives from across SUNY together to network and discuss how campuses build relationships with retirees and provide opportunities that will benefit the campus, the community, and the retirees themselves.

**RSC Website:** The RSC website ([www.SUNY.edu/retirees](http://www.SUNY.edu/retirees)) contains retiree-related information that is accessible to everyone. It includes retiree resources, retirement stories, existing campus programs, and information on starting a retiree organization. You can also learn more about the mission and goals of the RSC.

**SUNY Retirees Network:** The RSC is currently developing the SUNY Retirees Network, an extension of our website that will allow retirees to securely connect with their retiree colleagues who register on the site. Retirees interested in volunteering their time and talent on campus and in the community will be able to indicate their areas of interest and expertise. This information will help in matching them with corresponding campus and community needs.

### SUNY Retirees Newsletter

The SUNY Retirees Newsletter is designed to share information about

happenings at various campuses and System-wide which are of interest to retirees.

The newsletter is put together by the SUNY Retirees Service Corps (RSC), with the assistance of the following people who constitute the Editorial Committee:

- Ram Chugh (editor)
- Dave DeMarco
- Anne Donnelly
- Jim Kalas
- Curtis Lloyd
- Pierre Radimak

The RSC welcomes content submission from retirees and campuses in the newsletter. For more information, contact Ram Chugh at [ram.chugh@suny.edu](mailto:ram.chugh@suny.edu) or (518) 320-1488.

An Advisory Council composed of retirees from various SUNY campuses guides the work of the RSC. The Council members are listed on the RSC website ([http://www.suny.edu/retirees/about\\_us/a\\_dvcouncil.cfm](http://www.suny.edu/retirees/about_us/a_dvcouncil.cfm)).

*Special thanks to Robert McLaine, Denise Mercier, David Schillinger, and Casey Vattimo of SUNY System Administration for their invaluable assistance in editing and laying out this first issue of the SUNY Retirees Newsletter.*



### Absent-Minded Professor

A 75-year-old professor lived alone. He was known for his punctuality. He would leave his apartment at 9 AM and return home at 5 PM like clockwork.

His maid would come in everyday to do cleaning and cooking for him. She had her own key to enter the apartment.

One day, the professor decided to return home early. However, on the way, he realized that he had forgotten his key in the office.

He arrived home at 4:55 p.m. and knocked on the door to his apartment so that his maid would open the door for him. But instead, he heard a familiar female voice say "The professor is not at home yet."

On hearing this, the professor replied back: "Please tell the professor I will come back," and he left.

### Highway Driving

Four elderly women were together in a car. One of them was driving the car at 25 MPH when they were stopped by the police.

The lady rolled the window down and asked the officer what she did wrong. She said she was going 25 MPH, just as the road sign said.

The officer told her that she was on a highway where the speed limit was 65 MPH and that she was traveling much too slowly.

The lady said that she was following the speed limit indicated on the sign and pointed to the highway sign #25. The police officer said that was not the speed limit but the number of the highway -- that she was driving on Highway 25.

The officer then looked in the back seat and saw three elderly ladies with terrified looks on their faces who were holding on to each other very tightly.

He asked the ladies what was wrong. The lady driving the car said, sheepishly, "I just got onto Highway 25 after driving for an hour on Highway 85."

*SOURCE: Speakers at various conferences.*

## Statistical Profile of SUNY Retirees from State-Operated Campuses

Table 1: Retirees by Year and Employee Type - 2002-2012

EMPLOYEE TYPE	YEAR										Total	Percent Of Total
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12		
Exec/Adm/Mng	58	29	34	45	60	56	50	49	151	28	560	7.0%
Faculty	247	93	182	196	188	214	180	126	362	112	1900	23.8%
Professional	160	86	109	110	159	176	138	128	578	66	1710	21.4%
Secretarial/Clerk	264	82	116	127	162	188	134	138	492	33	1736	21.7%
Skilled Crafts	86	14	37	51	38	50	33	71	202	9	591	7.4%
Service/Maint	159	64	102	103	91	102	112	118	320	40	1211	15.1%
Tech/Parapro	23	20	28	28	26	19	23	29	79	11	286	3.6%
Unknown					1		1				2	0.0%
<b>Total</b>	<b>997</b>	<b>388</b>	<b>608</b>	<b>660</b>	<b>725</b>	<b>805</b>	<b>671</b>	<b>659</b>	<b>2184</b>	<b>299</b>	<b>7996</b>	
<b>Percent of Total</b>	<b>12.47%</b>	<b>4.9%</b>	<b>7.6%</b>	<b>8.3%</b>	<b>9.1%</b>	<b>10.1%</b>	<b>8.4%</b>	<b>8.2%</b>	<b>27.3%</b>	<b>3.7%</b>		

Table 2: Retirees by Year and Age - 2002-2012

AGE	YEAR										Total	Percent of Total
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12		
< 55	162	25	14	7	8	12	10	14	230	9	491	6.1%
55 - 59	340	136	220	252	248	311	222	229	684	58	2700	33.8%
60 - 64	319	134	218	231	282	258	246	244	736	102	2770	34.6%
65 - 69	124	66	107	114	133	145	117	118	366	81	1371	17.1%
70 - 74	39	19	41	39	36	56	48	42	119	35	474	5.9%
75 - 79	10	6	2	8	12	17	21	9	39	11	135	1.7%
> 80	3	2	6	9	6	6	7	3	10	3	55	0.7%
<b>Total</b>	<b>997</b>	<b>388</b>	<b>608</b>	<b>660</b>	<b>725</b>	<b>805</b>	<b>671</b>	<b>659</b>	<b>2184</b>	<b>299</b>	<b>7996</b>	

Table 3: Retirees by Year and Gender - 2002-2012

GENDER	YEAR										Total	Percent of Total
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12		
Female	507	226	329	326	387	444	377	368	1243	149	4356	54.5%
Male	490	162	279	334	338	361	294	291	941	150	3640	45.5%
<b>Total</b>	<b>997</b>	<b>388</b>	<b>608</b>	<b>660</b>	<b>725</b>	<b>805</b>	<b>671</b>	<b>659</b>	<b>2184</b>	<b>299</b>	<b>7996</b>	

...continued on page 10

## Statistical Profile of SUNY Retirees from State-Operated Campuses

Table 4: Retirees by Year and Education - 2002-2012

EDUCATION	YEAR										Total	Percent of Total
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12		
Assoc, Bachelor, or some Graduate work	177	66	102	97	153	188	121	153	551	49	1657	20.7%
Doctoral Degree	173	71	133	154	144	161	140	81	285	85	1427	17.8%
High School or Below	328	122	181	210	195	224	192	228	697	65	2442	30.5%
High School plus Add'l Training Masters or Professional Degree	146	57	82	89	98	100	88	93	305	21	1079	13.5%
Technical School							1		5		6	0.1%
Unknown	2		1								3	0.0%
<b>Total</b>	<b>997</b>	<b>388</b>	<b>608</b>	<b>660</b>	<b>725</b>	<b>805</b>	<b>671</b>	<b>659</b>	<b>2184</b>	<b>299</b>	<b>7996</b>	

Table 5: Retirees by Year and Ethnicity - 2002-2012

ETHNICITY	YEAR										Total	Percent of Total
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12		
Asian	24	15	15	13	12	11	18	14	50	11	183	2.3%
Black	74	41	58	48	52	65	47	56	212	30	683	8.5%
Hispanic	21	17	12	13	17	19	15	24	61	9	208	2.6%
Native American	2	1	3	4	2	2	4	1	9		28	0.4%
White	876	313	520	582	642	708	587	564	1852	249	6893	86.2%
Unknown		1									1	0.0%
<b>Total</b>	<b>997</b>	<b>388</b>	<b>608</b>	<b>660</b>	<b>725</b>	<b>805</b>	<b>671</b>	<b>659</b>	<b>2184</b>	<b>299</b>	<b>7996</b>	

## Select SUNY Campus Retiree Organizations Primary Contact Information

### State-Operated Campuses

#### University at Albany

George Hastings, President  
University at Albany Emeritus  
Center Board  
[Hastings@nycap.rr.com](mailto:Hastings@nycap.rr.com) or  
(518) 439-6917

#### Binghamton University

Corinna Kruman  
Binghamton University Retiree  
Services Coordinator  
[ckruman@binghamton.edu](mailto:ckruman@binghamton.edu) or  
(607) 777-5959

#### University at Buffalo

Barbara Mierzwa, President  
University at Buffalo Emeritus Center  
[bmierzwa@buffalo.edu](mailto:bmierzwa@buffalo.edu) or  
(716) 882-6227

#### SUNY Geneseo

Donald Lackey, Coordinator  
Geneseo Emeriti Association  
[ndlackey@localnet.com](mailto:ndlackey@localnet.com) or  
(585) 243-0901

#### SUNY New Paltz

Alan Dunefsky, Chair  
New Paltz Faculty Emeriti Group  
[dunefska@newpaltz.edu](mailto:dunefska@newpaltz.edu) or (845)  
257-3986 (O), (845) 338-2680 (H)

#### SUNY Oneonta

Frances Bliven, President  
Retired Faculty, Administrators  
& Professionals Association at  
SUNY Oneonta  
[fbliven@stny.rr.com](mailto:fbliven@stny.rr.com) or (607)  
432-1825

#### SUNY Oswego

Vernon Tryon, President  
SUNY Oswego Emeriti Association  
[vernon@tryon.com](mailto:vernon@tryon.com) or (315) 343-9692

#### SUNY Plattsburgh

Susan Welch, Executive Director  
Human Resources Services  
[susan.welch@plattsburgh.edu](mailto:susan.welch@plattsburgh.edu) or  
(518) 564-5062

#### SUNY Potsdam

Ed Alfonsin, President  
Emeritus Center at SUNY Potsdam  
[ed@northnet.org](mailto:ed@northnet.org),  
[alfonsej@potsdam.edu](mailto:alfonsej@potsdam.edu) or  
(315) 386-2582

#### Stony Brook University

Dave Smith, Secretary  
Stony Brook Emeritus Faculty  
Association  
[drsmith36@optonline.net](mailto:drsmith36@optonline.net)

#### SUNY Upstate Medical University

John C. Farruggio, Administrator,  
"The Retiree Associates" Program  
Benefits Manager, Upstate Medical  
University [farruggj@upstate.edu](mailto:farruggj@upstate.edu) or  
(315) 464-4942

### Community Colleges

#### Hudson Valley Community College

William Muller, Member  
"Keepers of the Flame" Program  
[w.muller@hvcc.edu](mailto:w.muller@hvcc.edu) or  
(518) 449-4974

#### Suffolk County Community College

Peter Herron, Webmaster  
Retiree Association of Suffolk  
Community College  
[rc39pete@optonline.net](mailto:rc39pete@optonline.net)

#### Westchester Community College

Barbara Christesen  
Alumni Affairs and Media Relations  
Consultant

#### Westchester Community College Foundation

[Barbara.Christesen@sunywcc.edu](mailto:Barbara.Christesen@sunywcc.edu) or  
606-6559 (O); (914) 232-4659 (H)

For a full list of contacts at each of the above campus retirement organizations, see Appendix Seven (page 75) of the "SUNY Retiree Volunteers" report at <http://www.suny.edu/Files/sunynews/Files/Pdf/RetireeFinalReport.pdf>.

## Useful Links for Retirees

### Government Agencies

#### Medicare Information

<http://www.medicare.gov/default.aspx>

#### National Institutes of Health

<http://www.nih.gov/>

#### NY State Commission on National and Community Service

<http://www.newyorkersvolunteer.org/>

#### NYS Office for the Aging

<http://www.aging.ny.gov/>

#### Social Security Administration

<http://www.ssa.gov/>

#### US Department of Health and Human Services - <http://www.dhhs.gov/>

### Retirement Information

#### NYSUT Retirees and Retirement

<http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/retirement.htm>

### Retiree Organizations and Associations

#### AARP

<http://www.aarp.org/>

#### Association of Retirement Organizations in Higher Education (AROHE)

<http://www.arohe.org/>

#### PEF Retirees - <http://pefretirees.com>

#### National Council on Aging

<http://www.ncoa.org/>

#### NY StateWide Senior Action Council

<http://www.nysenior.org/>

#### TIAA-CREF

<https://www.tiaa-cref.org/public/index.html>

### Unions

#### CSEA

<http://www.csealocal1000.org>

#### PEF

<http://www.pef.org/>

#### NYSUT

<http://www.uupinfo.org/>

#### UUP

<http://www.uupinfo.org/>

