SUNY Retiree Volunteers
A Priceless Resource for SUNY Campuses and Local Communities

An Analysis of Responses to the Survey on SUNY Retirees Volunteer Activity

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

SUNY Retirees Service Corps
Connecting with Our Retirees Through Service
SUNY Retiree Volunteers
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By

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The State University of New York (SUNY)

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Dedication

This report is dedicated to all SUNY Retirees in recognition of their contributions to the State University of New York. SUNY became what it is today because of the dedication and accomplishments of its past and current employees. This report seeks to give SUNY retirees the credit they richly deserve and demonstrate the roles they can continue to play as members of the SUNY and general community.
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We would like to express our sincere gratitude to numerous individuals and organizations for their assistance in the design and distribution of the Survey on SUNY Retirees Volunteer Activity and in preparing this report.

To the members of the SUNY Retirees Service Corps Advisory Council (RSC AC), thank you very much for supporting the survey project and for your assistance in reviewing the early draft of this report.

Special thanks to AC Vice Chair Jim Kalas for his thoughtful critique of the volunteer survey questionnaire and report. We likewise value the assistance of our colleague Janette Brown, Executive Director of the Association of Retirement Organizations in Higher Education (AROHE), for her helpful review and suggestions on the survey questionnaire and report. We also wish to thank David DeMarco, a recent SUNY retiree, for his incisive comments on the final draft of the report.

We extend our appreciation to AC member Curtis Lloyd, SUNY’s Vice Chancellor for Human Resources, for his unwavering support of this project.

We would like to express special gratitude to two additional RSC AC members: Judy Wishnia, Chair of the United University Professions Statewide Committee on Active Retired Membership (UUP COARM) for making it possible to distribute our survey to her retired colleagues; and Peter Herron, Editor of the New York State United Teachers Retiree Council 39 (NYSUT RC 39) Newsletter, for publicizing the link to the RSC’s volunteerism survey in his publication. We are equally grateful to the coordinators of the SUNY campuses with retiree programs and SUNY campus human resources directors for forwarding the survey link to their members and retirees, respectively. Their cooperation is largely responsible for the impressive number of responses to our survey.

We would also like to thank several SUNY System Administration employees who assisted in this worthwhile endeavor. They include Carol Donato of the University Faculty Senate for teaching RSC Administrative Staff Assistant Pierre Radimak how to create and distribute our survey electronically in SurveyMonkey and how to tabulate the results. Thanks also to Adeidra Irvin of University-wide Human Resources for her assistance in formatting the appendices and David Schillinger of Design and Graphics for his services, and to Lorraine Klembczyk of Empire State College for designing the report cover page.

A special thank you to the RSC’s Pierre Radimak, who performed several functions in relation to both the survey and the report. He assisted in developing the survey questionnaire, converting it to the SurveyMonkey format, and transmitting the survey link electronically to SUNY retirees. Pierre was very helpful in tabulating the survey results, preparing lists and charts, and in researching related studies. His knowledge in the use of computers and his strong writing and editing skills were instrumental in improving the quality of this report. He provided this valuable assistance despite his being seriously ill at times. That reflected Pierre’s dedication to this project and to the RSC.

We would also like to thank the authors of studies whose work we researched in designing the survey questionnaire and in writing this report. A selected list of sources used is provided before the appendices.

Finally, we would like to thank the SUNY retirees who took time to respond to the survey. Without their cooperation, completion of this project would not have been possible.

Ram L. Chugh, Executive Director
SUNY Retirees Service Corps
Executive Summary

SUNY retirees matter.

That is the premise of this study, entitled “SUNY Retiree Volunteers: A Priceless Resource for SUNY Campuses and Local Communities.” It is an analysis of responses to the “Survey on SUNY Retirees Volunteer Activity,” which was designed to capture the nature and degree of respondent involvement in voluntary service to campuses and communities and seek their suggestions for what State University of New York (SUNY) state-operated and community college campuses could do to enhance retiree participation in such activities. The survey was conducted in response to the recommendation of many retiree attendees at the November 2009 inaugural conference of the SUNY Retirees Service Corps (RSC). The questionnaire consisted of 23 closed and open-ended questions. It was distributed electronically to over 2,000 SUNY retirees as a link to a SurveyMonkey web page in July 2010. Six hundred and three (603) completed survey responses were received, resulting in a response rate of approximately 25 to 30%.

The survey was conducted to accomplish six main objectives, including determining the demographic profile of the SUNY retiree respondents; identifying the nature and degree of SUNY retiree involvement in voluntary service; to determine why they did or did not volunteer; to indicate the social and economic contributions made by SUNY retirees through volunteerism; to seek suggestions for promoting greater involvement of retirees in voluntary service; and to obtain recommendations for what SUNY and its campuses can do to make the retirement experience more meaningful for its retirees.

This report is divided into seven chapters, each with several sections. Chapter I describes the background behind undertaking this study and survey design; Chapter II contains demographic information of survey respondents; Chapter III provides survey findings on the nature and degree of SUNY retiree involvement in volunteerism; Chapter IV describes the impact of SUNY retirees’ voluntary contribution of service; Chapter V presents respondents’ suggestions for further promoting retirees’ involvement in volunteerism; Chapter VI contains respondents’ recommendations for enhancing the retirement experience for SUNY retirees; and Chapter VII provides information on SUNY retirees as a valuable resource, an action plan which SUNY campuses and the SUNY RSC could use to strengthen the retiree-campus-community connection, and closing observations.

Among the 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 the retiree respondents (58%) were former faculty.

3. Seventy-five percent (75%) of the respondents continued to live in the community of the campus they retired from. Another six percent of the respondents relocated to another community within New York.

4. Eighty-two percent (82%) of survey respondents indicated they had engaged in voluntary service since retiring from SUNY. Nearly five 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 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 came in 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; 54% of them stated they would consider volunteering if approached with an opportunity; 20% indicated that they would not be willing to volunteer even if contacted.

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 their 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. They want to feel valued by their former campus. The retiree respondents continued to identify with the campus where they were employed because of the role it had played in their professional, social and personal lives. They felt a bond with the campuses and communities where they had lived and worked for many years. Voluntary service is a particularly effective way of strengthening that positive connection. Many retiree respondents indicated that they would be willing to share their talents and time in service with their campuses and local communities if asked.
This report proposes an action plan based on retiree recommendations from the survey. Examples of action items include: 1. Maintaining connections with and between campus retirees; 2. Developing a campus retirees contact information database; 3. Expanding and publicizing services campuses offer to their retirees; 4. Creating and supporting a campus-based retiree organization; 5. Involving retirees in campus and community service through matching of their interests/expertise with volunteer opportunities; 6. Encouraging current retiree volunteers to reach out to their retired colleagues and friends to volunteer. Chapter VII contains additional action items as well as the rationale and suggestions for their implementation.

While most survey respondent recommendations were aimed at individual campuses, some were directed at SUNY as a System. The SUNY Retirees Service Corps had already put several of those retiree suggestions into practice prior to the survey and is in the process of implementing other System-level recommendations. For example, the RSC created its website (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 RSC also produced a guide for campuses interested in starting a retiree organization. Additionally, the RSC organizes biannual conferences to promote networking, the development of ideas, and coordination between retirees and campus administrators; the next conference, entitled “The Power of SUNY Retirees,” will be on November 3, 2011.

The findings and recommendations contained within this report should not be viewed as directives but merely as guideposts for campuses interested in tapping into the potential of their retirees. The SUNY RSC and its Advisory Council believe that for these efforts to succeed there must be a true partnership – between campuses, their retirees, and the RSC. Campuses and the SUNY RSC can take the simple, cost-effective steps contained within the action plan to strengthen connections with our retirees and encourage their involvement in service activities that will benefit everyone involved – campuses, communities, and especially SUNY retirees themselves.

That, as the saying goes, is a good investment.
Chapter I
Survey Objectives, Design, and Response Rate

1. Background

Retirees constitute a new force in our society; they are living longer, leading healthier lives, and are enjoying more productive years than ever before. They have talent, possess many years of working experience, and generally have more available time than their non-retiree peers. Many of them continue to do part-time work or community service during their retirement years. Research indicates that staying involved keeps retirees physically and emotionally strong.

At a time when most communities lack resources to meet growing public service needs, retirees can help fill those gaps by sharing their knowledge, expertise, and experience through volunteerism. Older Americans are often referred to as “super volunteers” and are valued as the most reliable and committed of all volunteers. Many public and private organizations, including institutions of higher education, are developing programs to take advantage of the ever-growing ranks of retirees and other older Americans. Volunteerism is an effective means for channeling retirees’ initiative and good will for meeting many community service needs.

State University of New York (SUNY) retirees are no exception to these trends. They constitute a rich potential resource for our campuses and our local communities. They form a large and diverse pool in terms of their expertise and skills, educational background, occupational mix, working experience, age distribution, gender, and racial mix. Table 1 below provides a profile of SUNY retirees. Currently, there are over 20,000 retirees from SUNY’s 64 campuses, the Research Foundation of SUNY, and System Administration. Approximately 1,000 employees retire each year throughout SUNY.

Table 1: Profile of SUNY Retirees (Estimates)

<table>
<thead>
<tr>
<th>SUNY Retirees: By the Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total retirees since 1996: 20,000</td>
</tr>
<tr>
<td>Average age of employees when retired: 62</td>
</tr>
<tr>
<td>Average years of SUNY experience at retirement: 24</td>
</tr>
<tr>
<td>Job classification of the retirees: 4% administration; 33% faculty; 36% professional/non-faculty; 9% secretarial/clerical; 18% maintenance staff and others</td>
</tr>
<tr>
<td>Education: 20% Doctoral degree; 18% Master’s/professional degree; 17% Associate’s/Bachelor’s degree or some graduate work; 30% high school/GED; 14% some high school</td>
</tr>
<tr>
<td>Race: 8% African-American; 3% Hispanic; 86% Caucasian; 3% Asian</td>
</tr>
<tr>
<td>Gender: 47% Male and 53% Female</td>
</tr>
</tbody>
</table>

Source: Office of University-Wide Human Resources

The SUNY Retirees Service Corps (RSC) was established in early 2008 with the mission of promoting a strong “retiree-campus-community” connection within and among the SUNY campuses. To that end, the RSC’s twin objectives are to create awareness about the potential value of SUNY retirees and encourage campuses to institute programs not only to promote social interaction and fellowship among the retirees, but also to provide opportunities for their engagement in university and community service.
While a number of SUNY retirees are involved in volunteerism both at their campuses and in local communities, there is no formal mechanism to match retirees and their skills with service opportunities.

At the November 2009 Inaugural RSC Conference on “Re-Imagining SUNY Retirement” in Albany, NY, many retiree participants expressed strong interest in participating in campus and community service activities and urged the RSC to conduct a survey on SUNY retirees’ current involvement in voluntary services to seek their suggestions for promoting a greater involvement of retirees in such activities.

The suggestion to conduct a survey on SUNY retiree volunteerism was strongly endorsed by the RSC Advisory Council. A survey questionnaire, entitled the “Survey on SUNY Retirees Volunteer Activity,” was subsequently developed and sent out electronically to a large number of retirees in July 2010. Appendix One contains a copy of the survey questionnaire (Microsoft Word version).

2. Objectives of the Study

The survey questionnaire was designed to accomplish the following objectives:

1. To determine the demographic profile of SUNY retirees, e.g., campus they retired from, year in which they retired, their job classification, their gender and age, and their county or state of residence.

2. To identify the nature and degree of SUNY retiree involvement in voluntary service, e.g., services performed at their campus and/or in local communities, number of hours devoted monthly, how they found out about these service opportunities, and reasons for engaging in such services.

3. To identify reasons why some retirees did not volunteer and whether they would volunteer if contacted.

4. To indicate the social and economic contributions made by SUNY retirees through volunteerism.

5. To seek suggestions for promoting greater involvement of retirees in voluntary service.

6. To seek recommendations for what SUNY and its campuses can do to make the retirement experience more meaningful for its retirees.

3. Design of the Survey Questionnaire and Methods for Dissemination

The survey questionnaire was designed to be consistent with the study objectives described in the preceding section. Previous studies conducted on older adults’ involvement in volunteer activities in the United States were reviewed to identify trends and issues which could be incorporated into the SUNY survey. A draft questionnaire was prepared for review and feedback by the members of the RSC Advisory Council and by other individuals knowledgeable on conducting such studies. A revised draft survey was then pilot tested by asking Advisory Council members to complete it to see whether the phrasing of the questions was clear and whether any questions needed to be added or deleted. The final questionnaire contained 23 questions. Since SUNY retirees constitute a very large and diverse group in terms of their job classifications, education, experience, age, gender, and geographic distribution, it was considered important that the questionnaire be designed in a way as to capture every aspect of retirees’ involvement in voluntary service. Several open-ended questions were included in the survey with this goal in mind.

It was decided that the survey questionnaire should be distributed to retirees electronically. This approach was chosen over hard copy distribution due to the prohibitive cost of mailing out several thousand
surveys and the impracticality of tabulating results manually from hard copies with limited staff. The RSC opted to house the survey on the SurveyMonkey website after other SUNY System Administration departments had successfully used a premium version of the online survey service. With SurveyMonkey, a link to the survey questionnaire can be sent to potential respondents within the body of a cover e-mail. Once an individual completes the survey online, the cumulative results are updated and tabulated instantly, making analysis quite user-friendly. While the means of transmitting the survey questionnaire was resolved, a major problem remained: How would the RSC be able to distribute the survey without access to a large number of SUNY retiree e-mail addresses? That was a major challenge. Most SUNY campuses did not have contact information on their retirees, especially on those who had retired several years earlier. We wanted to reach every SUNY retiree with an e-mail account, but getting e-mail addresses for all of them proved to be an insurmountable task. The RSC devised the following multi-pronged approach to send out the retiree volunteerism survey to as many retirees as it could:

1. The directors of the human resource departments at all SUNY campuses were requested to forward the survey link to retirees whose e-mail addresses they had on file.

2. The coordinators at campuses with retiree organizations were asked to e-mail the survey link to their retiree members.

3. The United University Professions (UUP) and New York State United Teachers (NYSUT) unions were requested to forward the survey link to their SUNY retiree members.

4. The RSC sent the survey link to SUNY retirees who had attended its November 2009 conference and encouraged them to consider forwarding the survey link to their retiree friends and colleagues. The members of the RSC Advisory Council were asked to do the same.

The entities that were asked to send out the survey link on behalf of the RSC did not always have current e-mail addresses for their retirees, limiting the number of potential respondents. Some survey e-mails bounced back to the senders as undeliverable.

4. Response Rate

Six hundred and three (603) completed survey responses were received. Since a variety of avenues were used to disseminate the survey questionnaire, it was difficult to know precisely how many surveys were actually sent out. Our best estimate is that between 2,000 and 2,500 retirees received the survey link, resulting in a response rate of approximately 25% to 30%. The distribution of survey responses was quite representative of SUNY retirees in terms of the campuses of their retirement, year of retirement, job classification, age, and gender. The degree of response rate and its distribution give us good basis for drawing tentative conclusions about the nature and degree of retirees’ involvement in voluntary services.
Chapter II
Demographic Information of the Respondents

1. Campus Retired From

Of the 600 respondents to this question, 84% indicated that they had retired from a state-operated campus and 16% retired from one of SUNY’s community colleges. Responses were received from retirees of 27 of 29 state-operated campuses and 12 of the 30 community colleges. Officials from several community colleges indicated that their human resources departments did not keep track of their retirees and did not have their e-mail addresses, which might explain the reason for the lower response from community college retirees. Review of responses received indicated that campuses with active retiree organizations had the highest percentage of survey responses. This may have been due to such organizations having current contact information on their retirees and the organization coordinators sending follow-up reminders to their members to complete and submit the volunteerism survey.

2. Year of Retirement

Over 18% of survey respondents had retired in 1995 and before; 22% retired between 1996 and 2000; 24% retired between 2001 and 2005; and 36% retired between 2006 and 2010. Table 2 below provides a breakdown of retirements by year. It should be noted that this survey was conducted during the months of July and August in 2010, prior to a large number of SUNY employees accepting an early retirement offer from New York State.

Table 2: Year of Retirement from SUNY

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990 and before</td>
<td>6.2%</td>
<td>37</td>
</tr>
<tr>
<td>1991</td>
<td>2.0%</td>
<td>12</td>
</tr>
<tr>
<td>1992</td>
<td>1.8%</td>
<td>11</td>
</tr>
<tr>
<td>1993</td>
<td>1.3%</td>
<td>8</td>
</tr>
<tr>
<td>1994</td>
<td>2.0%</td>
<td>12</td>
</tr>
<tr>
<td>1995</td>
<td>5.0%</td>
<td>30</td>
</tr>
<tr>
<td>1996</td>
<td>3.2%</td>
<td>19</td>
</tr>
<tr>
<td>1997</td>
<td>3.2%</td>
<td>19</td>
</tr>
<tr>
<td>1998</td>
<td>3.7%</td>
<td>22</td>
</tr>
<tr>
<td>1999</td>
<td>6.6%</td>
<td>39</td>
</tr>
<tr>
<td>2000</td>
<td>5.2%</td>
<td>31</td>
</tr>
<tr>
<td>2001</td>
<td>4.4%</td>
<td>26</td>
</tr>
<tr>
<td>2002</td>
<td>6.7%</td>
<td>40</td>
</tr>
<tr>
<td>2003</td>
<td>2.4%</td>
<td>14</td>
</tr>
<tr>
<td>2004</td>
<td>2.9%</td>
<td>17</td>
</tr>
<tr>
<td>2005</td>
<td>7.4%</td>
<td>44</td>
</tr>
<tr>
<td>2006</td>
<td>6.7%</td>
<td>40</td>
</tr>
<tr>
<td>2007</td>
<td>9.7%</td>
<td>58</td>
</tr>
<tr>
<td>2008</td>
<td>8.9%</td>
<td>53</td>
</tr>
<tr>
<td>2009</td>
<td>7.1%</td>
<td>42</td>
</tr>
<tr>
<td>2010</td>
<td>3.5%</td>
<td>21</td>
</tr>
</tbody>
</table>

answered question 595 (98.7%)
3. Job Classification

Respondents were asked to indicate their job classification at the time of their retirement from SUNY. Table 3 and Figure 1 summarize their responses. Nearly 14% of respondents were in administration and management positions, 58% were faculty, 17.5% had careers in professional service, and about 11% were in support/clerical positions. The distribution of the survey responses was compared to the actual distribution of employees in these job classifications at all SUNY campuses, and these distributions were found to be very similar.

Table 3: Job Classification upon Retirement from SUNY

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration/Management</td>
<td>13.5%</td>
<td>80</td>
</tr>
<tr>
<td>Faculty</td>
<td>57.8%</td>
<td>343</td>
</tr>
<tr>
<td>Professional Service</td>
<td>17.5%</td>
<td>104</td>
</tr>
<tr>
<td>Support/Clerical</td>
<td>11.1%</td>
<td>66</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>6.2%</td>
<td>37</td>
</tr>
</tbody>
</table>

answered question 593 (98%)

Figure 1: Job Classification upon Retirement from SUNY

A small number of respondents wrote in the job titles they held at the time of their retirement in the “Other (please specify)” field of the question. It is possible that several people may have selected one of the classifications listed in Table 3 while also specifying their specific position title, e.g., Department Chair, Dean, Assistant Dean, Manager, Director, Plant Utilities Engineer, Librarian, or Laboratory Technician.
4. Age and Gender Distribution

Twenty-one percent (21%) of survey respondents were less than 64 years old; 50% were between the ages of 65 and 74; 24% were between 75 and 84; and five percent were age 85 and over. Table 4 and Figure 2 below contain a more detailed accounting of the respondent age ranges. Additionally, 53% of the survey respondents were male and 47% were female.

Table 4: Age Distribution

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 60</td>
<td>6.6%</td>
<td>39</td>
</tr>
<tr>
<td>60-64</td>
<td>14.4%</td>
<td>85</td>
</tr>
<tr>
<td>65-69</td>
<td>27.0%</td>
<td>159</td>
</tr>
<tr>
<td>70-74</td>
<td>23.4%</td>
<td>138</td>
</tr>
<tr>
<td>75-79</td>
<td>15.1%</td>
<td>89</td>
</tr>
<tr>
<td>80-84</td>
<td>9.2%</td>
<td>54</td>
</tr>
<tr>
<td>85-89</td>
<td>3.1%</td>
<td>18</td>
</tr>
<tr>
<td>90 and over</td>
<td>1.2%</td>
<td>7</td>
</tr>
</tbody>
</table>

*answered question 589 (98%)*

Figure 2: Age Distribution

5. Place of Residence

Seventy-five percent (75%) of SUNY retirees who completed the survey continued to live in the community of the campus they retired from; 6.3% moved to another community within New York State; 12.3% moved outside New York; and 6% lived part of the year in NYS and part of the year outside the state. Three respondents lived outside the United States (0.5%). The top New York State counties in which survey respondents resided are Erie County (23.5%), Suffolk County (7.0%), Broome County (6.8%), Albany County (6.3%), and Livingston County (5.7%). The most respondents who reported
living outside New York resided in Florida (37.1%) followed by North Carolina (8.2%), South Carolina (7.2%), and Massachusetts (4.1%).

The most surprising place of residence survey question finding was the very large percentage of retiree respondents – 75% – who continued to live in the community where they had worked and from which they had retired. And if one takes into account the respondents who reported moving to another New York State community upon retirement, then nearly 81% of SUNY retirees who completed the survey continue to reside within NYS. This finding contradicts the widely held belief that most retirees move to warmer states (e.g., Florida, Arizona) to escape the long and harsh winters of the Empire State. That means that a large majority of SUNY retirees continue to be available to their former campuses and to their local communities. The challenge is to develop programs for tapping this resource for the greater good of the community and the retirees themselves.

**Table 5: Place of Residence**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to live in the community where I retired from</td>
<td>75.0%</td>
<td>443</td>
</tr>
<tr>
<td>Moved to another community within the New York State</td>
<td>6.3%</td>
<td>37</td>
</tr>
<tr>
<td>Moved outside New York State</td>
<td>12.4%</td>
<td>73</td>
</tr>
<tr>
<td>Live part of the year in New York State and part of the year outside New York State.</td>
<td>5.9%</td>
<td>35</td>
</tr>
<tr>
<td>Moved to another country</td>
<td>0.5%</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question 591 (98%)

**Figure 3: Place of Residence**

Where do you currently reside?

- Continue to live in the community where I retired from
- Moved to another community within the New York State
- Moved outside New York State
- Live part of the year in New York State and part of the year outside New York State.
- Moved to another country
Chapter III
SUNY Retiree Participation in Volunteerism: Survey Findings

I. Involvement in Volunteer Activities

Respondents were asked whether they were involved in voluntary activities since the time of their retirement. Eighty-two percent (82%) of respondents said yes, and 18% said no (Figure 4). While this high percentage of retiree participation in voluntary service is impressive, it is important to keep in mind that this response came from among those retirees who were sent the survey. It cannot be interpreted to apply to the entire SUNY retiree population.

Studies on volunteerism in the United States indicate that about 25 to 30 percent of the population is involved in such activities. The rate of participation is higher among the educated and older Americans. Based on such studies, it might be safe to assume that nearly 25% of SUNY retirees were involved in service activities either at their campuses, in their communities, or in both.

This study also looked at whether retired SUNY employees’ participation in volunteer activities varied among different age groups. Table 6 illustrates how retirees’ involvement does not decline even when they grew older, i.e., when they reached their seventies, eighties, and nineties. In fact, the survey results show that respondents 90 years old and above, with a volunteerism rate of 86%, volunteered more than any other age group of SUNY retirees in the study. The findings also show that once retirees get involved in voluntary services, they tend to stay involved in such activities.

Figure 4: Retiree Involvement in Volunteer Activities (all age ranges)
Table 6: Retiree Involvement in Volunteer Activities by Age Range

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;60</td>
<td>48.7%</td>
</tr>
<tr>
<td>60-64</td>
<td>84.5%</td>
</tr>
<tr>
<td>65-69</td>
<td>84.6%</td>
</tr>
<tr>
<td>70-74</td>
<td>85.5%</td>
</tr>
<tr>
<td>75-79</td>
<td>84.1%</td>
</tr>
<tr>
<td>80-84</td>
<td>81.5%</td>
</tr>
<tr>
<td>85-89</td>
<td>70.6%</td>
</tr>
<tr>
<td>90 and above</td>
<td>85.7%</td>
</tr>
</tbody>
</table>

2. Location of Their Involvement

Retirees involved in voluntary service were asked to indicate whether they were involved in service activities at their campuses, in their communities, or both. Approximately five percent of the respondents indicated that they participated in volunteer activities solely on the campus they retired from, while 56% said they were involved exclusively in volunteerism within the community, and 39% stated that they volunteered both on campus and in the community. Table 7 summarizes these findings.

Table 7: Location of Retiree Involvement in Volunteer Activity

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>4.9%</td>
<td>24</td>
</tr>
<tr>
<td>In the community</td>
<td>56.4%</td>
<td>275</td>
</tr>
<tr>
<td>Both</td>
<td>38.7%</td>
<td>189</td>
</tr>
</tbody>
</table>

answered question 488 (81%)

3. Types of Campus-Based Volunteer Activities

The survey respondents who indicated that they had volunteered on campus since retirement were asked to denote the types of activities in which they had participated from a list of 16 campus activities given in the question. Table 8 provides the answer options and results. The five campus-based activities in which retirees were most involved included: assisting with special events, serving on campus committees/task forces, guest speaker in courses, union-related activities, and advising/mentoring students.
Table 8: Types of On-Campus Retiree Volunteer Activities

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with special events</td>
<td>40.9%</td>
<td>79</td>
</tr>
<tr>
<td>Serving on campus committees/task forces</td>
<td>31.1%</td>
<td>60</td>
</tr>
<tr>
<td>Campus tours</td>
<td>1.6%</td>
<td>3</td>
</tr>
<tr>
<td>Admissions Office (communicate with prospective students and/or their parents)</td>
<td>3.6%</td>
<td>7</td>
</tr>
<tr>
<td>Fundraising campaigns</td>
<td>15.5%</td>
<td>30</td>
</tr>
<tr>
<td>Campus governance</td>
<td>2.1%</td>
<td>4</td>
</tr>
<tr>
<td>Union-related activities</td>
<td>15.5%</td>
<td>30</td>
</tr>
<tr>
<td>Teaching (non-credit courses)</td>
<td>11.9%</td>
<td>23</td>
</tr>
<tr>
<td>Guest speaker in courses</td>
<td>27.5%</td>
<td>53</td>
</tr>
<tr>
<td>Speaker for retiree events</td>
<td>15.0%</td>
<td>29</td>
</tr>
<tr>
<td>Collaborative research</td>
<td>13.0%</td>
<td>25</td>
</tr>
<tr>
<td>Technical/technological assistance</td>
<td>6.2%</td>
<td>12</td>
</tr>
<tr>
<td>Clerical and support services</td>
<td>10.4%</td>
<td>20</td>
</tr>
<tr>
<td>Administrative/managerial assistance</td>
<td>9.3%</td>
<td>18</td>
</tr>
<tr>
<td>Advising/mentoring students</td>
<td>15.5%</td>
<td>30</td>
</tr>
<tr>
<td>Mentoring new faculty</td>
<td>5.7%</td>
<td>11</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>51.0%</td>
<td>94</td>
</tr>
</tbody>
</table>

answered question 185 (31%)

The question included a write-in option where the respondents could indicate specific on-campus volunteer activities in which they were engaged. Nearly 51% of the respondents entered comments. The write-in responses encompassed a surprisingly wide range of campus activities. Several people indicated that they were involved not in just one but in several different campus-based volunteer pursuits. List 1 contains some edited examples of those activities. Over 75 responses were received which were broken down into several different categories identifying the type of on-campus activities carried out. Appendix Two provides a more complete listing of those campus-based activities and categories.

List 1: Examples of Campus-Based Retiree Volunteer Activities

Retiree Volunteerism On-Campus: A Sampling of Activities

- Help with Alumni functions, athletic & retiree events.
- Red Cross Bloodmobiles and Emeritus Center blood drives
- Teach in mini medical school.
- Teaching English to foreign Ph.D. students
- Volunteer in both our English writing Center and the ESOL Center as a tutor.
- Acting as interviewer in practice interviews for prospective English teachers about to enter the work force.
- Mentoring faculty and students.
- I live in North Carolina and teach at the Center for Creative Retirement of the University of North Carolina at Asheville. This is a landmark operation, with well over 1,000 members and providing hundreds of eight-week, six-week, and four-week courses throughout the year.
- Compiled a history of the school from which I had retired.
- Continuing the research project that I had begun in 1999 -- to this day (The International Comparative Higher Education Finance and Accessibility Project).
### List 1: Examples of Campus-Based Retiree Volunteer Activities (CONTINUED)

- Research and writing on the topic of DUTCH AMERICAN HISTORY with an emphasis on NY State.
- President of SUNY Oswego Emeriti Association.
- Retired faculty Memoirs writing group.
- Co-edited Emeritus Faculty Newsletter.
- Maintain emeritus website for SUNY Brockport as well as a group email address book.
- Serve on the Board for the Geneseo First Response, the 24/7 student EMT service for the college.
- Board member and chair for disciplinary hearings in the Office of Student Conduct.
- UB Women’s Club.
- Campus minister and coordinator of spiritual programs.
- Participate in Women's Health Initiative studies. Cancer Research study - following two daughters in "two sister studies." I participate in "two sisters and birth mother" study.
- Update some PE faculty with their lifeguard and CPR/AED certifications. Planning and teaching Advanced Cardiovascular Life Support (ACLS) for our students and for those at Mohawk Valley Community College.
- This is not volunteer work in the usual sense, but I have continued activity to promote the academic quality of the University, via written statements and participation in open meetings.
- Heavily involved with the Campus Chamber Singers Alumni, especially in maintaining current addresses, and in the five-year alumni gatherings which characterize Chamber Singers alumni activity.
- Each week when school is in session, I post music notices from the New York Times on a bulletin board outside the theory classroom to provide students information on the world of music outside Geneseo. That includes reviews, articles on music, music business, music technology, and the works.
- President (10 yrs.) of Blue Knights' Round Table Booster Club (SUNY Geneseo).
- Empire State Games on SUNY Cortland campus.
- Giving interviews to news media on economic matters through SOM and University public relations offices.
- I put out a regular email newsletter, "News from Fort Schuyler" which is sent to alumni, faculty, staff, parents and friends of the college who subscribe. (It is free.)
- As a former UB employee with close ties to community leaders, I am constantly interacting with community leaders and generally promoting UB, Center for the Arts, and the Division of Athletics.
- Offered help in recruiting foreign students from the Dominican Republic.

### 4. Types of Community-Based Volunteer Activities

The respondents who indicted involvement in volunteerism within the community were asked to indicate the types of activities with which they were involved. The question provided 20 different community service categories from which to choose. Table 9 provides the answer options and results.

The survey responses show that the respondents were involved the most (nearly 40%) in a variety of religious activities (e.g., on behalf of houses of worship and religions organizations of all denominations) among all other categories of community services. Such a large involvement of retirees in religious activities was unexpected. After doing some research and looking at the results of similar studies, it became apparent that one’s involvement in religious activities tends to increase with age.

Other community-based volunteer activities in which RSC survey respondents participated included giving lectures/talks to community groups (27%) and involvement in arts organizations (21%), environmental groups (16%), libraries and museums (15%), elementary/secondary school mentoring and tutoring (14%), as well as participation local and state governments (13%).

- 12 -
Table 9: Types of Community-Based Retiree Volunteer Activities

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/secondary schools (mentoring/tutoring)</td>
<td>13.8%</td>
<td>59</td>
</tr>
<tr>
<td>Literacy groups</td>
<td>8.4%</td>
<td>36</td>
</tr>
<tr>
<td>Health care facilities (hospitals, clinics)</td>
<td>9.1%</td>
<td>39</td>
</tr>
<tr>
<td>Nursing homes/hospices</td>
<td>8.2%</td>
<td>35</td>
</tr>
<tr>
<td>Health care associations (American Heart Association, American Red Cross, etc.)</td>
<td>6.3%</td>
<td>27</td>
</tr>
<tr>
<td>Volunteer fire department/rescue squad (fire fighter, EMT, fire police)</td>
<td>4.0%</td>
<td>17</td>
</tr>
<tr>
<td>Local and state government</td>
<td>13.1%</td>
<td>56</td>
</tr>
<tr>
<td>Community and business development (chamber of commerce, etc.)</td>
<td>7.7%</td>
<td>33</td>
</tr>
<tr>
<td>Small business technical assistance (SCORE, Small Business Development Center)</td>
<td>2.3%</td>
<td>10</td>
</tr>
<tr>
<td>Environmental groups (Sierra Club, Audubon Society, etc.)</td>
<td>15.9%</td>
<td>68</td>
</tr>
<tr>
<td>Youth groups</td>
<td>8.0%</td>
<td>34</td>
</tr>
<tr>
<td>House of worship/religious organization</td>
<td><strong>40.0%</strong></td>
<td>171</td>
</tr>
<tr>
<td>Arts organizations (theater, galleries, chorales)</td>
<td>21.1%</td>
<td>90</td>
</tr>
<tr>
<td>Museums</td>
<td>15.9%</td>
<td>68</td>
</tr>
<tr>
<td>Social services (Meals on Wheels, Office for the Aging, etc.)</td>
<td>19.4%</td>
<td>83</td>
</tr>
<tr>
<td>Tourism (information booth, municipal/attraction tours)</td>
<td>6.1%</td>
<td>26</td>
</tr>
<tr>
<td>Senior centers</td>
<td>11.5%</td>
<td>49</td>
</tr>
<tr>
<td>Libraries</td>
<td>13.6%</td>
<td>58</td>
</tr>
<tr>
<td>Unions and professional associations</td>
<td>10.3%</td>
<td>44</td>
</tr>
<tr>
<td>Lectures/talks to community groups</td>
<td>26.7%</td>
<td>114</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>54.0%</td>
<td>236</td>
</tr>
</tbody>
</table>

Answered question: 435 (72%)

Additionally, the survey question included an “Other (please specify)” write-in option for the respondents to indicate specific community-based activities they were engaged in. Nearly 54% of the respondents entered comments. The write-in responses encompassed an impressively wide array of community activities, from serving on a local or state board to starting a new organization to meet a specific unmet community need. Given the diversity of SUNY retirees’ interests and expertise, their participation in such a broad range of activities is not surprising. These responses were broken down into several different categories identifying the type of community service activities carried out. List 2 contains selected examples of those activities. Appendix Three provides more detailed listings of these activities and categories.
List 2: Examples of Community-Based Retiree Volunteer Activities

<table>
<thead>
<tr>
<th>Retiree Volunteerism in the Community: A Sampling of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach/do publicity for Buddhist Meditation Center</td>
</tr>
<tr>
<td>• Member of church’s bereavement committee</td>
</tr>
<tr>
<td>• Built TV studio in church</td>
</tr>
<tr>
<td>• Emeritus president of Mohawk Valley Hebrew Center</td>
</tr>
<tr>
<td>• Director of women’s ministries at my church</td>
</tr>
<tr>
<td>• President of Green Valley Conservancy</td>
</tr>
<tr>
<td>• Trail guide &amp; boat guide for Charlotte Harbor Environmental</td>
</tr>
<tr>
<td>• Convener of interfaith environmental group, living in Harmony with God’s World</td>
</tr>
<tr>
<td>• Administrative/technical support to Center for Study of Art, Architecture, History &amp; Nature</td>
</tr>
<tr>
<td>• VP of Chamber Music Rochester for outreach concerts in schools and New York State</td>
</tr>
<tr>
<td>• [Member of] Community Downtown organization</td>
</tr>
<tr>
<td>• Bicycle/pedestrian community planning and grant development</td>
</tr>
<tr>
<td>• Organized neighborhood co-op for two miles of snow removal by volunteers</td>
</tr>
<tr>
<td>• Beautification committee for our town</td>
</tr>
<tr>
<td>• Member of committee to obtain River Walk in Cortland</td>
</tr>
<tr>
<td>• Member, Advisory Board, Occupational Health Clinic of Central New York</td>
</tr>
<tr>
<td>• Volunteer with county’s Emergency Services group</td>
</tr>
<tr>
<td>• Chair, National Chemistry Olympiad of the American Chemistry Society</td>
</tr>
<tr>
<td>• Service at Lollypop Farm, Fairport, NY (pet rescue, adoption, education, community outreach programs, prevention of cruelty).</td>
</tr>
<tr>
<td>• Homeless shelter; Food pantry; Habitat for Humanity; Catholic Charities; Hospitality House</td>
</tr>
<tr>
<td>• Volunteer at Casa El Norte in Fort Erie, a temporary home for persons seeking refugee status in Canada</td>
</tr>
<tr>
<td>• Corporate Angel Network – arrange flights on corporate jets for cancer patients free of charge</td>
</tr>
<tr>
<td>• Board member of Office for the Aging</td>
</tr>
<tr>
<td>• Assisting elderly friends, neighbors &amp; family with chores</td>
</tr>
<tr>
<td>• Capital District Senior Issues Forum</td>
</tr>
<tr>
<td>• Gramatan Village, an organization designed to keep seniors living in the community</td>
</tr>
<tr>
<td>• Helping senior couple from Russia practice English, assisting with pronunciation</td>
</tr>
<tr>
<td>• Visiting a shut-in friend three days a week (ongoing -7 hours per week)</td>
</tr>
<tr>
<td>• Videotape local government meetings, special events and college public lectures for distribution via community access channel</td>
</tr>
<tr>
<td>• Involved in scholarly research – currently preparing a manuscript on the Chinese democracy movement</td>
</tr>
<tr>
<td>• I give science shows in local elementary schools,... this is not tutoring, nor is it mentoring, but it is educational in the sense of bringing the wonder and the fun of science to children.</td>
</tr>
<tr>
<td>• Polio Plus volunteer in India; Rochester International Council (<a href="http://www.nifc.org/aboutnifc.html">www.nifc.org/aboutnifc.html</a>): I have done international volunteer work with a medical group; Refugee resettlement; FERA program in Haiti</td>
</tr>
<tr>
<td>• President of the Board of Safe Passage, which assists the children and families who live in the Guatemala City garbage dump community</td>
</tr>
<tr>
<td>• Direct care of cancer patients; Transport patients to chemo</td>
</tr>
<tr>
<td>• Take therapy dogs to nursing homes and adult day care centers</td>
</tr>
<tr>
<td>• Reading/recording articles for broadcast through the Northeast Radio Reading Service for the blind and sight impaired. Center for Independence--I read for the visually impaired</td>
</tr>
<tr>
<td>• Support parents for parents of disabled children through community organization</td>
</tr>
</tbody>
</table>

5: Average Hours Devoted to Voluntary Service (Monthly)

The survey results showed 47% of respondents to this question devoted between one and ten hours per month to volunteerism; 27% between 11 to 20 hours; 15% between 21 and 30 hours; and 10% spend over
30 hours a month. The hours volunteered by the respondents in the last category ranged from 35 hours to 150 hours per month.

**Total hours contributed:** Respondents devoted an average of 200 hours annually to voluntary service. A 91-year-old SUNY retiree from the University at Buffalo did 500 hours worth of volunteerism in 2009. The 454 survey respondents, as a group, volunteered nearly 92,000 hours per year.

**Table 10: Average Respondent Hours Devoted to Voluntary Service (Monthly)**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 hours</td>
<td>18.7%</td>
<td>85</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>28.2%</td>
<td>128</td>
</tr>
<tr>
<td>11-15 hours</td>
<td>13.2%</td>
<td>60</td>
</tr>
<tr>
<td>16-20 hours</td>
<td>14.1%</td>
<td>64</td>
</tr>
<tr>
<td>21-25 hours</td>
<td>7.7%</td>
<td>35</td>
</tr>
<tr>
<td>26-30 hours</td>
<td>7.7%</td>
<td>35</td>
</tr>
<tr>
<td>More than 30 hours</td>
<td>10.4%</td>
<td>47</td>
</tr>
</tbody>
</table>

answered question 454 (75.3%)

**Figure 5: Average Respondent Hours Devoted to Voluntary Service (Monthly)**

6: **Manner by Which Retirees Discovered Volunteer Opportunities**

Survey respondents were asked how they found out about the volunteer activities in which they were involved. The question provided eight different sources to choose from as well as an option for write-in responses. A large majority (70%) of the respondents indicated they learned about volunteer opportunities through their friends or colleagues, through community organizations (40%), followed by religious organizations (33%), public media (21%), and through campuses (19%). Table 11 summarizes these results.
Table 11: Manner by Which Retirees Discovered Volunteer Opportunities

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through friends or colleagues</td>
<td>70.2%</td>
<td>308</td>
</tr>
<tr>
<td>Through the media (newspaper, newsletter,</td>
<td>20.7%</td>
<td>91</td>
</tr>
<tr>
<td>radio, TV)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through the Internet</td>
<td>5.7%</td>
<td>25</td>
</tr>
<tr>
<td>Through a religious organization</td>
<td>32.8%</td>
<td>144</td>
</tr>
<tr>
<td>Through a senior citizens organization</td>
<td>11.8%</td>
<td>52</td>
</tr>
<tr>
<td>Through my campus</td>
<td>19.4%</td>
<td>85</td>
</tr>
<tr>
<td>Through a community organization</td>
<td>39.6%</td>
<td>174</td>
</tr>
<tr>
<td>Through my union</td>
<td>5.7%</td>
<td>25</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>20.0%</td>
<td>87</td>
</tr>
</tbody>
</table>

answered question 438 (73%)

Additionally, twenty percent (20%) of the respondents indicated that they had learned about volunteer opportunities through sources other than those listed in Table 11, including through their own initiative. Some of them perceived a community service need and then decided to do something about it. Several people indicated that they had been active in community service before retirement and they just continued doing what they were doing before. List 3 provides selected responses.

List 3: Examples of Finding Volunteer Service Opportunities through "Other Sources"

<table>
<thead>
<tr>
<th>Alternative Means of Learning About Volunteer Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nominated for a county post by a legislator.</td>
</tr>
<tr>
<td>• Self-created [grass-roots organization] when faced with a</td>
</tr>
<tr>
<td>possible mine and a possible Indian casino.</td>
</tr>
<tr>
<td>• Created a senior learning community because of a perceived</td>
</tr>
<tr>
<td>need.</td>
</tr>
<tr>
<td>• The animal rescue and fostering happened when folks</td>
</tr>
<tr>
<td>started dropping off animals out by my house in the</td>
</tr>
<tr>
<td>country, and my vet wanted to know where all these</td>
</tr>
<tr>
<td>animals were coming from. That's when he offered to</td>
</tr>
<tr>
<td>vaccinate and spay/neuter them for free if I would</td>
</tr>
<tr>
<td>foster them and find them homes.</td>
</tr>
<tr>
<td>• Saw a need and organized a support group, based on my own</td>
</tr>
<tr>
<td>experience.</td>
</tr>
<tr>
<td>• I have served the community throughout my career, now</td>
</tr>
<tr>
<td>volunteer work has become “full-time.”</td>
</tr>
<tr>
<td>• Walked in and asked if I could be of service.</td>
</tr>
<tr>
<td>• I found out about Casa El Norte from a friend.</td>
</tr>
<tr>
<td>• I started offering the English classes on my own because</td>
</tr>
<tr>
<td>I had seen the need for such classes while I was working</td>
</tr>
<tr>
<td>in the School of Management.</td>
</tr>
<tr>
<td>• Most were organizations I always supported, but</td>
</tr>
<tr>
<td>retirement gave me time to contribute in a bigger way.</td>
</tr>
</tbody>
</table>

7: Reasons for Volunteering

Respondents were asked to rate a list of seven reasons for volunteering in terms of importance to them on a scale of one to five, with one being the most important and five the least important (Table 12). The five highest-rated reasons were: “To give back,” “To make a difference,” “To share my experience and skills,” “Volunteer work is rewarding and satisfying,” and “To stay connected socially.”
Table 12: Reasons for Volunteering (Rated)

<table>
<thead>
<tr>
<th>Reason for Volunteering</th>
<th>1 Most Important</th>
<th>2 Important</th>
<th>3 Important</th>
<th>4 Important</th>
<th>5 Least Important</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>To share my experience and skills</td>
<td>45.3% (204)</td>
<td>22.4% (101)</td>
<td>24.4% (110)</td>
<td>3.3% (15)</td>
<td>4.4% (20)</td>
<td>450</td>
</tr>
<tr>
<td>To give back</td>
<td>54.8% (241)</td>
<td>20.2% (89)</td>
<td>16.1% (71)</td>
<td>5.5% (24)</td>
<td>3.4% (15)</td>
<td>440</td>
</tr>
<tr>
<td>To make a difference</td>
<td>53.0% (227)</td>
<td>21.5% (92)</td>
<td>17.8% (76)</td>
<td>4.9% (21)</td>
<td>2.8% (12)</td>
<td>428</td>
</tr>
<tr>
<td>To stay connected socially</td>
<td>23.2% (102)</td>
<td>22.3% (98)</td>
<td>27.8% (22)</td>
<td>13.7% (60)</td>
<td>13.0% (57)</td>
<td>439</td>
</tr>
<tr>
<td>To promote civic engagement</td>
<td>18.6% (71)</td>
<td>22.0% (84)</td>
<td>29.8% (114)</td>
<td>16.0% (61)</td>
<td>13.6% (52)</td>
<td>382</td>
</tr>
<tr>
<td>Volunteer work is rewarding and satisfying</td>
<td>40.4% (180)</td>
<td>29.4% (131)</td>
<td>21.1% (94)</td>
<td>6.3% (28)</td>
<td>2.9% (13)</td>
<td>446</td>
</tr>
<tr>
<td>Because someone asked me to volunteer</td>
<td>13.8% (55)</td>
<td>18.1% (72)</td>
<td>21.1% (84)</td>
<td>14.1% (56)</td>
<td>32.9% (131)</td>
<td>398</td>
</tr>
</tbody>
</table>

The retirees were asked to indicate other reasons for volunteering beyond the seven listed in the rating question, if applicable. About 20% of survey respondents indicated several other reasons for engaging in voluntary service since retirement from SUNY. A review of the write-in reasons shows that retirees shared a strong sense of commitment to serving their community through the causes they believe in. This commitment reflects the deeply held American values and traditions of altruism, spirit of self-reliance, and individual initiative and enterprise. Most retiree respondents indicated that contributing their time, knowledge, and experience through volunteerism gave them a special satisfaction because of the feeling that they were doing something worthwhile for others. List 4 contains selected comments from the respondents.

List 4: “Other” Reasons for Volunteering

<table>
<thead>
<tr>
<th>Alternative Reasons for Retiree Volunteerism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I live here, and want it to be more of a community, not just an address. 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 at the University to keep serving the public interest during my remaining years.</td>
</tr>
<tr>
<td>• I am the recipient of a heart transplant. Volunteering is one way I can express my appreciation and gratitude for a new and better life.</td>
</tr>
<tr>
<td>• It is always a pleasure, as well as an obligation, to help others in need. 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 &quot;giver&quot; as well as the &quot;recipient.&quot; It is just as important as giving money, possessions and other material things.</td>
</tr>
<tr>
<td>• This country depends heavily on its volunteer work force. I've always encouraged people to work for love in addition to working for money.</td>
</tr>
<tr>
<td>• I wish to help provide support for future generations through higher education and in the wider development of community at all levels.</td>
</tr>
</tbody>
</table>
8: Reasons for Not Volunteering

Respondents who indicated they were not involved in voluntary service since retiring from SUNY were asked to give reasons for their decision. The question provided a list of nine possible reasons from which they could choose. The top reasons cited were: “Too busy,” “Lack of information about volunteer opportunities,” “Taking care of family members,” “Health-related issues,” “Scheduling conflicts,” “Lack of interest,” and “Lack of proper match.” Table 13 summarizes the survey responses.

Table 13: Reasons for Not Volunteering

<table>
<thead>
<tr>
<th>Reason Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too busy</td>
<td>44.7%</td>
<td>42</td>
</tr>
<tr>
<td>Scheduling conflicts</td>
<td>18.1%</td>
<td>17</td>
</tr>
<tr>
<td>Health-related issues</td>
<td>18.1%</td>
<td>17</td>
</tr>
<tr>
<td>Caretaking of family members</td>
<td>28.7%</td>
<td>27</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>13.8%</td>
<td>13</td>
</tr>
<tr>
<td>Lack of information about volunteer</td>
<td>42.6%</td>
<td>40</td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation issues</td>
<td>3.2%</td>
<td>3</td>
</tr>
<tr>
<td>Physical accessibility</td>
<td>6.4%</td>
<td>6</td>
</tr>
<tr>
<td>Lack of a proper fit with volunteer</td>
<td>7.4%</td>
<td>7</td>
</tr>
<tr>
<td>organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>44.6%</td>
<td>41</td>
</tr>
<tr>
<td>answered question</td>
<td>93 (15.4%)</td>
<td></td>
</tr>
</tbody>
</table>

The question provided an option for indicating “other” reasons for not volunteering. Nearly 45% of the respondents provided specific reasons for this. List 5 provides selected responses.

List 5: Examples of “Other” Reasons for Not Volunteering

Alternative Reasons for Not Engaging in Volunteer Activities

Too Soon/Recently Retired
- Still determining what retirement means to me, just retired.
- It's only been 6 months since I retired. I expect that once [my] post-retirement life style is established, I'll be doing some kind of community service volunteering.

Live Out of State/Country - Too Distant From Former SUNY Campus to Volunteer There
- Live much of the time in Western Canada -- only a few months in Western New York although that is still classified as my primary residence.
- I live in Southbury, CT, too far from former school.

Perceived Lack of Respect from Campus toward Emeriti
- My activities at school have been severely hampered, to put it mildly. It seems to me, in general, that the college simply does not sufficiently avail itself of the talents of emeriti. That is their loss.
- I always indicated that I would love to come back and volunteer, but have heard nothing.

Make Financial Contributions in Lieu of Volunteering
I make financial contributions to a variety of non-profit charitable organizations, such as City Harvest and Doctors without Borders, liberal political causes, such as the Obama campaign and the Democratic Party, and support several gay and lesbian organizations that promote gay rights and marriage. I'm afraid the best I can do at my age is to donate funds to good causes.
9. Inclination to Volunteer

The retirees not already involved in voluntary services were asked whether they would volunteer if they were contacted by someone. Nearly 26% of the respondents indicated that they would be willing to volunteer if someone from a campus or an organization contacted them seeking their assistance; about 20% indicated that they would not be willing to volunteer even if contacted, but 54% of them stated that they would at least consider volunteering if approached with an opportunity.

Table 14: Inclination of Respondents to Volunteer if Asked

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25.7%</td>
<td>72</td>
</tr>
<tr>
<td>No</td>
<td>20.0%</td>
<td>56</td>
</tr>
<tr>
<td>Maybe</td>
<td>54.3%</td>
<td>152</td>
</tr>
</tbody>
</table>

answered question 280 (46.4%)

Figure 6: Inclination of Respondents to Volunteer if Asked
Chapter IV

Impact of Voluntary Contribution of Service by SUNY Retirees

Survey respondents were asked to indicate the voluntary services they were involved in at their campuses and/or in their local communities since retiring which they felt were noteworthy. The objective was to get an idea about the impact of SUNY retiree contributions through volunteerism on the social and economic well-being of the campus and community service organizations and potentially on the users of those services. Nearly 53% (311 out of 603) of the respondents listed specific activities in which they were engaged that they considered as reflective of their interests and commitment to serving others. Through these contributions, the retiree volunteers were able to enhance the quality and quantity of services provided by various campus and community service organizations.

Some respondents commented that they were doing what was expected of any civic-minded person. Others said that they could not sit idly by when they observed an unmet community, humanitarian, animal welfare, or environmental need. They decided to pitch in. Many retirees felt that not everything has to be done by the government. The respondents showed great willingness to participate and help in improving the quality of life of their campuses and communities.

1. Key Features of SUNY Retirees’ Voluntary Contributions

A. Wide Diversity in the Services Provided

The respondents to the noteworthy voluntary accomplishments question identified approximately 400 activities in which they were involved. Some noted participation in several different volunteer activities. Appendix Four provides a select listing of these services broken down by category identifying the type of community service activities carried out. The services provided covered a large number of areas touching almost every aspect of campus and community life including: health care services, first aid, CPR training; social services such as food pantries, soup kitchens, child care, prevention of abuse; counseling and victim services; education, libraries, youth development, and literacy programs; sports coaching and recreational activities; crime prevention; human rights protections; job counseling; service to religious organizations and houses of worship; arts and culture; firefighting, search and rescue; working for environmental and wildlife organizations; caring for the elderly; community development; small business assistance; assisting political refugees; serving on local government and civic boards; and advocacy. See Appendices Two, Three, and Four for examples of other services provided by SUNY retiree volunteers.

Involvement in such a wide array of voluntary services as reported by survey respondents is consistent with the diversity SUNY retirees possess in terms of their education, professional expertise, skills, and work experience. They carry those experiences and skills with them after they retire and often show a willingness to share them when a campus or community organization presents the retirees with opportunities that matches their interests and abilities.

B. Geographic Spread of the Services Provided

Analysis of the survey results shows that SUNY retirees are spread throughout New York State. Nearly 75% of them continue to live in the communities from which they retired. Another six percent move somewhere else within the state. Since the 64 SUNY campuses are located in rural and urban areas all across New York, one can find SUNY retirees in almost in every New York State community. The findings of this survey indicate that when retiree respondents decide to volunteer, they continue to share their time and talent with their campuses and the communities where they live. This means virtually every SUNY campus and Empire State locality could potentially access the expertise of SUNY retirees.
C. SUNY Retirees Are Stable Volunteers
The survey findings indicate that the retiree respondents continued to stay involved even as they grew older. Table 6 illustrated how retirees’ involvement does not decline but remains stable when they reached their seventies, eighties and nineties. In fact, the survey results show that respondents 90 years old and above volunteered more than any other age group of retirees in the study. The findings suggest that once retirees get involved in voluntary services, they tend to stay involved in such activities.

D. SUNY Retirees as Mentors
Because of their long working experience in academic settings and working with students, most retiree volunteers have the ability and training to serve as mentors for younger volunteers in the organizations where they volunteer. Mentoring and advising are almost second nature for the majority of retirees from educational institutions.

E. SUNY Retirees Are Accustomed to Diversity and Divergent Views
Institutions of higher education have the mission of educating students and preparing them to understand and appreciate divergent views that exist among other people. A college or university provides a learning environment where differing views can be discussed and debated in a professional and respectful manner. Most institutional employees, especially the faculty, become accustomed to this way of dealing with differing viewpoints and attitudes in a work setting. In that context, SUNY retirees as volunteers bring a unique strength to their volunteer work.

2. Time and Monetary Value of SUNY Retirees’ Voluntary Service

A. Time Value:
Based on our calculations, the respondents to this survey devoted approximately 92,000 hours in one year to volunteerism based on an average of 205 hours per year per respondent.

Studies on the involvement of New Yorkers in voluntary service indicate that nearly 25% of state residents are active in volunteerism. The national average is about 28%. If we use the state average of 25%, it would mean nearly 5,000 of the estimated 20,000 SUNY retirees are involved in voluntary services. If it were assumed that each retiree volunteer contributed 200 hours per year on the average, the total hours contributed would be about one million hours per year. This is a rough estimate, but it does show the magnitude of the time the SUNY retirees could be contributing to society.

The SUNY retirees’ time contribution becomes even more meaningful when one takes into account the extremely tight fiscal environment in which various campus and community service organizations have been operating in recent years. The cutbacks in state and local government spending and fierce competition for funding from other public and private sources have created a new awareness about the value of volunteers. The importance of the retirees’ voluntary contributions (and that of other volunteers as well) can be seen by considering what would happen if these “free services” were not available.

Obviously, the immediate impact would be that several organizations dependent entirely on voluntary efforts would have to close and their services would no longer be available. The organizations which depend partly on voluntary help would have to curtail the level of services they offer. If local governments and institutions decided to fund these organizations to provide all the previously “free” services at the existing level, local residents would have to pay for them either through increased taxes and/or through some kind of user fees. That would put additional burden on individuals and families. In other words, by contributing their time and talent to causes that promote the common good, SUNY retiree and other volunteers provide vital services in virtually every aspect of our community life.
B. Dollar Value

Despite the many complexities involved, several studies have attempted to assign a precise monetary value to voluntary service contributions. The Independent Sector, a research group that studies the nonprofit sector, publishes annual estimates of the dollar value of volunteer time. According to its 2010 report, the dollar value of volunteer time nationally was estimated at $21.36 per hour for the year 2010. These estimates relate to the nature of volunteer work performed and not on the professional qualification of the individual volunteer. The Independent Sector report also provides estimates of dollar value of time for the 2009 year for different states. Its estimates range from $14.89 per hour of volunteer time in Montana to $27.17 for New York State.

For example, volunteer services contributed by a physician while mentoring a high school student or serving in a food pantry would be estimated not on the compensation he would receive as a doctor but on the payment generally made to individuals providing educational or support services. Conversely, if another physician volunteered in a free clinic, the value of her services would be estimated based on the compensation she would have earned as a doctor.

As indicated earlier, nearly 25% of SUNY retirees, currently estimated at about 5,000, are believed to be actively involved in voluntary service. Based on the RSC’s volunteerism survey findings, a SUNY retiree contributes about 200 hours a year to volunteer work. Assuming a compensation rate of $15 to $25 per hour of volunteer time, the dollar value of voluntary services contributed by SUNY retirees would be between $15 million and $25 million annually. This estimate is based on several assumptions and it is designed to give a rough indication of the dollar worth of SUNY retirees’ voluntary services.

However, this approach has often been questioned because of the many difficulties involved in accurately evaluating the true monetary worth of the voluntary services performed. Retiree volunteers provide many tangible and intangible services that cannot be easily quantified and evaluated. The majority of them would most likely consider their voluntary contribution as part of their civic duty and they may be uncomfortable with such service being viewed in monetary terms.

It should also be recognized that to perform voluntary service, a volunteer gives up his or her leisure time and other things which could have been done with that time – the cost of lost opportunities. While retiree volunteers make considerable sacrifice in the process of assisting others, it is believed that they generally experience joy and satisfaction by doing so. It provides them with an opportunity for doing things they value.

It is also important to remember that even though voluntary services are technically “free” to the organization, they are not available in abundance. Volunteers are, in fact, considered a scarce resource. In that respect, voluntary contribution of service truly is a priceless asset that should be encouraged and developed, not taken for granted.

Social consciousness is a measure of a great society. SUNY’s retirees, like most other volunteers, have the altruistic nature and talent to help our campuses and communities meet a variety of social needs. By connecting with our retirees and helping them to connect with each other through campus-based retiree programs and involving them in volunteerism opportunities, our whole society will feel enriched as will the retirees themselves. That, as they say, is a good investment.
Chapter V

Respondent Suggestions for Promoting SUNY Retiree Volunteerism

Survey respondents were asked to make recommendations on how to achieve greater involvement by SUNY retirees in campus and community service. Part of the SUNY Retirees Service Corps’s mission is to encourage campuses to provide opportunities for engagement in volunteerism. The RSC will urge campuses to survey their own retirees regarding the volunteer services they would be willing to engage in. To help them facilitate this, it was decided that collecting recommendations from retirees system-wide would give campuses a general idea of what their own retirees may be looking for in terms of volunteer opportunities.

The decision to seek retiree input directly was based on a number of studies which indicated that while retirees constitute a rich resource in terms of their educational background and many years of work experience, they remain largely untapped.

Studies also indicate that engaging in volunteerism provides a win-win situation for all parties concerned; it benefits not only the receiving campus or service organization but the volunteer, as well, in terms of maintaining the human connection and enriching the volunteer’s physical and emotional well-being. Volunteer service provides retirees with an excellent opportunity where they can be involved in a variety of civic activities through which they can make a difference by sharing their knowledge and experience with others while doing something they truly enjoy.

The survey question seeking suggestions for promoting retiree involvement in volunteerism was designed to get the perspectives not only of SUNY retirees who have volunteered since retirement, but of non-volunteers, as well. It was believed that current volunteers’ input would illustrate effective recruitment strategies which could be duplicated by campuses and volunteer organizations; the perspective of non-volunteers would illuminate what SUNY and its campuses could be doing better to make volunteerism more attractive to retirees.

The survey question contained a list of five recommendations from which they could select as many as they wanted. Table 15 provides a breakdown of the results. The retiree volunteerism recommendations question also included a write-in option. Fifteen percent of the question respondents used that option to make suggestions of their own. Below is a sampling of some of the write-in recommendations.

A few respondents indicated that no outside intervention was needed to promote retiree volunteerism. “I think retirees can figure things out for themselves if they are interested,” wrote one retiree. Many others suggested that direct contact regarding volunteer opportunities would be welcome and effective. Typical of such comments: “I would probably volunteer at the college if asked and was truly needed. All organizations should reach out to their retired population and ask them to help.” “Direct contact is the most important tactic,” stated another respondent, “— especially if a request can be tailored to the expertise of the person being recruited.”

Several respondents suggested having an on-campus retiree organization would encourage retirees’ involvement in campus and community activities, and touted the good work being done in this regard by five existing campus retiree organizations. “My suggestion,” said one retiree, “is to create links between campus retiree organizations (not simply a newsletter) and linkages between retirement institutions with the purpose of encouraging intellectual activity, individual and shared.” Along those lines, another respondent recommended that SUNY should “Develop a web-based system that matches retiree interests with volunteer opportunities” – a sentiment echoed by a number of retirees.
One retiree proposed that campuses should involve their employees in voluntary activities while they are still employed. “Not only would that serve the campus/community during the years of employment, but it would be more likely to continue in retirement,” said the respondent.

Another respondent pointed out that “There is usually more awareness of volunteer opportunities in the community than on the college campus. Upon retirement, it would be helpful to provide retirees with a listing of available opportunities to volunteer on campus (offices, departments, etc. and the type of services needed).” That retiree expressed awareness and concern over the fiscal hardships facing SUNY and local communities: “Especially in these times of budget crisis, it could be beneficial to draw upon the expertise of campus retirees on a volunteer basis.”

Some respondents cautioned that voluntary work should not lead to replacing the paid employees, with one retiree expressing, “There may be work to be done that gets done without getting paid for while younger colleagues face unemployment or low wages.”

Table 15 below illustrates the response to the standardized recommendation options. All of the write-in suggestions regarding encouraging volunteerism – nearly 70 of them – were divided into numerous (over two dozen) categories. List 6 provides examples of the category headings and Appendix V contains all of the respondent comments.

**Table 15: Respondent Recommendations for Promoting Retiree Volunteerism (Rated)**

<table>
<thead>
<tr>
<th>What steps would you recommend taking to promote greater SUNY retiree involvement in campus and community service? Please check all that apply.</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the retirees’ interests and expertise and develop a system to match them with volunteer opportunities</td>
<td>72.8%</td>
<td>334</td>
</tr>
<tr>
<td>Develop an electronic newsletter to share retiree accomplishments and volunteer opportunities</td>
<td>47.3%</td>
<td>217</td>
</tr>
<tr>
<td>Create formal campus-based retiree organizations as a way for retirees to remain connected to each other and their campuses and serve the community</td>
<td>41.6%</td>
<td>191</td>
</tr>
<tr>
<td>Make direct contact with retirees</td>
<td>41.6%</td>
<td>191</td>
</tr>
<tr>
<td>Publicize the potential social and health benefits of volunteerism</td>
<td>27.0%</td>
<td>124</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>15.1%</td>
<td>69</td>
</tr>
</tbody>
</table>

answered question 458 (76%)

**List 6: Major Categories of Respondent Suggestions to Promote Retiree Volunteerism**

- Make Retiree Interests and Expertise Available to Outside Organizations
- Foster Cooperation between Campuses & Local Municipalities on Volunteer Opportunities
- Make Retiring Employees Aware of On-Campus Volunteer Opportunities
- Avoid Replacing Paid Staff
- Define Tasks/Expected Outcomes, Provide Guidance and Challenge
- Retirees Want Specific Time Commitments, Rules, Meaningful, and Diverse Activities
- Involve Employees in Volunteerism While Still Working for SUNY
- Learn From Successful Existing Campus Retiree Organizations/Programs
- Recognition by College/University for Accomplishments
- Sensitize College Administrations to Talents & Abilities of Retirees
Chapter VI

Respondent Suggestions for Improving the Retirement Experience

Survey respondents were asked “What can SUNY and the campuses do to make your retirement experience and that of future retirees more meaningful?” This question was included in the survey on the premise that the quality of an individual’s overall retirement experience may influence their attitude toward volunteering on campus or in the community.

Studies indicate that retirement is among the major life-changing events in a person’s life. Moving from a full-time structured life to an unstructured one can be challenging for most retirees. Depending on how individuals and institutions deal with it, retirement can be an enjoyable experience – a time filled with new opportunities and challenges – or a painful transition that brings boredom, a lack of purpose and discouragement. The survey question regarding the retirement experience was designed to seek input from both the newly retired and those who have been retired from SUNY for many years regarding what they felt campuses could have done to better prepare them to retire. An additional objective of the question was to find out what the campuses could still do to enrich the respondents’ retirement experience.

This open-ended question elicited significant response from respondents. Over 250 suggestions designed to make retiring from SUNY and post-retirement life more fulfilling were received. Most of the recommendations were rather illuminating and relatively easy to implement. The quality of the responses reflected that the retirees who replied had put in considerable time and thought into making their suggestions and comments.

Many respondents expressed a strong desire to maintain a connection to their former campuses. One retiree wrote, “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.” Another felt it was important to “Help maintain links to former colleagues” and “Communicate what is happening in the system and on the campuses.”

Several respondents regarded acknowledgement for their contributions as important to making the retiree experience more rewarding. One retiree said it is “important to make retirees feel they still belong to the campus, are valued, and can still contribute.” Another suggested that campuses should “show honest appreciation for their past contributions and it will engender the spirit of volunteerism in those who currently have no interest.”

To maintain that connection, many respondents felt it was important to retain access to services and facilities at their former campuses. Access to campus library collections, meeting/office space, reduced-rate parking and admission to campus events were popular suggestions, as were requests for lectures, workshops and courses of interest to retirees.

Numerous respondents urged campuses to provide more extensive assistance to employees before they retire as well as following retirement, beginning with pre-retirement seminars and workshops. One retiree wrote, “Begin discussions of potential retirement activities and continued SUNY and campus connections BEFORE ACTUAL RETIREMENT OCCURS.”

Several survey respondents stated having the opportunity to remain useful to their former campuses would enrich their retirement experience. One retiree said, “Many retirees would be willing to help out in
a limited capacity in their former positions. Campuses could offer that opportunity, which will benefit both retirees and schools.” Another respondent recommended that students join retirees in volunteerism efforts. “Create organizations to enable students to assist in their campuses and communities needs and community events. Most retired volunteers are OLD. We could use the assistance of youth with strength, agility, new ideas and fresh eyes or perhaps some assistance with drudge work.”

There were a handful of respondents who indicated that they were not treated respectfully when they retired, which soured their retirement experience. One wrote, “I wouldn’t give a damn thing back to SUNY after the callous and despicable way I was treated by the administration and the powers within my department both prior to and during my retirement after devoting over a quarter of a century as a faculty member.” Other respondents stated that their campuses could have prepared them better for retirement. “Provide some encouragement and info. at time of retirement,” suggested one retiree. “Also, have administrators who provide a positive retirement feeling so that you have an interest in helping the college--don't feel like they just want to get rid of you!!”

However, several respondents indicated that they were enjoying their retirement and did not need any outside assistance. "Things have worked out fine and SUNY prepared me for the transition," one retiree wrote. Another said, "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 meetings!" Some of the respondents expressed their appreciation for the manner in which the campuses provided assistance and prepared them for retirement.

Appendix Six contains selected suggestions and comments made by respondents regarding the question on improving the retirement experience. These are divided into over a dozen categories. List 7 provides examples of the category headings. Since so many respondents took time to make their suggestions, we decided to include most comments in this report even though some of them might be duplicative and overlapping. The majority of these suggestions appear to be relatively easy and inexpensive for campuses to implement.

**List 7: Major Categories of Respondent Suggestions for Enriching Retirement**

<table>
<thead>
<tr>
<th>Examples of Retiree Write-In Recommendation Category Headings</th>
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<tbody>
<tr>
<td>• Recognize and Respect Retirees for their Contribution</td>
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<tr>
<td>• Keep Retirees Connected with the Campuses and Each Other</td>
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<tr>
<td>• Organize Social Events for Retirees</td>
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<tr>
<td>• Offer and Publicize Campus Services for Retirees</td>
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<tr>
<td>• Continue to Provide Research, Teaching Opportunities and Support</td>
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<tr>
<td>• Offer Training, Lectures, Workshops, and Courses</td>
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<tr>
<td>• Utilize Retirees’ Skills on Campus and in the Community</td>
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<tr>
<td>• Coordinate, Facilitate, and Publicize Volunteer Opportunities</td>
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<tr>
<td>• Create and Support Campus-based Retiree Organizations</td>
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<tr>
<td>• Provide Assistance to Employees Before They Retire and Following Retirement</td>
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<tr>
<td>• Advice to Fellow and Future Retirees</td>
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<tr>
<td>• Miscellaneous Comments and Recommendations</td>
</tr>
<tr>
<td>• Don’t Need Any Outside Assistance to Enhance My Retirement Experience</td>
</tr>
</tbody>
</table>
Chapter VII

Harnessing the Power of SUNY Retirees: Suggested Action Plan

1. Retirees as a Valuable Resource

Retirees are increasingly gaining recognition as a valuable resource that remains largely underutilized. One study (Freedman, 1999) suggested that older Americans, including retirees, “may well be our only increasing natural resource.” The faculty, administration and staff who retire from institutions of higher education, in particular, are viewed as having tremendous potential because they tend to be highly educated, possess a variety of professional skills and expertise, and have many years of working experience. However, with few colleges and universities nationally making any formal attempt to develop a successful working relationship with their retirees and develop programs to utilize their talents for the good of society, one study (Diamond and Allshouse, 2007) referred to higher education institution retirees as “America’s most wasted resource.”

That trend is beginning to change, with a number of major universities nationwide establishing programs to connect with their retirees and to engage them in a variety of service activities at the campuses and in the community. Those programs were implemented following studies to assess the specific steps the institutions could take to achieve those objectives. Examples of successful institutional retiree programs include the UC Berkeley Retirement Center and the Academy of Senior Professionals at Eckerd College. Many other universities in the United States are exploring development of a mechanism for utilizing the skills of their retired employees.

SUNY finds itself in a similar situation, although on a larger scale, with approximately 20,000 highly educated and experienced retirees throughout the system’s 64 campuses. Currently, there are over a dozen SUNY campuses with active retiree programs. Appendix Seven lists the names and contact information for select SUNY campus retiree programs and organizations. The challenge for SUNY, the campuses without such programs in place, and campus programs limited to social interaction among their members is to determine a framework that would allow them to keep their retirees connected while using their talents for the good of the public. The decision was made to ask the retirees themselves what they thought SUNY campuses should do to achieve these objectives.

Consequently, the SUNY Retirees Service Corps (RSC) conducted the Survey on SUNY Retirees Activity in July 2010. The survey responses provided a good deal of information about the nature and magnitude of the retiree respondents’ voluntary activities both at their campuses and in their local communities. The retiree respondents also provided hundreds of suggestions and comments regarding steps that could be taken to promote retiree involvement in campus and community service activities and for enhancing their retirement experiences.

It was decided that these respondent recommendations would be used as the basis for devising an action plan that SUNY campuses and the RSC could use to strengthen the retiree-campus-community connection for the benefit of all parties. Specifically, the plan proposes several action items and identifies practical suggestions which may be used to implement them. A majority of the recommendations may be accomplished with minimal effort and cost.
2. Suggested Action Plan for a Stronger Retiree-Campus-Community Connection

Action Item 1: Maintain connections with and between your campus retirees

**Rationale**
Many retirees want to feel like they still belong to the campus community.

**Suggestions for Implementation**

1.1: Communicate electronically with retirees on a regular basis – e-mails or electronic newsletters with campus news, retiree news and events, etc.

1.2: Develop a way for retired colleagues to stay in touch – e.g., a message board on the campus website, organizing social events, invitations to campus activities.

1.3: Consider allowing retiring employees in good standing to retain their campus e-mail address and providing interested current retirees with campus e-mail service. Otherwise, give them the option to provide their personal e-mail address if they would like the campus to remain in contact with them.

1.4: Include retirees from all job classifications in campus communications – faculty, administrators, classified support staff, auxiliary services, etc.

Action Item 2: Develop campus retirees contact information database

**Rationale**
To facilitate efforts to keep retirees connected with their campus and former colleagues, notify them of social and volunteer opportunities, etc.

**Suggestions for Implementation**

2.1: Ask individual campus departments to provide available retiree colleague contact information (names, e-mail addresses, etc.) that may be used to create a master contact list.

2.2: Post an open letter to retirees on the campus website offering the opportunity to receive campus and retiree news, social and volunteer opportunities, etc., via e-mail. Include a link to a form that allows them to enter their name, e-mail address and other relevant information, contact preferences, etc.

Action Item 3: Recognize retirees for their achievements on behalf of your campus during their years of active employment and retirement

**Rationale**
Survey respondents said it is important to make retirees feel that they are valued and can still contribute. Such recognition could encourage retiree volunteerism.

**Suggestions for Implementation**

3.1: Highlight retiree accomplishments in campus publications

3.2: Hold annual retiree recognition events

3.3: Clarify the use of the terms “emeritus” or “emerita” in reference to retired faculty

3.4: Consider the creation of a quasi-emeritus status for professionals who retire in good standing
Action Item 4: Expand and publicize services your campus offers to retirees

**Rationale**
Retiree respondents view the extension of various services as an expression of gratitude for their service to their former campus and a practical gesture showing they are still part of the campus community.

**Suggestions for Implementation**
4.1: Allow retired faculty, professionals and staff to use campus facilities such as library, databases, bookstore, computing store, gymnasium/health facilities, etc.
4.2: Provide on-campus meeting and shared office space for retirees.
4.3: Provide access to convenient, reduced-rate parking.
4.4: Extend faculty/staff vendor discounts and software license privileges, reduced admission to campus events.
4.5: Issue campus IDs to retirees to facilitate the use of campus services and vendor discounts.

Action Item 5: Create and support a campus-based retiree organization

**Rationale**
Retiree organizations can serve as a conduit for keeping retirees connected with their campus, their former colleagues, retirement activities and events, and volunteerism.

**Suggestions for Implementation**
5.1: Choose a campus department to facilitate the program, such as the office of academic affairs or human resources.
5.2: Provide nominal operational funding and logistical support, including office space and equipment, campus phone number/voicemail, directory listing, etc.
5.3: Provide adequate space for meetings
5.4: Create a retiree organization web page on the campus website.
5.5: Create simple, but formal, organizational structure by creating Bylaws that will give the group an identity.
5.6: Learn from successful existing campus organizations/programs such as the University at Albany Emeritus Center, the Retirees Association of Suffolk County Community College, and University at Buffalo Emeritus Center (see Appendix Seven).
5.7: Create links between campus retiree organizations
5.8: Request a copy of the SUNY RSC’s “Guide to Starting a Campus-Based Retiree Organization”
Action Item 6: Involve retirees in your campus and community service activities

Rationale
Retirees possess a wealth of experience in a variety of fields. Volunteerism allows them to use their skills as a means of staying connected to the campus community and permits the campus to address the needs of students and members of the community.

Suggestions for Implementation
6.1: Acknowledge the constructive roles that retirees can play by helping out on campus and in the community.

6.2: Establish an advisory board consisting of campus retirees and representatives from faculty, administration, the community.

6.3: Determine if the volunteer program should be operated as part of a campus-based retiree organization or through a campus department such as human resources.

6.4: Survey your retirees to identify their interests and expertise.

6.5: Develop a web-based system to match retiree interest and expertise with volunteer opportunities. Determine if the system should be linked to the campus retiree organization website or to the site of a campus department, such as human resources.

6.6: Publicize volunteer needs/opportunities on campus and in the community through various channels, including newsletters, emails, posting on campus website.

6.7: Make direct contact with retirees regarding volunteer opportunities that are tailored to the individual’s interest and expertise.

6.8: Encourage volunteerism during employment so employees will be more receptive to voluntary service when they retire and make them aware of on-campus volunteer opportunities upon retirement.

6.9: Make sure on-campus volunteer opportunities do not take jobs away from paid persons. Consult with current faculty and staff to see that the retiree volunteer program complements rather than hinders the activities of their departments.

6.10: Learn from successful existing volunteer programs such as University at Buffalo’s Retired Employee Volunteers – University Program (REV-UP), Hudson Valley Community College Keepers of the Flame program.

6.11: Use the SUNY Retirees Service Corps as a resource.

6.12: Encourage current retiree volunteers to reach out to their retired colleagues and friends with volunteer opportunities.

Action Item 7: Continue to provide research, teaching opportunities and support

Rationale
Many retired faculty would like to return to the classroom on a part-time basis or do research.

Suggestions for Implementation
7.1: Encourage departments to utilize the experience of retired faculty through occasional part-time teaching and support for papers at academic conferences.
7.2: Allow retired faculty to compete for research grants.
7.3: Provide full access to library holdings (especially online holdings and databases), interlibrary loan, computers and printers/copiers.
7.4: Supply office space for retiree research and scholarship.

**Action Item 8: Offer continuing education opportunities geared to retirees**

**Rationale** A large number of survey respondents expressed interest in lectures, workshops, and courses for their personal development.

**Suggestions for Implementation**
8.1: Provide free/reduced-rate coursework of interest to retirees wishing to keep mentally active.
8.2: Allow retirees to audit classes that interest them.
8.3: Host a monthly or bi-monthly lecture series using noted on-campus faculty or retired faculty as presenters.

**Action Item 9: Provide enhanced pre-retirement counseling and support services**

**Rationale** Several retiree respondents felt their campus could have done more to prepare them for retirement and wanted to see future retirees enter retirement on a positive note.

**Suggestions for Implementation**
9.1: Provide/enhance on-campus retirement counseling to include sick leave conversion, pension information, Medicare, survivor benefits, e-mail and library access.
9.2: Offer retirement preparation programs that include group discussion of the meaning of retirement and the emotional changes and adjustments that people should anticipate and prepare for. These programs may be facilitated by a retirement coach and/or include a small panel of retirees living in the community to discuss their own retirement experience.
9.3: Facilitate a way for faculty to gracefully phase out of teaching and into retirement.
9.4: Provide workshops to inform future retirees of the volunteer opportunities that are available.
9.5: Cultivate a positive relationship with soon-to-retire employees so they will be more likely to want to stay connected with and possibly help the college/university.

Most of the retiree respondent recommendations were directed at individual campuses and can be implemented by them. However, some of the suggestions were better suited for a System-level implementation via the SUNY Retirees Service Corps, often in conjunction with the campuses.

The RSC had already put into practice several retiree suggestions prior to the survey and will be taking steps to address the other recommendations. For example, the RSC designed its website (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. A secure online retiree directory and discussion forum is also under development. Additionally, the RSC is exploring the creation of an electronic SUNY retiree newsletter which would be distributed quarterly as a vehicle for promoting the connection between retirees and their campuses. It would feature content of interest to retirees submitted
by state-operated and community college campuses as well as by retirees themselves. The RSC produced the “Guide to Starting a Campus-Based Retiree Organization,” which is available to interested retirees and campuses. And the RSC organizes biennial conferences to promote networking, the development of ideas, and coordination between retirees and campus administrators; the next conference, entitled “The Power of SUNY Retirees,” will be on November 3, 2011.

3. Concluding Observations: “Use It or Lose It”

How a campus treats its retirees says a lot about the institution. The majority of SUNY retirees who completed the Survey on SUNY Retirees Volunteer Activity made it clear that they want to remain connected to their former campuses and colleagues. They continue to identify with the campus where they were employed long after their retirement. If retirees are acknowledged and treated well by their campuses, they are likely to speak favorably of their experience and, in effect, serve as good-will ambassadors for their former institutions. Simple, cost-effective measures like those outlined in this chapter will go a long way toward maintaining a healthy retiree-campus-community relationship.

Voluntary service is a particularly effective way of strengthening that positive connection. The Survey on SUNY Retirees Volunteer Activity findings clearly indicate the potential of SUNY retirees in serving the campus and community service needs through volunteerism. The responses further indicate that most of them view public service as a civic duty, an opportunity to “give back,” especially during these challenging economic times. Many more retirees would be willing to volunteer their time and talents – if someone only asked them. In fact, several survey respondents stated that they wanted to be asked.

These findings present a tremendous opportunity for SUNY and its campuses. SUNY retirees represent a wealth of expertise available for the asking. Such a valuable resource should not be ignored; to do otherwise would be wasteful. As the expression goes, “Use it or lose it.” That idiom applies particularly to the skills and expertise of our retirees. Utilizing the talents of SUNY retirees who are willing to share them will benefit everyone concerned, including the retirees themselves.

When designing the volunteerism aspect of a retiree program, campus administrators and retiree organizers should keep in mind the “Three Ms.” An effective retiree volunteer program will have minimum regulation and paperwork for retirees to volunteer; allow maximum flexibility in choosing the hours that they want to volunteer; and match retirees’ interests and expertise with volunteer service needs at the campus and local community. These are the keys to successful promotion of volunteerism among retirees.

The findings and recommendations contained within this report should not be viewed as directives but merely as guideposts for campuses interested in tapping into the potential of their retirees. The SUNY Retirees Service Corps and its Advisory Council believe that for these efforts to succeed there must be a true partnership – between campuses and their retirees and between campuses and the RSC. The RSC stands ready to help campuses and retirees in the creation of new campus-based retiree organizations and in strengthening the existing retirees programs.
References

Association of Retirement Organizations in Higher Education. (November 2005). *AROHE Start-Up and Development Kit*. Available from Janette Brown at jcbrown@usc.edu


Appendix One
Survey Questionnaire

Survey on SUNY Retirees Volunteer Activity

Thank you for taking the time to complete this online survey. Your input is very important to us. This survey is anonymous and your response will remain confidential. Please submit your completed survey by **Friday, July 30, 2010**. – Ram Chugh, Executive Director, SUNY Retirees Service Corps (RSC)

* Voluntary activity is unpaid, though expenses may be reimbursed.

1. The campus you retired from (please indicate)

2. The year in which you retired:

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3. Your job classification when you retired:

- Administration/Management
- Faculty
- Professional Service
- Support/Clerical
- Other (please specify)

4. Since your retirement, have you been involved in any volunteer activities?

- Yes
- No

**NOTE:** If you answered “no” above, please skip ahead to question number 14.

5. If you answered “yes” on question number 4, please indicate where:

- On campus
- In the community
- Both
6. If you volunteer on campus, use the list below to indicate the activities in which you have been involved. Please check all that apply.

- ___ Assist with special events
- ___ Serving on campus committees/task forces
- ___ Campus tours
- ___ Admissions Office (communicate with prospective students and/or their parents)
- ___ Fundraising campaigns
- ___ Campus governance
- ___ Union-related activities
- ___ Teaching (non-credit courses)
- ___ Guest speaker in courses
- ___ Speaker for retiree events
- ___ Collaborative research
- ___ Technical/technological assistance
- ___ Clerical and support services
- ___ Administrative/managerial assistance
- ___ Advising/mentoring students
- ___ Mentoring new faculty
- ___ Other (please specify)

_________________________________________________________________

7. If you volunteer in the community, use the list below to indicate the types of organizations/activities in which you have been involved. Please check all that apply.

- ___ Elementary/secondary schools (mentoring/tutoring)
- ___ Literacy advocacy/assistance groups
- ___ Health care facilities (hospitals, clinics)
- ___ Nursing homes/hospices
- ___ Health care associations (American Heart Association, American Red Cross, etc.)
- ___ Volunteer fire department/rescue squad (fire fighter, EMT, fire police)
- ___ Local and state government
- ___ Community and business development (chamber of commerce, etc.)
- ___ Small business technical assistance (SCORE, Small Business Development Center, etc.)
- ___ Environmental groups (Sierra Club, Audubon Society, etc.)
- ___ Youth groups
- ___ House of worship/religious organization
- ___ Arts organizations (theater, galleries, chorales)
- ___ Museums (docent, gift shop, presenter, etc.)
- ___ Social services (Meals on Wheels, Office for the Aging, etc.)
- ___ Tourism (information booth, municipal/attraction tours)
- ___ Senior centers
- ___ Libraries
- ___ Unions and professional associations
- ___ Lectures/talks to community groups
- ___ Other (please specify)

_________________________________________________________________
8. On average, how many hours per month do you devote to voluntary service?
   ___ 1-5 hours    ___ 21-25 hours
   ___ 6-10 hours    ___ 26-30 hours
   ___ 11-15 hours    ___ More than 30 hours
   ___ 16-20 hours

   If you checked “More than 30 hours” above, please specify the number of hours: _____

9. How did you find out about the volunteer activities in which you are involved? Please check all that apply.
   ___ Through friends or colleagues
   ___ Through the media (newspaper, newsletter, radio TV)
   ___ Through the Internet
   ___ Through a religious organization
   ___ Through a senior citizens organization
   ___ Through my campus
   ___ Through a community organization
   ___ Through my union
   ___ Other (please specify)

10. Please rate the “importance” of the following reasons for volunteering.

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<tr>
<th>Reason</th>
<th>Most Important 1</th>
<th>2</th>
<th>Important 3</th>
<th>4</th>
<th>Least Important 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>To share my experience and skills</td>
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<tr>
<td>To give back</td>
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<td>To make a difference</td>
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<td>To stay connected socially</td>
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<td>To promote civic engagement</td>
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<td>Volunteer work is rewarding and satisfying</td>
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<tr>
<td>Because someone asked me to volunteer</td>
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11. Any other reasons for volunteering? (please specify)

______________________________________________________________________________
______________________________________________________________________________

12. YOUR IMPACT: One of the goals of the SUNY Retirees Service Corps (RSC) is to provide recognition to our retirees who make noteworthy contributions through volunteering. We are very interested in learning about your accomplishments in these areas.

Using the space below, please give a few examples of meaningful contributions you have made to your campus and/or to your community since you retired. For instance, serving on an elected
board/council (e.g., board of education, town council, union/professional association), being instrumental in creating a new program/service for the community (e.g., elder care), and mentoring disadvantaged high school students, etc.

______________________________________________________________________________
______________________________________________________________________________
_____________________________________________________________________________

13. We might like to highlight your voluntary contributions listed above in our retirees’ web page. Please provide your contact information so that we may reach out to you to seek your permission and any additional information. Thank you.

Name: ______________________________
E-mail address: ________________________
Phone:____________________

NOTE: Retiree volunteers – Please skip ahead to question number 16.

14. If you have not volunteered since you retired, please indicate your reason(s) why. Check all that apply.
   ___ Too busy
   ___ Scheduling conflicts
   ___ Health-related issues
   ___ Caretaking of family members
   ___ Lack of interest
   ___ Lack of information about volunteer opportunities
   ___ Transportation issues
   ___ Physical accessibility
   ___ Lack of a proper fit with volunteer organization
   ___ Other (please specify)

__________________________________________________________________

15. Would you be inclined to volunteer if you were contacted by someone from an organization seeking your assistance?
   ___ Yes
   ___ No
   ___ Maybe

16. What steps would you recommend taking to promote greater SUNY retiree involvement in campus and community service? Please check all that apply.
   ___ Identify the retirees’ interests and expertise and develop a system to match them with volunteer opportunities
   ___ Develop an electronic newsletter to share retiree accomplishments and volunteer opportunities
   ___ Make direct contact with retirees
   ___ Publicize the potential social and health benefits of volunteerism
Create formal campus-based retiree organizations as a way for retirees to remain connected to each other and their campuses and serve the community

Other (please specify)

17. Where do you currently reside?
   ___ Continue to live in the community where I retired from
   ___ Moved to another community within the New York State
   ___ Moved outside New York State
   ___ Live part of the year in New York State and part of the year outside New York State
   ___ Moved to another country

18. If you live in New York State, please indicate your county of residence:

________________________________________________________________________

19. If you live outside of New York State, please indicate which state you live in:

________________________________________________________________________

20. Your gender:
   ___ Male
   ___ Female

21. Your age:
   ___ Less than 60
   ___ 60-64
   ___ 65-69
   ___ 70-74
   ___ 75-79
   ___ 80-84
   ___ 85-89
   ___ 90 and over

22. YOUR RETIREMENT EXPERIENCE: What can SUNY and the campuses do to make your retirement experience and that of future retirees more meaningful?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

23. We will be happy to send you a copy of the report on the findings of this survey. Please provide your name and e-mail address in the space below if you are interested:
   Name: ________________________________
   E-mail Address: ________________________

Thank you very much for your time and cooperation in completing this survey.
Appendix Two

On-Campus Volunteer Activities: Selected Responses

Clerical, Support Services, Assisting with Special Events
- Mass mailings
- Clerical duties on a regular basis
- Usher Corps for events
- Help with alumni functions, athletic & retiree events
- Will help with the 50th Anniversary activities for college
- Red Cross Bloodmobiles and Emeritus Center blood drives
- Maintained a large (and personal) collection of interior plants in a lecture hall on campus
- Volunteer at Whispering Pines College Camp in Franklinville, NY (owned by Buffalo State United Student Government)
- Volunteered to assist some departments when needed
- Read names at graduate exercises

Teaching and Advising/Mentoring
- Teach in mini medical school
- Teaching English to foreign Ph.D. students
- Volunteer in both our English writing Center and the ESOL center as a tutor
- Acting as interviewer in practice interviews for prospective English teachers about to enter the work force
- Guest lecturer in a campus course
- Continue teaching as Visiting Professor
- Teaching freshman seminars (one-credit courses)
- Started to help students in Dr. Ruhl's lab, Oral Biology, School of Dental Medicine
- Served as adjunct for selected labs and courses
- I filled in for my replacement teaching upper division biochemistry while she replaced a colleague on sick leave
- Part-time teaching (Pro-bono) in Honors College
- Teaching the required Medical Ethics course in Dept. of Gyn/Ob with Dr. Wear
- Teaching Cardiology course for second-year medical students
- Adjunct teaching
- Continuing to supervise Ph.D. students until they receive their Ph.D.
- Liaison and supervisor for student interns
- Teacher in campus-run Learning in Retirement Program (Collegium)
- Mentoring “old” faculty

Volunteer at Non-SUNY Campuses/Adult Education Programs
- Relocated to Nevada, working full-time and am involved in a number of campus activities and in the community
- Guest speaker at other colleges
- I live in North Carolina and teach at the Center for Creative Retirement of the University of North Carolina at Asheville. This is a landmark operation, with well over 1,000 members and providing hundreds of eight-week, six-week, and four-week courses throughout the year
- Lifelong Learning Institute of Edison State College in Punta Gorda, FL

Scholarly Volunteer Activities
- Compiled a history of the school from which I had retired
- Continuing the research project that I had begun in 1999 -- to this day (The International Comparative Higher Education Finance and Accessibility Project)
- Research and writing on the topic of DUTCH AMERICAN HISTORY with an emphasis on NY State
I am writing a history of the criminal justice higher education faculty for NYS [and] the Criminal Justice Educators Association to be published by law loose-leaf next year as a paperback. I also gave a luncheon speech on the history last year.

Campus-Based Retiree/Emeriti Organization and/or Activities
- President of SUNY Oswego Emeriti Association
- Emeritus Faculty Center and related activities
- Retired faculty Memoirs writing group
- Program chair for two years and now president of the [Emeritus] Center's board
- Suffolk Community College Retirees Association
- Co-edited Emeritus Faculty Newsletter
- Serve on Retiree's Council
- Co-Chair, Emeritus Faculty Association
- Maintain emeritus website for SUNY Brockport as well as a group email address book used to communicate to them and other community members with connections to the College

Campus Organization and Foundation Boards of Directors
- Geneseo Foundation Board Member
- Serve on the Board for the Geneseo First Response, the 24/7 student EMT service for the college
- Board member and chair for disciplinary hearings in the Office of Student Conduct
- Foundation committee chair
- Board of Child Care Center
- Intercollegiate Athletics Board (IAB) member
- FSA Board of Directors (treasurer)
- UB Women’s Club

Philanthropy
- Member of the MacVittie Society (SUNY Geneseo)

Health Care & Medical Research Support
- Monthly clinic
- Participate in Women's Health Initiative studies. Cancer Research study – following two daughters in "two sister studies." I participate in "two sisters and birth mother" study.

Health & Safety Education
- AIDS information sessions for 22 years until Suffolk decided to end the program
- Update some PE faculty with their lifeguard and CPR/AED certifications
- Planning and teaching Advanced Cardiovascular Life Support (ACLS) for our students and for those at Mohawk Valley Community College (MVCC)

Advocacy Efforts
- Member, UB Believers - an advocacy project for the reform of SUNY at the state legislative level
- This is not volunteer work in the usual sense, but I have continued activity to promote the academic quality of the University, via written statements and participation in open meetings. The place is academically weak in many quarters, on account of poor leadership over decades. I have found zero interest in this activity among my fellow retirees.

Performing Arts, Campus Museums/Galleries
- Performance as a musician for several organizations
- Assist at Slee Hall Concert Series
- Ushering at musical events
- Heavily involved with the Geneseo Chamber Singers Alumni, especially in maintaining current addresses, and in the five-year alumni gatherings which characterize Chamber Singers alumni activity
Each week when school is in session, I post music notices from the New York Times on a bulletin board outside the theory classroom to provide students information on the world of music outside Geneseo. That includes reviews, articles on music, music business, music technology, the works.

- Played a role in SUNY Potsdam's production of play, "The Lunge Campaign," 2010
- I maintain, program and raise funds for the Alumni Carillon on campus
- [Volunteer at] Concerts
- Serving as a "docent" for Center for the Arts, Slee Hall
- Associate curator of the collections, Samuel Dorsky Museum of Art

**Athletic Programs/Associations**
- Still continue to help my son in the University Wrestling Program
- President (10 yrs.) of Blue Knights' Round Table Booster Club (SUNY Geneseo)
- Current member of Round Table Athletic Assn. (SUNY Geneseo)
- Empire State Games on SUNY Cortland campus
- Have given advice as to some intramural/recreational pursuits

**Campus Ministry**
- Campus minister and coordinator of spiritual programs

**Media/Public Relations**
- Giving interviews to news media on economic matters through SOM and University public relations offices
- I put out a regular email newsletter, "News from Fort Schuyler" which is sent to alumni, faculty, staff, parents and friends of the college who subscribe. (It is free.)

**Community/Alumni Outreach, Student Recruitment**
- As a former UB employee with close ties to community leaders, I am constantly interacting with community leaders and generally promoting UB, Center for the Arts, and the Division of Athletics
- Furthering contact with alumni
- Offered help in recruiting foreign students from the Dominican Republic
Appendix Three
Community-Based Volunteer Activities: Selected Responses

Religious Organizations/Activities
- Hassadah
- Ordained minister of the Roman Catholic Church
- Teach/do publicity for Buddhist Meditation Center
- Member of church’s bereavement committee
- Eucharistic minister
- Built TV studio in church
- Emeritus president of Mohawk Valley Hebrew Center
- Board member/secretary of Temple Beth Shalom
- Yearly mission trip to Christian Children’s Ranch in Montana
- Director of women’s ministries at my church
- Treasurer of Beth Shalom Cemetery
- Judaic Heritage Center of Central New York
- Adult education coordinator at synagogue

Environmental Groups & Activities
- Adirondack Mountain Club
- Lake Improvement Association
- President of Green Valley Conservancy
- Photographer for Nature Reserve
- Trail guide & boat guide for Charlotte Harbor Environmental
- Convener of interfaith environmental group, Living in Harmony with God’s World

Arts & Hobby Groups & Activities
- Administrative/technical support to Center for Study of Art, Architecture, History & Nature
- Judge of poetry contests
- Director of theatre productions for local community theatre group
- Member of Hornell’s Music Committee to bring a drum & bugle corps competition to Hornell
- Assist caller in squad dance program at my retirement community
- VP of Chamber Music Rochester for outreach concerts in schools and New York State
- Volunteer at Ogunquit Playhouse (Maine)
- Poetry readings for elderly folk
- Shakespeare readings in my home
- Periodically provide photo services for three organization
- Member, Center for the Arts of Homer Program Committee and organization of docents and volunteers
- Teach ballroom dancing at Arts Center
- Secretary, Norwood Model Railroad Club
- Streetcar operator, Halton County Radial Railway
- Docent at Glimmerglass Opera House

Small Business Assistance Organizations & Activities
- Small business start-up counseling
- Work 30 unpaid hours per week in daughter’s creamery

Civic & Community Associations & Activities
- Participate at various memorial services
- [Member of] Community Downtown organization
- Bicycle/pedestrian community planning and grant development
• Organized neighborhood co-op for two miles of snow removal by volunteers (technically funded by homeowner contributions but far less than tax levy would have been)
• Beautification committee for our town
• Member of committee to obtain River Walk in Cortland
• Language association

Unions & Professional Associations
• Consulting for the Social Science Research Council
• Consulting for the American Academy of Arts & Sciences
• Member of AAU Women and have served four years as treasurer
• Chair, Coro-plastic Studies Interest Group in Archeological Institute of America
• Chair, National Chemistry Olympiad of the American Chemistry Society
• Foreign Policy Association of NY
• Coordinator, Great Decisions program (open discussion program on international issues)
• Conduct reviews of university programs on military bases for ACE (MIVER program)
• NYS Archeological Association
• Parliamentarian, University Faculty Senate
• Treasurer, Franklin-St. Lawrence Educators
• Delegate, Jefferson, Lewis & St. Lawrence Counties Central Trades & Labor Council
• UUP Elections & Credentials Committee member
• UUP delegate at NYSUT & AFT conventions

Animal Welfare & Habitats
• Language Association
• Humane Society Thrift Store
• Buffalo Greyhound Adoption
• Animal fostering/rescue (dogs)
• Iroquois Wildlife Refuge
• NYS Breeding Bird Atlas Steering Committee
• Officer and trainer in local AKC dog club and provide instruction to local 4H groups
• Service at Lollypop Farm, Fairport, NY (pet rescue, adoption, education, community outreach programs, prevention of cruelty).

Public Service Organizations
• Oswego Rotary
• Zonta Club of Albany
• Torch Club of Albany
• University Toastmasters
• Shrine Hospitals
• Masonic Organization
• Created Geneseo Torch Club
• Lions Club
• Kiwanis Club
• Boy Scouts
• Rotary Youth Exchange
• Local Elks Club

Non-Profit Volunteer & Human Services Organizations
• Homeless shelter
• Food pantry
• Habitat for Humanity
• Catholic Charities
• Hospitality House
- RSVP of Oswego County
- Ithaca Hours local currency
- Serve meals at City Mission
- Weekend volunteer and fundraising events for Kevin Guest House (for families of patients in hospital)
- Day of Caring
- United Way
- Watertown Urban Mission
- RSVP program run by Community Service Society in NYC (initiative developed with grant from NCOA)
- Volunteer at Casa El Norte in Fort Erie, a temporary home for persons seeking refugee status in Canada
- Gay & Lesbian Youth Services of WNY, Inc.
- Corporate Angel Network – arrange flights on corporate jets for cancer patients free of charge
- Literacy Volunteers
- Volunteer for Red Cross

**Non-Profit & Community Organization Boards & Foundations**
- Community foundation
- VP of hospital foundation board
- Grant application review panel member
- Nursing home foundation board member
- Board member and secretary, YMCA
- Board of Cortland Rural Cemetery
- Secretary of Board for North Area Volunteer Ambulance Corps
- Board member of NCSSA
- Board member of Office for the Aging
- Board member of Community that Cares
- Program committee of Arts Center Board member for YWCA senior housing initiative
- Board of directors for my local Credit Union (Twin Rivers Federal Credit Union)
- Serve on many not-for-profit boards of directors
- Fundraising events

**Retiree & Seniors Organizations & Volunteer Activities**
- Assisting elderly friends, neighbors & family with chores
- Capital District Senior Issues Forum
- Ladies Home, Oswego County (assisted living facility for women)
- New residents club
- Retirement community services
- Drive neighbor to appointments
- Gramatan Village, an organization designed to keep seniors living in the community
- Helping senior couple from Russia practice English, assisting with pronunciation
- Visiting a shut-in friend three days a week (ongoing -7 hours per week).

**Sports & Recreation Organizations & Activities**
- Men’s golf association
- Commissioner, Senior Tennis League
- Hunter safety instructor since 1982 – coordinated through NYSDEC
- Recreation programming
- Trail maintenance
- Volunteer at community race event
- Promotion of bicycle safety & infrastructure (off-road trails, etc.)
- Local environmental park activities
- West Chazy campground worker
- Soccer coach AYSO
• Teach swimming at community pool
• Condition city/town lifeguards
• YMCA
• Little League Organization
• Boys Club of East Aurora
• YWCA

Media
• Provide expert analysis to news agencies
• Review books for Colonie Senior Spotlight
• Interviews with the media (TV/radio)
• Record & edit programs for On the Air TV-16 & 18 for 4 hours per week
• Community Media Access (PEG Corp.)
• Videotape local government meetings, special events and college public lectures for distribution via community access channel
• As an educator, I am writing a regular blog for the Huffington Post
• Wrote weekly blog for local TV station website on sustainable living
• Weekly newsletter for a service club

Scholarly Volunteer Activities
• I have recently submitted an article for publication with one member of my department
• Continue writing articles for professional journals in my field
• Writing up papers and articles on the history of the Dutch in the United States since the colonial era
• So far published about ten articles in periodicals, and have two books in preparation on the topic
• Established a collection of about 300 biographical profiles on Prominent Dutch Americans on the web at http://www.nnp.org
• Extensive critiques of local government policy papers
• Remain involved in scholarly research & publication – currently preparing a manuscript on the Chinese democracy movement
• I have been retired many years but continue to be active in my research work on lakes

Academic Instruction/Adult Education (Seniors)
• Moderate courses in life-care development
• Volunteer instructor for Clemson OLLI (retiree organization)
• Guest lectures at nearby university (outside New York State)
• Adult education (seniors)
• Teach 55 Alive driver’s courses (sponsored by AARP)
• Canisius College Dept. of Religious Studies
• Have occasionally lectured and given presentations at conferences on education
• Course leader at Osher Institute of Lifelong Learning at Rochester Institute of Technology (RIT)
• Center for Continuing Adult Learning (Board)
• Teach FL Master Naturalist Program courses
• Developed lecture series in community where I now live
• Manage a small adult school
• Teacher in Learning in Retirement Program at local college
• Serve on the executive board and chair the admissions committee, Institute for Retired Professionals at The New School in NYC. [The Institute] is a community of 300 individuals whose members create over 30 courses a semester (12 weeks each) of high academic rigor.
• Give talks/lectures on financial topics
• CCAL board (local adult learning group)
• With colleague, leading an adult reading group (suspended after 7 years)
Miscellaneous Academic Activities

- I correspond with a number of active teachers, most (but not all) being former students of mine, and give them advice on curricula, demonstrations, and lesson plans, and occasionally send them any relevant science books/articles that I have in my collection
- Tutor refugee
- Journal refereeing
- Fraternity advising
- Assist foreign students with admission requirements to American universities (via Internet)
- Proofread French and English theses
- Chautauqua Institution
- Review Fulbright applications of Russian scholars
- Conduct reviews of university programs on military bases for ACE (MIVER program)
- VA Institutional Board
- Member, Board of Governors of Tel Aviv University (attend yearly meetings in Tel Aviv)
- Consultant to overseas universities
- Sharing my knowledge, expertise & experience with Academic Institutions
- [I volunteer] at the local University (out-of-state)
- Interviewing local applicants to my alma mater (seasonal—fall and winter)
- Working as a trustee and consultant for international partner institutions

Primary Education (K-12) Volunteer Activities

- I give science shows in local elementary schools.... this is not tutoring, nor is it mentoring, but it is educational in the sense of bringing the wonder and the fun of science to children. Of course, I consider it teaching, because I explain scientific principles, using demonstrations, that the children can understand, and that their teachers can use (I usually leave some equipment with the classes)
- Judge of high school science fair
- CA BOCES member
- NYS School Boards Assn. Area 3 Director
- Director, Rural Schools Association of NYS
- Parent representative for Committee on Special Education at my local school district
- Conduct a math night at a local elementary school
- BOCES Advisory Board
- Schenevus School (Board of Education)
- Serve on a school district’s committee to establish a scholarship for students from that school when they go on to higher education
- Read story books to school children
- Reading during Literacy Week in our local school

Politics & Political Organizations

- Officer and newsletter editor for League of Women voters organizing committee for state and federal Candidate Forum
- I have worked for the election of candidates to the Legislature, to Congress and of course, in the last presidential election
- Assist with federal, state and local elections
- Member of a local political committee
- Cortland County Democratic Committee member
- Volunteer in Cortland office of 24th Congressional District Congressman Michael Arcuri
- Political advocacy
- Working Families Party
- Political party committee person helping to coordinate community-wide volunteer week-end
Advocacy Organizations
- Funeral Consumers Alliance – President for 20 years
- Veterans for Peace
- Alternatives to Violence Project (AVP) (Workshops, mainly in prisons but also in the community)
- Creating organizations to fight local incursions (casinos, mines etc.)
- Social activism
- Citizen Action of NY (community organizing & advocacy)
- Founding member, web master and active advocacy for Gas Drilling Awareness for Cortland County

Non-Profit Stores/Co-Ops
- Non-profit store (10,000 Villages) as salesclerk
- Food co-op
- Volunteer 2 days a week at a local thrift store
- Furniture clearing house providing furniture for families referred by Social Service agencies

Legal Services
- Spent the summer acting as a volunteer law intern at the Volunteer Lawyer's Project
- Board of Licensure in Medicine Board of Overseers of the Bar
- Expert assistance to immigrants seeking asylum in the US
- I give talks/lectures about Immigration.

Civil Rights & Human Rights Organizations
- ACLU Board of Directors
- ARC Human Rights Committee member
- Trustee, MV NAACP

Ethnic, Cultural & Women’s Organizations
- Dutch Settlers of Albany
- New Netherland Institute Outdoor group
- Women’s club

International
- Polio Plus volunteer in India
- Rochester International Council (www.rific.org/aboutrific.html)
- I have done international volunteer work with a medical group
- Refugee resettlement
- FERA program in Haiti
- President of the Board of Safe Passage, which assists the children and families who live in the Guatemala City garbage dump community
- International Institute of Buffalo (www.iibuff.org/)
- Volunteer in the Dominican Republic for numerous projects, mostly with Rotary International
- International Service group
- Teacher education in a developing country
- Community development in a developing country
- Fulbright Senior Specialist, teaching and consulting respectively at institutions of higher learning in Slovakia and Macedonia
- Soros Foundation/Open Society Institute International Scholar, consulting on the development of the Dept. of Political Science, Faculty of Law at Saints Cyril and Methodius University, the national university of Macedonia
- Volunteer in special education for Belize, Central America
Veterans Groups & Active Duty Military Support
- American Legion Post 82 (Commander, Board of Directors)
- Federal Selective Service System
- Vietnam Vets of America (national & local level)
- Sending boxes to the Troops
- American Legion Anchors (Edgartown services for aging)

Tax & Financial Counseling
- Tax-Aide (free personal income tax preparation and electronic filing)
- Tax prep for low income people under the VITA program at the local credit union.

Historical & Archeological Organizations/Activities
- Involvement in railroad history organization (both nationally & locally)
- Two former librarians from SUNY Geneseo and I have collected and catalogued the entire music and book holdings of the Livingston County Historical Society and entered same into a database
- Trustee, local historical association
- Local preservation organization

Agricultural & Horticultural Volunteer Activities
- Arboretum
- Community garden and library garden tour committee, master gardener program
- Give tours at "Hives of Howard" Apiaries
- Speak to various local groups about honey bees
- Geneseo Garden Club
- War of 1812 Bicentennial Art of Peace Garden
- Board member, New Paltz Gardens for Nutrition
- Cooperative Extension
- I help with planning, planting and weeding for two community herb gardens (at Brookside Historical Museum and Saratoga County 4-H Training Center)
- Assist in a local community garden for our local food pantry
- Curator of plant herbarium collection for Rochester Academy of Science (RAS)

Child Care/Transportation
- Child care
- Taking care of grandchildren after school and summers
- Local MOPS (Mothers of Preschoolers) chapter - director of Moppets program at least 3 days per month
- Getting my grandsons to their Athletic activities

Health & Safety Education and Advocacy
- Volunteer for Capital Region Action Against Breast Cancer
- AIDS information sessions at St. Joseph’s College, Patchogue
- Promoting health in the community with the North Country Center for Yoga and Health
- Volunteer for National Stuttering Assn. at workshops, conventions, etc.
- Training Center Coordinator & instructor for program teaching CPR through the American Heart Association
- Provide nutritional counseling (no charge)
- Vice President, Seaway Valley Council for Alcohol/Substance Abuse Prevention (officer since 1988)
- Child passenger safety program
- Leader of Buffalo Chapter of National Stuttering Association – speak to classes of students studying to become speech language pathologists and to organizations interested in stuttering
Public Health/Safety Services
- Health Department Quality Improvement Committee
- Advisory Board, Occupational Health Clinic of Central New York
- Volunteer with county’s Emergency Services group
- Member, Dukes County Search & Rescue
- Fire department Ladies Auxiliary
- NYC Medical Reserve Corps

Health Care & Support Services
- Therapy dog visits
- Direct care of cancer patients
- Transport patients to chemo
- Take therapy dogs to nursing homes and adult day care centers
- Work with men in recovery from alcohol addiction

Services for the Disabled
- Reading/recording articles for broadcast through the Northeast Radio Reading Service for the blind and sight impaired
- Support parent for parents of disabled children through community organization
- Center for Independence--I read for the visually impaired

Condo/Homeowners Association/Coop Board of Directors
- Service on the Board of Directors for my homeowner's association
- Serve as elected director of my coop building
- I serve as an officer in my condo association on The Maidstone Landing Board of Directors
- I volunteer at our Senior Living Condominium Assoc. in Florida
- Board of Directors of local Home Owners Association
Appendix Four
Noteworthy Retiree Voluntary Contributions (Self-Reported): Selected Responses

Creator and/or Member of Civic/Community Organizations
- I have become very active in the Seneca Street Community Development Corp, situated in the 14210 area of Buffalo. We provide after-school programs and summer programs for 45 - 50 children and youth on school days, Mon - Thurs. We are in the process of implementing a "Teen Afternoon" for senior high students, with speakers on topics such as Financial Life Planning, SAT review, etc. We also provide summer programming for six weeks, with theme weeks for each week. I do the grant writing and much of the administrative work for the organization, as well as hands-on volunteer work.

Service to Retiree Organizations
- During my Emeriti Association presidency, we have created a scholarship endowment fund and begun awarding scholarships to direct descendants of faculty or emeriti. We [Emeriti Association] also hold fall and spring emeriti luncheons in addition to our traditional annual luncheon and annual meeting in August.
- Helped found the first Emeritus Center at UAlbany.
- Six years as editor of college retirees’ newsletter, 2 years as vice-president of retirees association.

Service on Community, Campus & Non-Profit Organization Committees, Boards, Foundations
- I have served on a half-dozen boards; serving on board of organization doing publicity, fund raising.
- I have served on St. James Hospital's foundation board for the past two years. Next year, I will serve as president. We strive to support the hospital's endeavors to make it a better hospital for our community.
- Chaired a committee that raised $85,000 for a replica of the Gettysburg statue of a local Civil War officer.
- Serving on local Habitat for Humanity board, Livingston Co., CARES Board, Migrant Center Board, Interfaith Center Board - and several committees connected to these boards.

Community Development
- "Go-To" Guy for Community Center - building maintenance, repair, contact for problems, proposal preparation for grant, presenter on current energy-related topics.

Health Care, Education, Advocacy, & Patient Support Services
- Hospices volunteer for over 20 years at St. Peter’s Hospital.
- In the 8 years since retiring I have met with over 3000 students sharing information about the causes of AIDS, effects of AIDS, ways to avoid getting AIDS, information about testing, and counseling.
- I'm active with the Buffalo Chapter of the National Stuttering Association and am also Editor of our local newsletter. I think it is very important to get the word out regarding stuttering to people who stutter, and to parents of kids who stutter.
- Helping raise funds for children and the parents who are unable to pay for hospital service for their child.
- I’m legally blind so...I did volunteer for many years at Buffalo General Hospital as a Patient Representative and felt it was very rewarding and necessary for the comfort, etc. of patients.

Social Services & Human Services Organizations/Activities
- The Oswego Salvation Army, where I serve as an Advisory Board member, is nearing completion of a capital campaign and recently moved into a fully refurbished building.
- Co-chair, Temple Community Service Corps (TCSC): publicize, raise funds, interview and place summer interns in community programs that serve children, elderly, homeless and disabled persons primarily in the Schenectady County area. Also monitor budget, develop relationships with agency contacts, and provide recognition for the interns' service.
- Have been a member and officer of the Lions Club, which focuses on the community and global issues of sight and hearing.
- Red Cross Disaster Volunteer in charge of reviewing health records of chapter volunteers and have been deployed on several disaster assignments, including 9/11 and hurricane relief.
Services to Seniors
• Teaching yoga in an assisted living facility. Providing transportation when elderly friends are in need.
• Chair, Statewide Committee on Elder Abuse.
• Spend meaningful time with shut-ins; Serve as a friend helping some retirees with ultimately fatal health problems; Visiting the veterans in the nursing homes.
• Taking my dog to nursing facilities as part of the SPCAs "Paws for Love" program - he is a therapy dog.
• Recently, in the last few years, I visited weekly with a senior couple from Russia who wanted someone to speak to them in English and help them to learn to pronounce English words. This was enjoyable and to this day when I meet these people at concerts, etc. I get a big hug and a kiss from both of them. They have become dear friends. It was a rewarding experience in itself.

Education – Primary, Secondary, Higher and Adult Education, Research
• Helped homeless students with their homework; giving talks to school children about the Holocaust.
• 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; Individual mentoring with students needing special work.
• Tutoring inmates in reading for Literacy Volunteers of America.
• Assisting needy families in the completion of student financial aid applications
• Mentoring disadvantaged high school students has been rewarding to see their growth.
• Producing lectures/classes on interesting topics such as "Enlightened Aging" and "Children's Picture Book Illustrators."

Service to/through House of Worship/Religious Organization
• I head up the Quilters group at our church—we make and donate quilts to the City Mission, Cornerstone Manor, and Haven House, NAMI of Buffalo and Erie County as well as any individual places that are identified by church members. We were especially thrilled to have been able to donate quilts to Walter Reed Army Hospital.
• Church food pantry, make items for Christmas fundraiser, solicited items for boxes to send to our troops overseas.
• My church in Buffalo has sponsored several families from the Sudan over the years. One of the families in particular has children that are approaching college age. I am in the process of obtaining their naturalization papers and assisting with the college search and financial aid applications for these young people.
• I have been studying at a Buddhist Meditation Center in Huntington for 7 years and am now in the Teacher Training Program there. Although being a Eucharistic Minister is such a humbling experience, helping a family plan a funeral mass for their loved one is so fulfilling.

Service to the Arts, Museums
• Biggest accomplishment: Getting the Ilion Music Boosters organization federal and state tax-exempt status by filling out the voluminous paperwork necessary.
• Volunteered to update visitor information, displays and promotion of Hallockville Museum Farm that connects visitors to their agricultural heritage. Now on their Board of Directors (often referred to as the Board of Laborers). Have assisted in the crating of two historical exhibits and the development of museum events; involved with the development and maintenance of museum displays; grant searches; graphics for posters and displays; sometime docent and demonstrator for school visits, and any other need I can fill.

Politics, Political Organizations & Elected/Appointed Governmental Service
• I have served as a member of the Suffolk County Women's Advisory Commission for the country legislature
• I have worked in the office of my Congressman
• Steering Committee member for two successive committees appointed by the Town of Brookhaven (Land preservation fund creation, and comprehensive Town planning review past 4 years)
• Served on Charter Review Committee in my Town. Our proposals were passed by Town Meeting.
• Serving as Mayor of Village
• By doing interviews with the media about political campaign communication, I am able to educate a wider public audience to enable them to analyze the political process with more sophistication.

Service to Unions & Professional Associations
• President, now Newsletter editor, South Asian Muslim Studies Association.
• Elected 3X chair of the UUP Capital District Committee on Active Retired Membership (COARM).
• I am a Board member and past president of the Labor and Employment Relations Association of WNY.
• I serve on the Board of Directors of the Legal Aid Bureau of Buffalo (Vice President).
• Participation at the UUP meetings, active participation at the Memoirs writing workshop bi-weekly.
• Chaired UUP Human and Civil Rights Committee. Member of UUP Disability Rights and Concerns Committee.

Service to Environmental Groups/Causes
• Lead four trips (cross country ski, canoe, hiking) a year for Adirondack Mountain Club.
• Do water quality monitoring for a NYS lake, a volunteer activity of NYSDEC and NYSFOLA (NYS Federation of Lake Associations).
• We volunteer at the Beaver Meadow Audubon Center to help them further environmental education. We presently make candles used in conjunction with their Enchanted Forest program aimed at educating younger children.
• I teach field classes at the George Landis Arboretum to promote knowledge and enjoyment of the outdoors, and volunteer at many of the fundraising events.
• I write a weekly natural history column for the local newspaper.

Service to Libraries
• 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.
• Raising money annually for the Forbes Library in Northampton MA through the annual garden tour committee educating community re: gardening knowledge
• Friends of the Tellico Village Public Library Board of Directors (Loudon, Tennessee)
• I was a librarian for the Livingston County Historical Society, working with a group that cataloged the book collection, incorporating a computerized system.

Miscellaneous Volunteer Service Achievements
• Most of what we do we do as a family - wife, daughter, son and myself. We volunteer at a couple of nature centers, work with children and youth in Grange and 4-H, support the Genesee Symphony, ring bells and get coats for the Salvation Army, etc. I raised money for a scholarship in the name of my distinguished colleague.
• My work is with Hospice of St Lawrence Valley, two nursing homes, the SOAR Retiree program which is supported by SUNY Potsdam, and the Potsdam Museum.
• By serving on my elected residential board, I was able to improve the security of the buildings through auditing existing security conditions and proposing security cameras and improved lighting.
Appendix Five  
**Respondent Suggestions for Promoting SUNY Retiree Volunteerism:**  
**Selected Responses**

### Develop a System to Match Retirees with Volunteer Opportunities

- Make the retiree web site support matching volunteers with volunteer organizations.
- Make available a listing of SUNY retirees interested in volunteer activity and sub-divided by geographic region and particular areas of retiree interest. Many organizations would like to have such volunteers. Such a listing made widely available might enable fruitful contacts between retirees and organizations.
- Develop & create a website for all the volunteer activities available in the geographic regions of the state (e.g. the Buffalo-Niagara region). List should describe the nature of the volunteer "job," address, phone number, and contact person at the agency/organization. Also include names of current volunteers if they wish to be included. Be sure to keep site up-to-date, and advertise it periodically via an email message to retirees in the respective regions.
- Develop a web-based system that matches retiree interests with volunteer opportunities.
- I was fortunate in having a match with my specialty and the needs of Belize. Had I not had that good fortune, it would have been helpful for me to have a resource where I might find locations/agencies/institutions that were interested in volunteers with my background. I have a Ph.D. in educational psychology and am a NY State-licensed psychologist.

### Create a Formal Campus-Based Retiree Organization (RO)

- [Creating retiree organizations] is so important. When I talk to retired friends they universally say that they thought they would have more contact with their campus or business after they retired...me too...
- [Having a retiree organization on campus] is awesome. I go back at least once a month just to visit. It's great to see old friends, without the need to rush because you are 'on the clock'.

### Learn From Successful Existing Campus Retiree Organizations/Programs

- UB already has an effective campus-based retiree organization.
- At the UB campus, this mechanism already exists through REV-UP [Retired Employee Volunteers University Program].
- One really good possibility already exists, which is an organization that used to be called the "Round Table" here at Stony Brook [now called the Osher Lifelong Learning Institute (OLLI) at Stony Brook University], to which one pays a given fee (not large) and takes non-credit courses taught by former faculty members on a large variety of courses. What could be better, intellectually?
- We have an active [campus-based retiree organization] here at Oswego.
- The UB Emeritus Center is a good model for other campuses.
- It should be noted that the retiree organization at SUNY Potsdam is doing all of the above [five provided answer options in Table 15], and has taken the further step of surveying our retirees to determine professional, service, and community interests. For more information contact Ed Alfonsin at SUNY Potsdam.
- Cortland already does many of the [activities listed in the survey question on promoting volunteerism].
- Katherine Trapanowski, Moriah Hegman and Jessica [University at Buffalo] are all very helpful and keep me/us in touch with all the events.

### Provide Structure/Focus To & Links Between Existing Campus Retiree Organizations

- Our campus has created an Alfred State College Retirees Council, but I can't remember the last time a meeting was called. It needs more structure and to be given a specific task to accomplish.
- We have an informal retirees' association and a newsletter but our campus has always been disaffected from SUNY at large. In fact, retirees can easily feel lonely and disaffected and retired faculty can easily get stale. My suggestion is to create links between campus retiree organizations (not simply a newsletter) and linkages between retirement institutes with the purpose of encouraging intellectual activity, individual and shared.
Make Direct Contact with Retirees
- Publicizing anything doesn't work unless the person reads it...it's been my experience that direct contact works best and that some people don't feel that they are 'qualified' to help, when, in fact, all that is needed is some of their time.
- Identify areas to volunteer in thru the use of e-mail
- 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
- 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.

Publicize the Potential Social & Health Benefits of Volunteerism
- Comparative health policy research has identified social capital (density of one's informal and formal social relationships) as a very strong predictor of physical and mental health. Such research is compelling and provides motivation for becoming and remaining involved in one's community.

Publicize Volunteer Opportunities
- List of the areas where help is needed as long as it does not supplement or replace a job
- Volunteer activities traditionally fit into limited categories...I think volunteers need more information on possibilities and how to volunteer/reach out rather than a list of places. Most lists are dull and cliché.

Make Retiree Interests and Expertise Available to Outside Organizations
- When I was at UAlbany, the University Relations Office had a list of faculty interests and expertise, and outside organizations could check that list. The retirees should be on that list.

Retirees Should Make Community Organizations Aware of Their Interest in Volunteering
- One has to have a genuine interest in volunteering and helping others. Your availability and interests should be known to the community at large. Educators can spearhead this effort by visiting local social/civic organizations, libraries, schools, churches, and even publicizing their expertise in the local media.

Foster Cooperation Between Campuses & Local Municipalities on Volunteer Opportunities
- While campus service support is important, campuses should work with their respective local municipalities to develop and promote opportunities within the community. Such relationships could go a long way to help everyone. While personal contacts abound, there are many skills and talents that are likely going untapped.

Make Retiring Employees Aware of On-Campus Volunteer Opportunities
- Upon retirement, it would be helpful to provide retirees with a listing of available opportunities to volunteer on campus (offices, departments, etc. and the type of services needed). Especially in these times of budget crisis, it could be beneficial to draw upon the expertise of campus retirees on a volunteer basis. There is usually more awareness of volunteer opportunities in the community than on the college campus.
- Upon retiring enclose a brochure stating the opportunities and the benefit of volunteering.
- 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.
- Local campus needs to develop/promote opportunities for the retirees to serve as student advisers, faculty mentors, etc.
Avoid Replacing Paid Staff
- My only caveat is to please remember that a volunteer should NOT be taking a job away from a paid person.
- Cool it! Voluntarism sometime impacts the labor marked adversely. There may be work to be done that gets done without getting paid for while younger colleagues face unemployment or low wages. Voluntarism sometime inappropriately helps government and business avoid its social responsibilities, etc.

Define Tasks/Expected Outcomes, Provide Guidance
- The folks who want to do work do not generally have time to spare. Most of us are looking for clearly defined tasks with understandable outcomes that seem useful, accompanied if possible by some guidance as to how said folks should go about their work. Avoid dead-end brainstorming.

Provide More Challenging Volunteer Opportunities for Retirees with Expertise
- There are not enough volunteer opportunities for retirees who have expertise and potential leadership skills. Too many of the openings are for boring and mundane tasks and not challenging enough for individuals who have more to contribute.

Encourage Retirees to Share Their Volunteer Experiences with Each Other
- Perhaps retirees could share their experiences with others. I don't think I would have found either opportunity on a list of volunteer opportunities. Sharing opportunities would be about the best way to alert others to needs.

Retirees Want Specific Time Commitments, Rules, and Meaningful Activities
- My consulting firm is involved in working with aging service organizations to develop volunteer programs. Most volunteers today want short-term or at least specified commitments of time. Retirees are busy and many want to volunteer for a particular project (say working for summer arts program for 3 months a year). Second, they want rules (volunteer handbooks are important). Many want to work with others and not sit alone in an office. They also want meaningful activities. For example, we recruited a retired school superintendent for a health insurance counseling program. He did not want to do direct counseling, but he helped develop the volunteer handbook, write fund raising letters, etc. In other words, he wants utilize his talents and skills at a fairly high level. He also does not want to volunteer between January and March (he is out of the country during that time).

Recognize That Some Retirees Want Diversification outside the SUNY System
- Maybe, just maybe individuals want to get involved with non-educators! Getting involved outside the system has been good for me. I spent too many hours on the campus with coaching, recreation, intramurals, etc...If I do help my colleagues out it is because I want to...not because there is an organization to foster my interaction. I enjoy collecting tickets at contests, serving athletes dinner, but I want diversification outside a structure.

Avoid Partisanship
- Make it non-political as much as possible.

Involve Out-of-State Retirees
- Ask out-of-state retirees if they would be willing to serve as a point of contact for others in their state (or local area within their state). This could be the first step in the development of state and/or regional organizations of SUNY retirees.

Involve Employees in Volunteerism While Still Working for SUNY
- Actually, I think volunteer activity should be an expectation while staff/faculty are in active status. Not only would that serve the campus/community during the years of employment but it would be more likely to continue in retirement.
Organize Lectures Led by Retirees (Various Topics)
- Your organization might organize occasional lecture/discussion meetings of retirees around any number of important themes and issues utilizing the many skills and talents of our retirees.
- Departments with speakers’ forums invite retired faculty to speak on current developments in their areas of expertise. If graduate student organization, invite retired faculty to discuss career patterns.

Recognition by College/University for Accomplishments
- Have the college respect you for the work you have done.
- Give some recognition to volunteers.

Sensitize College Administrations to Talents & Abilities of Retirees
- Steps should be taken to sensitize college administrations to the roles and talents and abilities of retirees (emeriti, in my case). Emeriti have continuity and can be helpful, for example, to new faculty. The administration of my college has failed to create opportunities to use emeriti faculty, so we go our own way (at least I do) without them.
- If possible, have individual campuses make better use of retirees' knowledge, skills, and abilities to assist with Campus needs.
- There needs to be a meaningful connection between administration, faculty and retirees. Generally we are viewed as cast-offs, not to be bothered with.

Offer Services to Retirees (Campus Level)
- Develop a package of services for retirees that will keep them connected to the college.

Campus-Specific Recommendations & Comments (FYI to All)
- These are specific to SUNY Geneseo: THANK retirees when they do something for the college. Extend no-cost benefits to retirees, for example discounts on cell phone service. Other SUNY units do it. Have a few FREE luncheons for emeriti. It is galling to be overcharged for poor food, while retired colleagues at other institutions are often hosted by their colleges.
- Realize your retirees do not often live in Cortland, or even, perhaps the area, though they are often very loyal.
- Someone tried to organize this on the Oneonta campus. I have had no response from the Education Department. Perhaps other departments were more responsive. I have spoken to other retirees who want to do more than man the phones to request donations.
- See that the campus administration gives a damn. Buffalo State could care less.
- As I live over 1 1/2 hours away from Erie Community College, I do not have the opportunity to help them directly as I would if I lived in the community. However, I am very proud of my association with them and advocate on their behalf. Therefore, just keeping me in the loop of what I might be able to do short-term might be helpful.

Outside Intervention Not Needed
- We will know how to proceed without coaxing.
- Give us a break. We worked for SUNY many years. We are constantly called upon to donate money. Our time is our own and should be spent as we wish. If we want to volunteer for more, I am sure we can do that.
- I am not convinced that there is anything that the system office can / should do.
- The opportunities are so great that I believe anyone interested in volunteering will find things to match both abilities and interests.
- I don't know if you need to do anything to promote greater retiree involvement. As a faculty member, I certainly was aware of many volunteer opportunities, and didn't need any help to find something to do. I think retirees can figure things out for themselves if they are interested.
- Whatever worked for the retiree and the institution.
Comments (No Recommendations):

- I am very pleased to learn of the work of the SUNY Retirees Service Corps. Congratulations and warmest wishes for continuing success in informing and guiding retiree volunteer education and activity.
- My volunteer activities did not arise specifically from being a retiree. Rather, being retired gave me more time to do it.
- Opportunities abound. I have to learn to say NO more convincingly. I have no time to "be retired." So many worthy organizations need volunteer help.
- My wife and I take great pleasure in driving to Albany twice a year with another couple, also colleagues from New Paltz, to attend the Retiree Meetings (Hudson Valley COARM). This October will be the third annual reunion of former students from the Overseas Academic Programs during Alumni Reunion weekend. It has been a joy and great satisfaction to witness the enthusiasm and contributions of these young graduates. One young man in particular made the trip from Tokyo to New Paltz to spend time with his former teachers and classmates.
- Active retirees are busy people. Most have found other interests beside unionism to bring fulfillment in their lives. These outside interests may be more important to them than being active in unionism. You must not forget that you are competing with those outside activities and not be upset if they answer no to your needs of them.
- In my case, it's just professional involvement and activity outside of SUNY. I retired and I got busy.
- Given both my location ~650 miles west of Buffalo and the 17 years that have passed since my retirement, I'm hard pressed to offer any useful suggestions here!
- Throughout 40 years of teaching I was always most interested in helping individual students grow. Since retirement, it has been a joy and a privilege to help where there has been a need in the lives of those around us. Many times we are surprised by how these needs come to us. My involvement isn't for recognition, but simply to extend a helping hand in growing programs.
- Our retirees are very active and involved.
- I don't know why people do volunteer work or don't--it's a very personal thing--so I can't recommend how to promote involvement.
- No opinion, volunteering is an individual decision and motivation.
Appendix Six
Respondent Suggestions for Improving the Retirement Experience

Recognize and Respect Retirees for their Contribution

- Show [SUNY retirees] that you appreciate their contributions, both past and present.
- Provide recognition for accomplishments by retirees.
- Treat the retiree as an equal.
- Retiree recognition in governance with some appropriate participation. Union activity, as well.
- It is important to make retirees feel that they still belong to the campus, are valued, and can still contribute.
- Encourage me and [give] a face-to-face "thank you" from someone beyond my immediate supervisor.
- It would help if my own department was more appreciative of my professional accomplishments. This particular department has a history of despising its most accomplished members in favor of the old hacks.
- Respond occasionally to overtures. For example, when I've submitted materials regarding alumni accomplishments, the current alumni office staff has not acknowledged any of the submissions. This is new and has happened about four times over the past three or four years. Importantly, the submissions were not over trivial accomplishments by the alumni (alumnae). The former director always acknowledged any submission. If nothing else, mention of these alumni (alumnae) might help keep them connected.
- I believe campuses should have retiree events. They might highlight retirees in their publications. Perhaps host a retiree dinner or two. . .
- A yearly recognition dinner would be nice.
- Make retirees welcome at campus activities/events -- show honest appreciation for their past contributions and it will engender the spirit of volunteerism in those who currently have no interest.
- Continue with retiree luncheons and invitations to retirees to participate in key events as well as utilizing them in volunteerism.
- Determine what kinds of contributions retirees are making to the community and perhaps get them together to talk about the "joy" of volunteering, especially when retired.
- My concern is how and what spirit the member leaves the campus. Mine was not the best and left a bitter taste in my mouth after having served for almost 20 years. Even though I informed College officials I would be a day or two late clearing my office, I was surprised to return to find my things had been removed and the office appearing to have been sacked. I left the campus that day, vowing never to return and I have not.
- Faculty members should be allowed to keep their offices for a year to dispose of books, etc. as well as [help] make the social/emotional adjustment. Some institutions across the county have a room designated for retired faculty in the union for their use. There are also little things, such as using emeritus (male) and emerita (female) in talking about retired faculty. If a single term is used it should be emeriti.
- There is great need to clarify the use of "emeritus/a"--no campus has the right to deprive any member of the voting faculty from using that title.
- Department web sites should maintain the names of retired faculty members.
- Create a quasi-emeritus status for professional employees who retire in good standing like myself.

Keep Retirees Connected with Their Campuses and Each Other

- Keep retirees informed on what’s going on in the SUNY System.
- 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.
- Provide email service and contact about what is occurring on campus. All communication was cut off before I was officially retired.
- I’d like to still be involved with students and faculty.
- Remember us. Not just for donations.
- Develop means to stay connected with retirees, including the classified support staff, and auxiliary services retirees who are not currently eligible to be appointed as emeriti under the Policies of the Board of Trustees
- Help maintain links to former colleagues. Communicate what is happening in the system and on the campuses.
• Keep us posted about policy developments related to SUNY, publicize opportunities to participate in events and volunteer opportunities.
• I have never received any info from the campus re retiree events, possibilities, and issues. This is the first email I have received.
• I have had very little contact with SUNY or my campus since I left the workforce. Keeping my email address was optional; without the campus email system my contact would be almost nonexistent. And maybe that's okay.
• Campuses should communicate with retirees on a regular basis and offer programs and activities which encourage retirees to remain involved as members of college community.
• Email contact [from SUNY/campuses] is appreciated and read.
• Let all retirees know about events on campus.
• Provide newsletters [featuring] on-campus news.
• The electronic [university-wide retiree] newsletter would be nice.
• Develop a way for colleagues to stay in touch after they have retired. Maybe this could be done with some sort of a list from each institution with the permission and contact information of the retiree.
• I would appreciate feeling more connected with other retirees through a formal mechanism on campus.
• Create a mechanism for sharing experiences, etc. with retirees. Communication is sine qua non for folks to know what people are doing in all aspects of life.
• A newsletter encompassing all campus sites bi-annually would be effective, and a monthly newsletter for each campus would be great!
• Provide more information, especially about volunteer possibilities.
• For people who retire and still live in NY State, I think providing a framework to welcome them back to the campus and have a monthly or quarterly speaker on retirement and volunteer issues would be useful.
• Retirees are challenged by the need to find a purpose in their lives....Seminars, publications, etc. could be helpful...
• Campus administrators and faculty members could be more active in contacting retirees with invitations to participate in campus activities.
• Request the Human Services departments in each of the campuses to provide their retirees with a list of names by State in which they are living.

Organize Social Events for Retirees to Get Together
• 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.
• More social programs for retirees.
• Create more opportunities on campuses for retirement activities – perhaps a well-prepared meeting where this question can be addressed.
• Offer programs and opportunities for socialization and part-time work.
• Offer quarterly or bi-annual workshops with speakers and "meet your friends" social events where we can interact with other retirees from other divisions. I would even consider participation on a per-event pay basis provided it was nominal (lunches with speakers, etc).
• Some educational institutions offer trips for retirees. I have traveled to many countries and have gained so much from the experience both for myself personally and for my teaching. One of the trips organized by my own SUNY institution was to Russia but there are many great places to visit in the U.S.
• Increase programming and informal get-togethers.
• Tickets to campus events should be at a 50% reduction.

Expand and Publicize Services Your Campus Offers to Retirees
• Campus privileges [for retirees] on some campuses need to be strengthened.
• Since retiring [from Geneseo], I have become friendly with retirees from other colleges and universities, both private and SUNY. I am amazed at how much more their former institutions, even SUNY institutions, do to stay in contact with emeriti and to thank them for their former service. Emeriti and their spouses are invited to complementary luncheons at least once or twice per year. They are extended faculty discounts and software site license privileges in bookstores. All are extended discounts from vendors such as cell phone providers, because their names are not intentionally stricken from the lists of those eligible. In a
sense, they are treated as though they still belong to the community. These efforts cost little or nothing, and the potential return is substantial. I get more perks as a former faculty member from other universities in the area where I was an adjunct, than from Geneseo where I gave my heart and soul.

- Make sure Retirees have ID to get educator discounts, reduced rates for on-campus events.
- Have a meeting place on campus for use by retirees. Provide office space for retirees; it can be a shared space.
- Keep providing us with access to our campus library and computing store. Being able to obtain a parking pass is very helpful.
- Parking on campus, for any activity, is a problem, and I do not like to walk from town parking to the campus.
- Make parking and other campus services available to retirees.
- It was only informally that I learned of my academic privileges at the University, such as the possibility of submitting grant proposals and the continuation of IT services.
- Since many volunteer positions require computer use and the individual person must supply their own hardware and software, make purchases under campus licenses available to retirees.
- As a union leader of retirees, I am most concerned that on many campuses, retirees are not entitled to use campus facilities, such as library, gymnasium, parking, etc. Many campuses allow these activities for academics but NOT for professionals. Frankly, at the medical centers, even academics get short shrift. Some campuses print a little brochure telling retirees what is available for them and we (COARM/UUP) are trying to get this done on all campuses.
- Continue to allow access to the campus in health-related activities as swimming, walking, etc. Some may be interested in being a part of drama and play productions, musical activity, or sports assistance.
- Freedom of movement on campus.

**Continue to Provide Research, Teaching Opportunities and Support**

- Take advantage of our experience to participate in discipline-related matters including some teaching and some support for papers at academic conferences. Some of us had enough of full employment but remain interested in the teaching and research issues—up to departments to exploit us.
- I was a Spanish Professor and would like continue teaching my native language.
- Allow retired faculty to compete for research grants
- Provide easier access to basic research facilities including libraries, printers and copying machines, computer assistance, and data analytic systems such as SPSS and EQS.
- Complete access to library holdings, interlibrary loan, computer and other technological innovations, [and] historical records.
- Make library facilities available, especially online facilities, such as the availability of articles, books, and other scholarly materials online. A professor emeritus of English, I work regularly on projects of literary criticism and scholarship.
- I think the campuses could be more supportive of retiree research and scholarship by clearly offering office space and especially photocopy and postage privileges for scholarly pursuits. I believe my memory is correct that when I was hired (back in 1970), office space for retirees was mandated in the contract with SUNY for those retired faculty who wished it. It is a standard privilege in many academic and research environments.
- I would like to teach from time to time. Not full-time.
- I've only been retired a year and continue to teach part-time. I feel connected and feel that I continue to contribute to my profession through my teaching.
- Continue hiring retired faculty living near a SUNY campus to teach courses. I teach for another state university and conduct accreditation visits on military bases around the world. Anything to keep the synapses firing.
- Continued access to libraries and databases is essential. [Retaining] status as [being] associated with an institution is highly desirable and I wish it were SUNY-wide association instead of just one campus. It would be interesting to be able more easily to make connections across SUNY with scholars in my area of study or related fields.
Offer Training, Lectures, Workshops, and Courses

- It would be wonderful to have a greater number of continuing education opportunities available.
- Provide (refresher) courses in use of the computer which has become a useful, if not necessary tool. Continue to provide free access to coursework of interest to retirees wishing to keep mentally active.
- Let retirees know about auditing classes that interest them.
- Offer courses appropriate to my age and interest. I also would be interested in conversation in a foreign language [and in] some physical activities (including dancing!).
- Have a lecture series, once every two months, using noted on-campus faculty as presenters.
- For people who retire and still live in NY State, I think providing a framework to welcome them back to the campus and have a monthly or quarterly speaker on retirement and volunteer issues would be useful.
- Offer what might be termed "senior colleges"—one-day courses (perhaps on Saturdays when campus plants are otherwise underutilized) on any of a variety of topics ranging from the serious to the whimsical—taught by retired faculty and open to SUNY retirees and other seniors for a nominal fee (enough to cover the minimal campus expenses in providing space and a small honorarium for the instructor.)

Utilize Retirees’ Skills on Campus and in the Community

- Ask for our help.
- Make better use of retiree volunteers.
- Retirees have a great deal to offer - develop programs to utilize their talents for the great good of the public and for retirees themselves.
- 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.
- Many retirees would be willing to help out in a limited capacity in their former positions. Campuses could offer that opportunity, which will benefit both retirees and schools.
- Get SUNY retirees more directly involved with campus affairs: lecturing, consulting, decision-making, etc.
- SUNY could be more proactive in seeking out and making use of the expertise of retired faculty.
- More contact with retirees who seem to want to continue supporting their colleges in a meaningful way.
- Offer opportunities on campus and in the community for small amounts of time so the person can help and still do other family and church events.
- Ask faculty to participate in Ph.D. committees and graduate affairs. Use retired faculty as consultants in their areas of expertise.
- Use us for the history of the College. Ask us to be of help.
- It would be a VERY useful thing for some means of transportation to be made available for retirees who are unable to, or should not drive. Volunteers for something like this could use their own cars, but should not be expected to pay for gas!!!!!!!
- Many of us don't have a positive feeling about our campus; the university is a state agency, replete with all of its problems--when I worked there I had a wonderful volunteer program in the library, but the administration wasn't keen on it at all--it was difficult for me to carry it out (it was having native Germans translate documents in our Exile Collection; they were all retired lawyers, professors, etc., and highly qualified; the university looked upon these volunteers as a nuisance and a bother); I hope that attitude has changed, but I doubt it. Most of the volunteers I see are connected with the alumni associations.

Coordinate, Facilitate, and Publicize Volunteer Opportunities

- Before retirement hold a seminar about volunteering and have various organizations make presentations.
- Let retirees become more informed about areas that volunteers can be used on campus. Also, [develop] a mechanism to sign up for such activities.
- Match volunteers' interests with needs in the community.
- [Create] a more coordinated communication between all SUNY colleges with perhaps a way to "Register" your availability and talents would allow our experience and abilities to be shared.
- Identify volunteer opportunities that are needed by SUNY and the community at-large and communicate these needs to the retirees.
- I feel that up-to-date information on the various organizations that are presently looking for volunteers would be very helpful along with contact phone numbers. If SUNY and the campuses could make these available to the retirees, I feel when the time is right, they would be able to use them without having to
investigate where to go to volunteer.

- Campuses (or emeritus organizations) could publicize retirees' fields of interest and willingness to be advisors/participants/volunteers if so disposed.
- Publicize local needs for volunteers.
- Publish both SUNY and community volunteer opportunities so that more retirees realize that they can make a difference and that their skills are valuable in other settings.
- Listing needs and events for volunteers in a newsletter so that retirees can know what is available and who to contact to participate.
- Send emails to retirees indicating the volunteer experiences available at their campuses.
- If you put the information out there, it's up to the individual to take advantage of it. Retirees can stay in touch with those still working and tell them what they are doing and encourage them to volunteer also.
- I think your notion of publicizing what people are doing is excellent. Many of us need some kind of imaginative stimulus to find our way to lively, interesting, rewarding, and valuable activities. I think my life would be sterile and tiresome if I weren't involved. It's not necessary to identify individuals; the point is rather to indicate the wide range of possibilities really available.
- Make everyone aware of what they can do and make their own personal choices.
- It would be nice to have a newsletter of various volunteer organizations in the county in which we live and highlight some of the accomplishments of these organizations and how they benefit the community. Also make this newsletter available to future retirees.
- To the extent many of the volunteer activities need additional funds, a network of grant opportunities, a network of grantors with SUNY retirees on the board would be very helpful.
- Follow-up is important. There's nothing more discouraging than to volunteer and then receive no assignment. Also, if one volunteer experience doesn't seem to be the right fit, it's important for an organization to seek other ways to keep that person involved.
- Reinforce the need [for] students to volunteer in their communities and campuses. Create campus organizations to enable students to assist in their campus and communities needs and community events. Most retired volunteers are OLD. We could use the assistance of youth with strength, agility, new ideas and fresh eyes or perhaps some assistance with drudge work.

Create and Support Campus-based Retiree Organizations

- Every campus should have an active Emeritus Group, with some backing from the Administration of each campus.
- Actively support retiree organizations on campus. This keeps the retirees connected both socially and educationally.
- Create retired faculty center and organization as SUNY Albany has done.
- The UUP has initiated retiree centers on various campuses and the UUP meetings in Albany are a treasure house of information and stimulating conferences.
- Set aside funds to create campus Retirement Institutes or to allow existing ones to flourish.

Provide Assistance to Employees Before They Retire and Following Retirement

- On-campus counseling for potential [retirees].
- Begin discussions of potential retirement activities and continued SUNY and campus connections before actual retirement occurs.
- I feel that the University can be more helpful in preparing its professionals for retirement, i.e.: info about sick leave conversion, survivor benefits, email and library access, facilitate continued research, grant possibilities for retirees, advance info about major campus events, etc.
- Cultivate a more positive relationship with soon-to-retire employees before retirement.
- Provide some encouragement and info. at time of retirement. Also, have administrators who provide a positive retirement feeling so that you have in interest in helping the college--don't feel like they just want to get rid of you!!
- I think campuses should offer retirement preparation programs, not just to review pensions and Medicare (which are excellent at Binghamton), but to discuss the meaning of retirement and the emotional changes and adjustments that people should anticipate and prepare for. As director of student health, I used to participate in a discussion of health maintenance and emotional adjustment in retirement and I think it was
very valuable to people. I'm not sure if this is done anymore, at least at Binghamton - it used to be called
PREP (can't recall what the acronym stood for!). The discussion could also include a small panel of
retirees living in the community, who could discuss their own adjustment experience as well as community
volunteer opportunities.

- It was helpful prior to retirement to meet with a group of men at the same stage in life to talk about issues
related to retirement. The discussion was facilitated by a retirement coach. I had had a sabbatical leave 7
years previously and used that experience to gain new capabilities that would be useful in retirement.
- Continue with a retiree rep on campus as in Corinna Krumen who works in HR [Binghamton University
Retiree Services Coordinator].
- Retiree workshops on campus before retiring so we know what is available to volunteer at.
- Share more retiree information regarding benefits and help groups.
- It is good to keep in contact with "work" related issues that you were doing upon retirement. It should be
brought to the attention of all retirees when they apply for retirement.

Campus-Specific Recommendations and Observations

- I think SUNY Albany has developed a nice and welcoming program. I'd like to see more connection to
retired professional employees (I believe I'm the only one, maybe there are two of us, who participate
occasionally). Since I live in Schenectady, I sometimes don't get to the Albany meetings as the time
commitment is more than I can manage.
- Offer more affordable courses in history, languages, computer skills at the [University at Buffalo] Amherst
Campus.
- Alfred State is very good about inviting retirees to special events being held on campus. Somehow, we
also need to encourage them to "give back" to Alfred. We all have been very fortunate to hold excellent
jobs all these years. I for one will be leaving a portion of my estate to ASC. Perhaps the campus can do
more recruiting to have other retirees do the same. I always talk up ASC when I'm out with other retirees
and ask them to think about donating both yearly and by leaving something in their will.
- I have tried to be a good retiree. I made substantial donations myself, and I was instrumental in the
successful effort to urge some of my former students to contribute However, I never even received a thank
you for meeting with those former students. More generally and to the larger point, from the moment that I
turned in my ID and keys, I was disconnected from Geneseo. It began with the rudeness with which my ID
and keys were almost confiscated, and how I, a Full Professor and employee for 35 years was allowed to
walk out the door without even a thank you for service or a handshake. A scholarship was established in
my honor by my former students. I have no knowledge of the recipients of that scholarship, let alone any
input into their selection or the criteria used for the selection, despite my request to be involved. Frankly, I
have now joined the ranks of the disgruntled emeriti, and prefer to help the institutions that I attended.
- SUNY New Paltz does not have a space for retirees to use. The library has indicated it was seeking retiree
space but did not choose to include it in their current renovation plans.
- I did not leave SUNY Cortland on good terms and live a considerable distance away so I have no
suggestions on this issue.
- I know of several colleges that sponsor "senior living courses." Utica College and Union College are
two such examples. I have asked SUNY Cortland to implement a program - sort-of a "life-long living"
program but the powers-that-be do not seem interested. The argument I have received is that "We do not
have the room." However, they do have a facility in downtown Cortland that would lend itself to such an
endeavor. This could make a great impact on the community and could encourage retirees to remain in
the Cortland area.
- I would love to have interaction with Monroe CC. I realize that volunteering there would be excellent for
me and my retirement time. I will look forward to receiving some type of communication from MCC
regarding volunteer opportunities.

Praise for Specific Campuses and/or SUNY System

- I am happy with the present efforts of the UAlbany retirement group to keep us informed.
- I am very happy with current support and the Oswego Emeriti Association.
- I believe that SUNY is doing a fine job in promoting volunteer activities.
- I think that the University at Buffalo's Emeritus Center is outstanding and a few of its members, the Bakers
in particular, represent the very best of volunteers.

- SUNY is doing fine. I appreciate being included in the recent emails that keep me up-to-date.
- The UB Emeritus Center is sufficient. Although none of my volunteer activities originated through the Center, I feel it keeps me informed of opportunities on Campus.
- Cortland already maintains close contact with retirees through a newsletter, biennial luncheons, and email. We are invited to more campus events than we can attend.
- SUNY Oneonta has served me well in my retirement. I have Emeritus status, campus parking, library access, email access, exercise facilities, and close contact with current faculty, administrators, and staff. I am involved quite extensively in the community; I really couldn't spend more time. I am a "happy" retiree.
- 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.
- Continue to keep Anne Bielinski at UB as a contact person. She is terrific!!!!!!!!!!!

Advice to Fellow and Future Retirees

- Start serving campus and community long before retiring.
- 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.
- Retirement is a personal thing. Today retirement is not the retirement of our parents, i.e., golfing and watching TV. Remaining active is key be it a part-time job, volunteering, or having a purpose other than taking up space.
- In important ways, one's longevity depends on one's social usefulness. Though age and infirmity are beginning to reduce my volunteer activity, such activity has been most beneficial in the ten years of retirement so far. I can recommend such activity to all future SUNY retirees.
- Embrace social forms of dance
- I think a better knowledge of the SUNY system would increase appreciation for it. Also, engaging in trips to Albany and to Washington, DC to become better acquainted with government processes would be useful.

Miscellaneous Comments and Recommendations

- I have created my own experience, but it would be a good idea to publish all kinds of possibilities for retirees to consider, and perhaps one would be interesting for them.
- Community service/volunteering should be encouraged during active employment, and therefore more likely to be continued in retirement. Volunteering is a very individual/personal choice; SUNY cannot make it happen.
- Motivate [retirees] to expand their horizons to new and different experiences! AND "if it is not fun, I do not do it."
- Support local campus administration interested in organizing their retired faculty by offering funding to hire a retired faculty to spearhead activity on their campus in conjunction with local campus administration. Local campuses do not have the resources to do this with their existing budget. Offer financial support to campuses with the greatest potential for success.
- Facilitate a way for faculty to gracefully phase out of teaching and phase in retirement.
- I wouldn't give a damn thing back to SUNY after the callous and despicable way I was treated by the administration and the powers within my department both prior to and during my retirement after devoting over a quarter of a century as a faculty member.
- I will have nothing to do with SUNY again.
- I have nothing but gratitude to express to SUNY Geneseo precisely as it has been and is. The same goes for SUNY as a whole. I am far more concerned about what I perceive to be as an absence of appreciation on the part of our lawmakers for what SUNY, and SUNY Geneseo, could do to make life in New York State more meaningful for the coming generations of state citizens. The university system with its centers and colleges could be a hotbed for technological innovation, industry creation, artistic development, professional skill enhancement, and a general nurturing of the talents and capacities of our future citizens. It is not just a matter of supporting the system financially, although that is very important. It really is a matter of publicizing our role in the economy of the state and connecting the work of the campuses to the business and cultural life of the state as a whole. Education can be positively transformative if positive transformation is what the political leadership wants. It is my responsibility to look after my "retirement
experience." And part of that responsibility is to make it clear whenever and wherever I can that I take the State University very seriously and care deeply about it's well being because I want the kids to see the possibility of a bright future residing in this state. SUNY should look after the kids, and when I can, I would like to help.

- SUNY didn't treat me particularly well - despite the fact that I had a national reputation in my field - so I'm not terribly interested in dealing with SUNY. The institution has a lot more important work to do to improve itself than worry about its retirees.
- I think you're on the right track, but outreach efforts require resources--and unfortunately we're going through a time when resources are extremely scarce. As in major-donor fundraising, relationships are the key--and building relationships takes time and effort. Fortunately, retirees have a lot of time--so one of the things you might do is develop a "job description" and do some recruiting for a cadre of alums to do outreach to fellow alumni who aren't engaged.
- [Provide access to] vision care and dental insurance
- Support TIAA CREF retirement benefits
- Ensure our pension plans remain intact.
- Just keep sending us our pension checks and give us our cost of living every year. Don't forget we do only get a cost of living increase while all other expenses go up.
- Keep retirement benefits strong so that we can afford to give back & promote an excellent image for future retirees.
- I truly believe that an individual is responsible for their retirement experiences. Think and move outside the box...travel, interact with non-educators, etc. I do realize that some individuals need structure. Maybe our educational system has fostered that...taken away that desire to explore and play...everything has to be organized which seems to be what is happening with today’s youth. I grew up in a very small town and we had to learn to entertain ourselves. Our environment didn't foster all those activities found in larger cities. I have always found that those experiences I had as a youngster have really helped to broaden my retirement base. I guess I am a person that doesn't need an institution to help me with making my retirement more meaningful....
- I think "meaning" is a very individual matter and you cannot assume that volunteering may necessarily bring greater meaning to a particular individual. Some people may enjoy the time to write a book, or take classes, develop new skills, or research family history. Some may want to travel while others may prefer to stay home and garden or tinker in a wood shop. So, if SUNY and the campuses wish to help create meaning [in retirement] then they need to survey individuals as to what activities would create such meaning and then provide whatever avenues are available and appropriate to foster such activities. Examples: a SUNY Retirees’ Travel Club, reduced tuition to take classes, or an electronic newsletter to share all retiree's interests and activities, not just volunteering.
- I know quite a lot about the DC area. Perhaps you could have retirees in a few other places in the country write short advisory pieces on the pros and cons of living there. This information would be particularly valuable to new retirees and people who are about to retire.
- We need to use the technology of today to our advantage to keep retirees in the loop. These are people who have a great deal to share if they are asked. There are a million stories out there that will be lost forever each and every year. How do we tap into that pool?

Don’t Need Any Outside Assistance to Enhance My Retirement Experience
- My retirement experience is fabulous. Can't think of anything.
- 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!
- Right now I'm happy with my retirement and with my retirement experience.
- It's been good. I got excellent advice from TIAA-CREF and spent five years preparing for it and retired in 2000. I do a newspaper column Life Lines in the local paper Village Times-Herald and other North Shore papers and enjoy reaching the public that way and continue to do so although I am now in Indiana since December 2009. I feel retirement is like an extended sabbatical leave and I am using it to good purposes, not to make money or while away time but to use my knowledge sharing it through the activities I described.
- It's wonderful. Nothing needed beyond luck in selling our house in Hannawa Falls in the near future.
• Retirement has been a rewarding experience. Travel, friends, and spending more time with family is very rewarding and meaningful.
• Things have worked out fine and SUNY prepared me for the transition.
• I expect very little. Others may want more contact and have other needs.
• I believe that a person makes his own life meaningful. It is not SUNY’s responsibility.
• Absolutely nothing for me. I am a very, very happy and fulfilled retiree.
• I'm doing fine on my own. I am overwhelmed with the meaningfulness of my activities. What gifts!
Appendix 7
Selected SUNY Campus-based Retiree Program Contact Information

Responses to the Survey on SUNY Retirees Volunteer Activity clearly indicate that campuses with retiree organizations and/or programs in place are more likely to keep in touch with their retirees and provide opportunities to connect retirees with each other and with their campuses. Likewise, retirees at campuses with established retiree organizations tend to have a higher percentage of retirees who volunteer on campus and in the community.

The contact information below is designed to provide campuses and retirees interested in starting their own on-campus retiree organization with a means of reaching out to individuals from established organizations for advice regarding the procedures involved in beginning such a program. Additionally, they may also request the SUNY RSC Guide to Starting a Campus-Based Retiree Organization at retirees@suny.edu. This appendix also provides an opportunity for individuals from existing retiree organizations to network with each other and exchange strategies to further strengthen their programs.

**State-operated Campuses**

1. University at Albany

   **Retiree Contacts:**
   George Hastings, President
   University at Albany Emeritus Center Board
   Hastings@nycap.rr.com or (518) 439-6917

   Ray Ortali, Emeritus Center Program and Communications Director
   ray@indieadvisor.com
   (518) 439-7785

   **Campus Contact:**
   Denise Szelest, Director of Human Resources
   dszelest@uamail.albany.edu
   (518) 437-4729

   [http://www.albany.edu/emerituscenter/index.htm](http://www.albany.edu/emerituscenter/index.htm)

2. Binghamton University

   **Campus Contact:**
   Corinna Kruman
   Binghamton University Retiree Services Coordinator
   ckruman@binghamton.edu or (607) 777-5959

   **Retiree Contacts:**
   Frank Newman, President
   Binghamton University Retirees Club
   fnewman@binghamton.edu or (607) 724-7385

   Augie Mueller, Secretary
   Binghamton University Retirees Club
   amueller@binghamton.edu or (607) 722-6005
3. University at Buffalo

Retiree Contact:
Jack Baker
University at Buffalo Emeritus Center
bakerja@buffalo.edu

Campus Contact:
Leila Baker, Manager
University at Buffalo Retired Employee Volunteers University Program (REV-UP)
(716) 829-2271
rev-up@buffalo.edu

http://hr.buffalo.edu/index.php?module=pagemaster&page=moduleview&page_object=352

5. SUNY Cobleskill

Retiree Contact:
Anne Donnelly, Facilitator
SUNY Cobleskill Retiree Network
donnelal@cobleskill.edu or (518) 234-7502

5. SUNY Geneseo

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

6. SUNY New Paltz

Retiree and Campus Contact:
Alan Dunefsky, Chair
New Paltz Faculty Emeriti Group
Special Assistant for Projects, SUNY New Paltz
dunefska@newpaltz.edu
(845) 257-3986 (O), (845) 338-2680 (H)

http://www.newpaltz.edu/retiredfs/

7. SUNY Oneonta

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

Campus Contact:
Rose Thomas, Staff Liaison
thomasrm@oneonta.edu or (607) 436-2748
8. SUNY Oswego
Retiree Contact:
Vernon Tryon, President
SUNY Oswego Emeriti Association
vernon@tryon.com or (315) 343-9692

Campus Contact:
Kerry Dorsey, VP for Development and Alumni Relations
kerry.dorsey@oswego.edu or (315) 312-5558

http://www.oswego.edu/emeriti.html

9. SUNY Plattsburgh
Campus Contact:
Sarah Reyell
Health Benefits Administrator
reyellsg@plattsburgh.edu
(518) 564-5062

10. SUNY Potsdam
Campus Contact:
Carol Rourke
Assistant to the President
rourkecm@potsdam.edu or (315) 267-2128
(Emeritus Center at SUNY Potsdam)

11. Stony Brook University
Retiree Contacts:
Dave Smith, Secretary
Stony Brook Emeritus Faculty Association
drsmith36@optonline.net

Joel Rosenthal, Co-Chair
Stony Brook Emeritus Faculty Association
joel.rosenthal@stonybrook.edu

Elizabeth Garber, Co-Chair
Stony Brook Emeritus Faculty Association

Campus Contact:
Ann Ozelis, Senior Administrative Assistant
Office of the Provost
aozelis@notes.sunysb.edu or (631) 632-7012

http://www.cs.sunysb.edu/~drs/indexefa.htm

http://www.stonybrook.edu/hr/employmentservices/recruiting/staying_connected.shtml
12. SUNY Upstate Medical University

**Campus Contact:**
John C. Farruggio, Administrator, “The Retiree Associates” Program
Benefits Manager, Upstate Medical University
farruggj@upstate.edu or (315) 464-4942

http://www.oasisnet.org/Cities/East/SyracuseNY.aspx
http://www.upstate.edu/hospital/about/volunteer_opps.php

**Community Colleges**

1. Hudson Valley Community College

**Retiree Contact:**
William Muller, Member
“Keepers of the Flame” Program
w.muller@hvcc.edu or (518) 449-4974

**Campus Contact:**
Kimberlee Peabody, Director of Annual Giving and Donor Relations
Hudson Valley Community College Foundation
“Keepers of the Flame” Program
k.peabody@hvcc.edu or (518) 629-8012

https://www.hvcc.edu/foundation/keepers/initiatives.html

2. Suffolk County Community College

**Retiree Contact**
Peter Herron, Webmaster
Retiree Association of Suffolk Community College
rc39pete@optonline.net

http://www.rascc.org/

3. Westchester Community College

**Campus and Retiree Contact**
Barbara Christesen
Alumni Communications Coordinator
Westchester Community College Foundation
Barbara.Christesen@sunywcc.edu
(914) 606-6559 (O); (914) 232-4659 (H)
An Analysis of Responses to the Survey on SUNY Retirees Volunteer Activity

Ram Chugh, Ph.D., SUNY RSC