

# **Proposal for an Emeritus College at Arizona State University**

Submitted Tuesday, July 6, 2004 to

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**By the Emeritus College Steering Committee**

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## Executive Summary

It is proposed that, for the mutual benefit of the University and its emeritus faculty, an Emeritus College be established at Arizona State University. The Emeritus College will foster and support the continued scholarly, creative and artistic lives of its members and, in so doing, prolong continued fruitful engagement with and service to the University. The essential recommendations in this proposal are:

- **Membership Criteria** (Section 5.A)
  - Eligibility for membership in the Emeritus College is universal for all duly designated emeriti and emeritae of Arizona State University and at all of its campuses (approximately 800 emeriti/ae).
  - Retired faculty from other 4-year colleges and universities, upon application, may be admitted as Adjunct Emeritus Faculty in the Emeritus College at ASU provided that they are recognized by their respective institutions by the emeritus rank and that their professional records indicate the likelihood that they would have attained tenure had they been faculty members at ASU.
- **Administrative Structure** (Section 5.B)
  - The Emeritus College will be an official academic unit within the University with all the appropriate benefits, distinctions and obligations that accompany such a designation.
  - A Dean of the Emeritus College will be appointed from among the ranks of ASU emeriti/emertae. The compensation, which could range from \$1 per year to 49% of a typical professorial contract, will be determined by agreement between the Dean and the University.
  - The Dean will be assisted by a staff consisting of a full-time Administrative Assistant and one full-time Clerical Assistant/Receptionist.
  - The Dean will be advised by a Dean's Advisory Council consisting of the directors of Emeritus College Centers and other College members as prescribed by the Emeritus College By-Laws.
  - The Emeritus College will encourage a range and variety of cooperative emeritus faculty interests and projects through the establishment Emeritus College Centers.
- **Physical Facilities** (Section 5.C)
  - A suite of offices and other facilities will be provided (2750 SF), including an administrative office suite; a conference room; open, flexible-use, work carrels; closed studies, equipped with computers and broad-band access; class/seminar room and space for a mentoring center and other center activities.
- **Ways and Means** (Section 5.D)
  - The basic financing of the Emeritus College will come from University budget appropriations. (Estimated budget: \$112K - \$173K. Appendix E.) Expenses beyond the basic staff and operations will be met mostly by external funding.
  - Proceeds from annual dues of \$30 will be allocated 50% to the Emeritus College endowment fund and 50% to a fund to support travel to conferences and meetings in which College members actively participate.

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## Section 1. Introduction

Emeritus colleges have been established in recent years at several of the nation's quality institutions of higher learning. They differ in name and structural detail, but they all share basic principles relating directly to the rationale for their existence. The most important of these principles is that the emeritus college<sup>1</sup> fosters and supports, in many and various ways, the continued scholarly, creative and artistic lives of its members and, in so doing, prolongs continued fruitful engagement of the individual emeritus faculty member with the University. Benefits to both the institution and the emeritus faculty are clear and substantial.

Among the most important benefits of an emeritus college to its members is the intangible sense of "place." More than just a physical location, a "place" to go is of immense psychological value to those who are defined in large measure by what they do and where and among whom they do it. This is abundantly true of scholars who also have been teachers. The adage that "you cannot retire from what you are" is doubly applicable if you are both a chemist and a chemistry teacher. For most emeritus faculty, retirement does not alter one's essential being. "Place" is where you can go to continue to receive the stimulation that is essential to self-esteem and the satisfaction of work well done. An emeritus college provides such a "place" and, at the same time, brings together the invaluable resources of expertise, experience, wisdom and will for the mutual benefit of the University and individual emeriti/emerae.

The emeritus faculty of Arizona State University were recently surveyed regarding their interest in an emeritus college. Of the 819 questionnaires sent out, 279 were returned (an excellent 34% response rate.) The respondents represented a total of 6564 years of service to the University in seventy-eight departments. 86% of the respondents proclaimed an interest in associating themselves with an emeritus college if it were to provide attractive functions and activities. We believe that such a resource of talent and experience can add great value to the University.

Numerous studies can be cited that address issues related to the retirement age of the faculty population. The traditional retirement age of 65 has been increasing significantly in recent years and, accordingly, the retirement experience has been changing in nature. Demographic trends for faculty reported by the U.S. Census Bureau generally, and by TIAA-CREF specifically, ensure that these changes will accelerate as life spans lengthen and as the effects have taken hold of the 1994 expiration of the federal regulation that mandated retirement at age seventy. Thus, demographics show that nearly a third of the nation's full-time faculty members are now fifty-five and older, compared to about 25 percent a decade ago.

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<sup>1</sup> In the phrase, "emeritus college," "emeritus" is an adjective. Dictionaries give "emeritus" as the adjective for all genders, singular or plural. We have tried to be careful to use the correct forms of the noun: emeritus and emeriti respectively for the singular and plural masculine gender and emerita and emeritae for the feminine gender. We use the abbreviated "emeriti/ae" for emeriti/emerae.

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The increased trend toward later retirement, as reported in a University of Michigan study (*The University Record*, May 10, 1993), in annual TIAA-CREF reports, and in the Academic Exchange, has resulted in a more generic development: growing numbers of older faculty are productive, whether continuing to work on a full-time basis or becoming part of the much larger proportion of them moving on to emeritus retirement status. A related counter trend is the movement within many colleges and universities to engage in ways of enticing older faculty into retirement in order to open up scholarly lines for younger scholars.<sup>2</sup>

The result of these and related developments in higher education is that members of this older faculty group of emeriti/ae are more motivated than in the past to continue in their trained professional and productive lives or to explore new directions<sup>3</sup>, due in part to vastly increased informational resources. This group has more flexibility in terms of time and financial resources than in previous years. Results of our survey of ASU emeritus faculty provide extensive evidence of continued and productive academic research, instruction, and other professional activities. The benefits to the University of the ready availability of such a group, which holds a real allegiance to the institution, are substantial.

**In this proposal, we recommend that the Arizona Board of Regents recognize these needs and benefits by founding the Emeritus College at Arizona State University.**

This proposal was prepared by the Emeritus College (EC) Steering Committee, which was formed in December, 2003, by ASU Provost Milton Glick in response to a letter written earlier in the year to President Michael Crow by Emeritus Professor Richard Jacob. The letter suggested that, following the pattern established by several other universities, ASU create an emeritus college. The letter was referred to Provost Glick who, in the Summer of 2003, asked the leadership of the current Faculty Emeriti Association (FEA) to meet with Dr. Jacob and pursue the idea. FEA Past President, Dr. Joseph Wilkinson and incoming President Dr. John Bell, along with the FEA Executive Committee, saw the potential in such an entity and recommended that Provost Glick proceed with the formation of a steering committee to this end.

In his charge to the Steering Committee delivered at the first committee meeting, Provost Glick made it clear that both he and President Crow anticipated a proposal for an Emeritus College that “will help to distinguish ASU among America’s modern universities.”

The ECSC, whose members are listed on the title page, have met regularly since its inception with the firm goal of having a proposal ready for submission to the Provost by mid-June, 2004. As its first order of business, the ECSC, which the Provost’s Office had committed to assist in all ways possible, commissioned the University Evaluation Office to conduct a survey

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<sup>2</sup> E. Bianchi and J. Buggs, "The Merit of Emeritus," *Academic Exchange*, December 1999/January 2000, p. 2.

<sup>3</sup> See R. Atchley, "A continuity theory of aging", *Gerontologist*, 29: 183-190 (1989), for a discussion of the motivations for continued employment and/or volunteer activity of retired professionals. A recent study based upon Atchley's Continuity Theory and involving a large sample of retired faculty members from the University of California system demonstrates strong correlations between retirement and life satisfaction and factors that participation in an Emeritus College could, in part, provide. (S. Kim and D. C. Feldman, "Working in retirement: the antecedents of bridge employment and its consequences for quality of life in retirement", *Academy of Management Journal*, 43: 1195-1210 (2000).)

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of interest among all known ASU emeriti/emeritae, including those anticipating retirement in May, 2004.

The ECSC also established a working web site as a repository for documents and information essential to preparing its proposal. A public version of the web site, including a “Frequently Asked Questions” page, was posted in April. The address of this site is

<http://www.public.asu.edu/~rjjacob/ECPublic.html> .

The remainder of this proposal is contained in five additional sections plus appendices. In **Section 2**, we enumerate specific benefits of an emeritus college to individual emeritus faculty members, the University and the community. **Section 3** surveys the existence of emeritus colleges among the nation’s and the world’s colleges and universities. The survey of ASU emeriti/emeritae referred to above is described and its results reported upon in detail in **Section 4**. **Section 5** contains our central recommendations regarding the structure and policies of the EC. Finally, in **Section 6**, we propose the establishment of Centers, rather than departments, as the basic units of focus within the EC. A number of appendices contain additional detailed information relevant to the body of the proposal. Specific recommendations are shown in bold face wherever they appear throughout the proposal. It should be understood that the proposed Emeritus College is specified here in sufficient detail to permit its establishment in a minimal time period but with enough remaining unspecified to allow the EC to evolve flexibly under the guidance and creativity of those who would direct its course.

The Academic Senate of Arizona State University approved the following resolution on April 26, 2004:

*The Academic Senate wishes to recognize the commendable start-up effort on the Emeritus College Task Force and that the Senate looks forward to creative ideas from them on how to bring the considerable talents of the emeritus faculty to bear on the mission of the University.*

The Steering Committee extends its gratitude to the Academic Senate and outgoing President Anthony Garcia for this resolution.

We wish to recognize and express our gratitude to the Emeriti Faculty Association at ASU, which has a great tradition and provides an important social and service function for all ASU emeriti/emeritae. This year's FEA President, John Bell, serves on the EC Steering Committee (ECSC). We anticipate strong bonds of cooperation between the EC and the FEA, although the two organizations will retain their independence, each having its own unique mission.

We wish also to acknowledge the tremendously valuable assistance it has received from the following individuals and organizations: Vicki Harmon, Laurie Cohen and Steve Miller from the Office of University Evaluation; Loui Olivas and Jan Booker of the Provost’s Office; Elizabeth Redmon from AROHE and Roc Arnett of the East Valley Partnership.

## **Section 2. Functions and Benefits of an Emeritus College at ASU**

The Emeritus College will give a home and a focus to continued intellectual, creative and social engagement of retired faculty with the University. It will serve its member emeritus professors, the University, and the community as a clearinghouse for resources made available by both the membership and the University. It will provide an organizational base for official University ties and emeritus policy development, fostering consistency in these policies throughout the academic units of the University. It will provide and sponsor various opportunities for public service and for the intellectual growth of its members and their spouses or domestic partners.

### **A. Potential benefits to the University**

- Continued association with productive scientists, scholars and artists who have retired from their faculty positions but not from their disciplines, and who have developed over a career lifetime a loyalty to the University and to academic values;
- Mentoring of junior faculty, an important aspect of retention, enhanced by the participation of experienced and active retired faculty;
- Student advisement and mentoring;
- Opportunities for collaboration with the Honors College, e.g., advisement of Senior Theses.
- Freshman seminars and other elective courses at all levels, for which full-time faculty are not budgeted;
- Participation in special roles within University partnerships with schools and other community institutions;
- Teaching resources for “filling in” created by illness, sabbaticals, or budgetary shortfalls. The EC will work with the university administration to develop policies and protocols governing the *pro bono* and paid for services rendered by emeriti/ae.
- Collections and archives curators. Many retired faculty have left behind collections in which they have invested entire professional lives but which can lose value if they do not continue to receive expert attention. Departments often cannot afford to immediately acquire new personnel to maintain them.
- Department historians. Resources to produce accurate histories are seldom available to departments; emeriti/ae are uniquely qualified to do this work.

### **B. Potential benefits to the community**

- Public lecture or performance series from world renowned experts and artists who now can take time to broaden the scope of their speaking or performing in response to community interests;
- An organized source of expert consultant resources for both public and private institutions;
- Participation in a variety of University/community partnerships.

**C. Potential benefits to individual retirees**

- Opportunities to lecture, teach, or perform. Although retiring faculty often claim to be happy to get away from exams and homework, most will admit that the prospect of no longer teaching in the classroom is bittersweet at best because they have come to rely on teaching to maintain their own intellectual keenness and they miss the contact with bright young minds.
- Lecture series and other regularly scheduled activities in which they may participate either as presenter or as audience members;
- Opportunities to perform other forms of active service to the University;
- A venue for emeritus publications;
- Classes and organized tours for emeriti and partners;
- University sponsorship of research grant proposals;
- Up-to-date information on social, political, and financial issues of interest to retirees;
- Opportunities to participate in community service activities under the auspices of the University, providing an organizational structure under which to operate, such as contributing to University partnerships with schools and business and industry.



### Section 3. Precedents – Emeritus Organizations Nationally

This proposal is based upon the uniqueness of the retired professoriate and the changes in that body anticipated over the next several years. The question is: Can we capitalize on that uniqueness in formulating a plan that will optimally and mutually benefit the University, retiree and society? As an initial approach to answering the question, the ECSC conducted two surveys. One surveyed ASU emeriti/ae (see Section 4). The other was an informal survey<sup>4</sup> of other universities in the U.S. In addition, we examined a few regional and national organizations each of which included several universities. The reasons for the university survey were first, to analyze what other universities are doing and look for trends. Second, we looked for things not currently being done that might contribute to the general welfare. We looked particularly at activities that complement the growing “outward perspective” developing at most progressive universities. The final reason was to initiate an information center on emeritus activities to be kept by the office of the proposed Emeritus College.

Of value to us in conducting this survey was the Association of Retirement Organizations in Higher Education (AROHE), a relatively new (2002) association which fosters organizations such as the one we are proposing. The ECSC applied for membership on behalf of ASU and was admitted as an “organization in progress.” AROHE is holding a national meeting in October of this year, at which at least two members of the ECSC will deliver papers based upon this proposal.

In performing this survey, we studied the Internet pages of 26 U.S. universities. Most of the schools have some relationship with ASU, e.g., peer institutions and Pac 10 universities. However, three schools, Emory, Indiana and Yale were included because they have initiated very progressive programs.<sup>5</sup> Indeed, it was coverage of the Emory Emeritus College in the academic press that stimulated the original letter to President Crow.

The data were entered into a matrix (Appendix A.) The upper part of the matrix deals with general information about emeriti programs. The remaining parts deal with activities. These are divided into three parts: those that benefit the emeritus member, those that benefit the university, and those that benefit the general community. We recognize that these benefits are not mutually exclusive.

Some points to be gleaned from the general information section include:

- Most (81%) of the universities have some form of retired faculty organization.
- Emeritus organizations are a relatively new concept. The oldest (UCLA) was founded in 1967, the newest in 2003. The mean age is 18 years.

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<sup>4</sup> The National Survey Subcommittee consisted of Profs. Emeriti Ron Alvarado (Chair), Taki Atsumi, John Bell and Howard Voss.

<sup>5</sup> Several other universities with organizations similar to that which we propose were also identified. A list of links to such organizations is provided on the ECSC web site.

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- Two “Emeritus Colleges” are listed with that title. The first is at USC (1990) and is part of an Emeritus Center (1978). The USC Emeritus College “*seeks to facilitate the service of scholars to society.*” The new Emeritus College at Emory has a broader scope but includes in its mission “*---the enhancement of the welfare of emeriti and of the wider community.*” Several others have similar missions but have adopted other names.
- The driving force behind establishment of emeritus associations usually comes from one of two sources—grassroots or administration. Emory was grassroots. Yale was administration.<sup>6</sup>

The section on “member benefits” reveals a high density of positive marks (38%). The “score” column on the left margin is the sum of marks in each activity and reflects the prevalence of the activity among different universities. The score in the row at the bottom reflects the scope of activities at each university. A few noteworthy points:

- The primary function of emeritus organizations has historically been to secure and protect benefits of retirees. Many of these are now part of university policy and are lumped as one “activity.”
- Some of the “benefits” afforded emeriti/ae are not universal. For example, office space is almost always left to the discretion of the department chair. In some schools, the University President has put on record an open letter to chairs strongly urging accommodation of emeriti/ae; others are providing dedicated space for emeriti/ae. There is a growing recognition that getting emeriti/ae *back* onto campus is the critical step in strengthening emeritus participation.

One objective of this survey was to identify unique activities that might be particularly significant for ASU during a period of transition. Thus, there are some activities listed with no marks. We call attention to *mentorship training*. Mentoring is usually the first thing mentioned when the issue of activities for emeriti/ae arises. Unfortunately, evidence is accumulating that mentoring without proper training is frequently counterproductive. Developing a cadre of well trained, caring emeritus mentors focused on specific projects could be a very powerful resource. Another focus area could be K-12 education. This is another unmarked activity in the matrix and one we hope to pursue through a center in the EC at ASU

We have established that there are models and precedents for emeritus organizations similar to the one we propose. Some of these offer excellent organizational and programmatic suggestions, emulating which would be of benefit. But the Emeritus College at ASU is also charged with the responsibility of being a leader in this field. We believe this proposal sets the stage for meeting this challenge.

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<sup>6</sup> Actually, Yale was shamed into action. Prior to 1995, emeriti were largely ignored. This angered a noted Professor so much that he moved to another university. He later won a Nobel Prize and Yale vowed that this would never happen again. They invested 10 million dollars in the Koerner Emeritus Center.

### **Section 4. Survey of Interest among ASU Emeriti/Emeritae**

A subcommittee of the ECSC was appointed to determine the level of interest in the creation of an emeritus college among the emeritus faculty of Arizona State University and to solicit ideas concerning the projected nature of that college.<sup>7</sup> The University Evaluation Office was commissioned by the Office of the Provost to carry out the survey among known ASU emeriti/ae and faculty retiring in May, 2004. The survey instrument was prepared during January, 2004, with the able assistance of Vicki Harmon of the Office of University Evaluation and distributed to 819 emeritus faculty and about-to-retire tenured faculty. The final version of the survey's questionnaire provided the option of a "short form" (containing 10 items) or a "long form" which contained an additional 7 items, two of which were open-ended questions. Copies of the survey instrument and its cover letter are provided on the ECSC web site, along with the raw survey data differentiated between retired and about-to-retire respondents.

The total number of responses received was 279 (34% of the mailing list); 10 of these provided no useful information. Of the 279, 243 came from emeritus faculty already in retirement and 36 from the about-to-retire group. The results are summarily described below. Tables of responses to survey items appear as Appendix C.

#### **A. Principal functions and interest in an emeritus college.**

Of the 269 participants in the survey who provided useful information, just 26% chose to respond only to the abbreviated ("short") form of the survey instrument; the remaining 74% completed the entire questionnaire. This implies a general interest in the creation of an emeritus college, which is substantiated by data for responses to items #1 through #4 of the survey's questionnaire. These items alluded to principal functions of an emeritus college (#1) and general interest in its creation based on these activities (#2-#4). The principal functions proposed were:

- a. To enhance interaction between ASU emeriti/ae and the University;
- b. To integrate emeriti/ae into the life of the University;
- c. To provide expert service to the University;
- d. To serve as an agency through which the University could extend its intellectual reach to issues of national and global concern;
- e. To serve as an agency through which the University could extend its intellectual reach and penetration into issues of community or State concern;
- f. To provide opportunities for emeriti/ae to support the ongoing research, teaching and service missions of the University;
- g. To promote lifelong scholarship and research among its retired faculty;

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<sup>7</sup> The Subcommittee consisted of Profs. Emeriti/ae Winifred W. Doane (Chair), Fred Fehr, Leonard Gordon and Charles Elliott.

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- h. To facilitate the availability of scholars who wish to share their knowledge with the University and larger community;
- i. To provide a clearing-house for services performed by emeritus faculty on behalf of University entities.
- j. To provide a focus for intellectual exchange and productive scholarly activities;
- k. To serve as a focal point for collegial interactions;
- l. To serve the University's administration in an advisory capacity on emeritus issues and policies; and
- m. Fund-raising support activities.

The total number of responses to the above statements ranged between 205 and 252, depending on the given function. Positive responses to functions "a" through "l" were exceptionally high, agreement ranging from 83.3% to 97.6%. However, item "m", "fund-raising support activities," was favored by only 45% of the respondents.

Eighty-six percent of the emeriti/ae who responded to item #2 of the survey instrument agreed that "...there are some functions and activities that would make an emeritus college attractive...", and 34% agreed highly. A similar percentage of those responding to item #3 agreed that they "...would likely affiliate...with an emeritus college if it provided opportunities, functions and activities of interest...", with 35% highly agreeing.

### **B. Profiles of respondents**

Items #5-10 addressed demographics and personal profiles. They can be summarized as follows:

Respondent's home department. The survey participants represented a broad spectrum of disciplines and fields of interest. A total of 78 different departments were represented by the 251 emeriti/ae who responded to item #5. Double-digit figures were found for English, Nursing, and University libraries.

Years employed at ASU. Responding emeriti/ae were employed by the University anywhere from 3 to 41 years, representing a total of 6,564 years of service by this group of respondents. A graph depicting these data (Figure 1) reveals a distribution that describes a normal curve skewed toward higher numbers of years in ASU employment, the peak years being between 26 and 30.

Retirement year. The year of retirement for the 253 respondents to item #7 spanned a period from 1968 to 2004. The distribution of respondents is heavily weighted toward fewer years into retirement, most having retired between the years 1995 and 2003.

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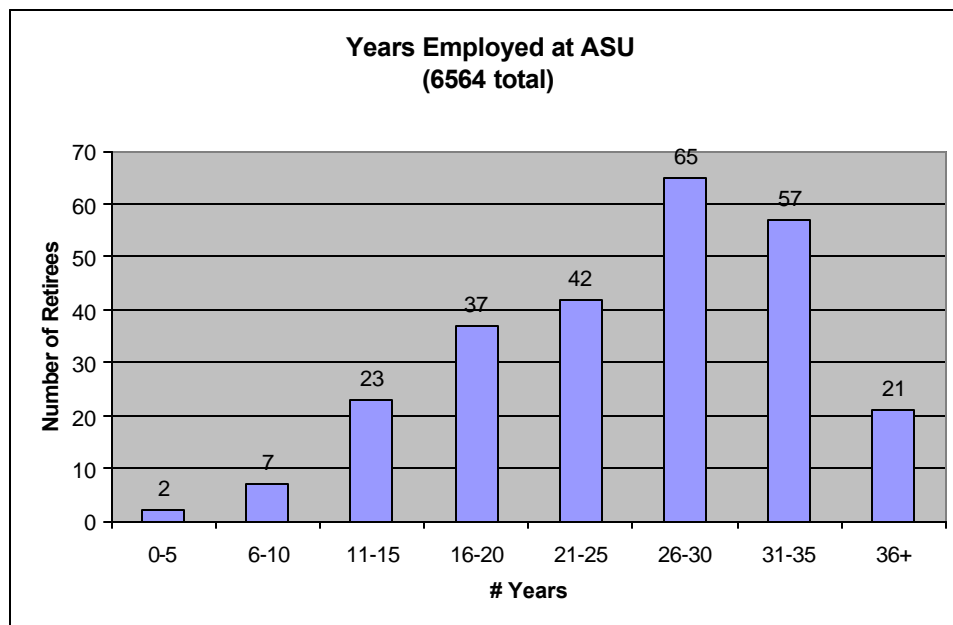


Figure 1. Respondent Service to ASU

“Adjunct” emeritus faculty. It is noteworthy that a significant majority (71%) of responses (230) to item #10 support the idea that the Emeritus College could include a membership category for emeritus faculty from other institutions who live all or part of the year in Arizona.

### C. Level of emeritus interest in ASU missions and engagement in them since retirement

Educational mission of the University. Sixteen different activities of possible interest to emeritus faculty are listed in survey item #11. These relate to the educational mission of the University, e.g., student advising during class registration, substitute teaching, guest lecturing, advising/mentoring, tutoring, ASU recruitment efforts, teaching, reviewing scholarship applications, service on thesis/dissertation committees or on final dissertation exams, helping faculty, and serving as historian or curator. The levels of interest in the listed topics (cf. Appendix C) range from 46% down to 6%. The number of responses to given topics varied from 140 to 154. Other individual write-in topics (some of which were covered by items #12-#14) are provided in the footnote to this table in Appendix C.

Emeritus engagement since retirement in the above activities ranged from 38% (advising/mentoring graduate students) to 3% (curator). For all 16 activities listed, the percentage of interest expressed was greater than the percentage of active engagement in the given activity. This suggests an untapped pool among emeritus faculty for potential service to the educational goals of the University.

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It should be understood that majority interest in any single educational or service activity is not essential in order for those who *are* interested to participate in it. The survey shows, in fact, sizeable populations of potential EC members are interested in almost all of the proposed service activities.

University Involvement. Activities viewed as potential areas of service to the University by EC members are listed in the tabulation of responses to survey item #12. These include serving on university-wide committees, serving on an advisory committee to the administration on emeritus issues, giving campus tours, meeting with legislators and participating in fund raising activities. Interest in these activities among the 147 emeriti/ae who responded to this question varied between 8% and 30%, suggesting minimal to low interest in pursuing them. The level of participation in these services since retirement underscores that the large majority of respondents have little interest in pursuing this course but, again, the interest seems to exceed the actual participation in these service, with one exception – fund raising. In the latter case, a higher percentage (17%) was actually involved in this activity than expressed strong interest in it (8%). This is consistent with the responses to item #2.m discussed above.

Service to Non-ASU Entities. The levels of interest in each of the four listed extra university services (item #13), as well as actual involvement in these activities since retirement, were roughly divided 50:50 within each category, although service to local communities was apparently favored. The categories include: participation in organized study of issues important to the local, national or global community, volunteering in the local community, speaking at community, state, national or international functions, and consulting services.

### **D. Benefits to emeriti/ae**

Items #14 and #15 dealt with services and activities provided by an emeritus college that would benefit the individual member. In some cases there would be a critical mass of interested membership required for the particular activity or service to be feasible. We draw no feasibility conclusions here, however.

Intellectual and Social Interests Related to Scholarly Research. The highest interest expressed among emeritus faculty was for engaging in studies and research of personal interest (75% “Greater Interest”) and in meeting with others to hear lectures in areas of common interest (72%). Several other activities listed in response to item #14 (Appendix C) were of considerable interest as well. These included: learning about areas of personal interest outside one’s discipline (68%), experimenting in new ideas and knowledge (64%), engaging in the study of new and original subject matter (62%) and in collegial activities and interactions (52%), collaborating in research activities (50%), and leading a seminar on an area of personal interest (40%). Working on sponsored projects received the least level of interest (30%). As with activities discussed earlier, survey results suggest that there is greater interest among the emeriti/ae in these activities than is reflected in their participation in them since retirement.

Services provided to EC members. Of the suggested services that an emeritus college might provide to its members (item #15, Appendix C), the majority of respondents either already have them or do not need them. Travel funds for active involvement in academic meetings or

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conferences ranked highest among responses in the “like to have” column (39%). Other items desired ranged from 16% (venue to present work,) down to 9% (access to a computer shared with others.) The remaining services desired include: a research assistant with grant support (14%), internet access/email account (14%), computer used only by the emeritus member (13%), and office space (12%). In spite of the indicated low levels, in individual cases the need may be acute and the EC should evaluate the proffered benefit on the basis of its potential productivity in the hands of a single or small number of scholars.

### E. Responses to open-ended survey questions

The full text of responses to survey items #16 and #17 can be found on the ECSC web site. The former asked, “What innovative and creative ideas do you wish to share about how the Emeritus College could support ASU’s move toward the *New American University*?”, as presented in President Michael Crow’s inaugural address. Item #17 asked the respondent to “Briefly describe a special interest you have in, or offering you could make to, the Emeritus College”.

The responses to these open-ended queries were overwhelmingly positive and supportive of the idea of establishing an emeritus college. However, respondents are generally very active in a wide range of activities at the present time. This might limit their time for college work, unless they can tie it together with current activities. Only two responses were negative about the creation of the college.

The following list includes areas of activity for the EC that were suggested for consideration by respondents. It is not comprehensive and some items were more or less covered by the other parts of the survey’s questionnaire.

- Research support
- Art, music and languages
- Foreign travel and related activities
- Mentoring graduate students and younger faculty
- Being a resource in many areas of expertise
- Utilizing the expertise of emeritus faculty through their contacts in other universities and foreign countries
- Teaching special seminars and short courses
- Taking classes
- Providing office space
- Elderhostel
- Outreach to the community...to underserved populations, community colleges, public school and various agencies.

Because of the open-ended nature of the questions, there was little consensus, very few respondents mentioning the same activity. We found this diversity of written responses to be encouraging.

### **F. Statistical analyses**

As described in Appendix B, results of statistical analyses provide support for viewing the overall conclusions of this study in terms of the traditional categories of faculty involvement in College and University activities. Results of factor analysis appear consistent with the usual breakdown of responsibilities of an active educational program to promote scholarly activity, the pursuit of knowledge by way of study, research and teaching, and the implementation of services in the community and society at large. These results are also consistent with the view that an emeritus college of greatest attractiveness to prospective participants includes an emphasis on providing for “the study of new and original subject matter” and “experimenting in new ideas and knowledge.” The seeking of funds for new and creative ventures would seem to appeal to some potential members of the EC while helping to sustain the goals of the University. An organized subsection or subgroup of emeritus faculty might function as a collaborative unit under the aegis of an EC Center (see Section 6).

Some statistical support was also found for the idea that emeritus interest in taking part in an array of university functions is greater than current involvement in them. Many who have not already, as emeriti/ae, taken part in these functions indicate a moderate to high interest in doing so. Again, the concept of the EC as facilitator is bolstered.

Moreover, while a substantial number of respondents appear to seek aperiodic, as compared to regular, involvement in activities of an emeritus college, there appeared sufficient numbers of respondents attracted to at least some of the functions on a regular weekly basis. Commitment will likely be variable depending on the nature of the possible involvement, as specified by particular projects that evolve during the course of development of the EC.



## **Section 5. Proposed Emeritus College Structure and Organization**

We propose in this Section an administrative structure and organization for the EC that will ensure a sound basis for its operation and for meeting its goals while providing sufficient initial flexibility to allow growth to occur along opportunistic lines. We also propose adequate physical and financial resources to permit the EC to begin to function as soon as it is established.

### **A. Emeritus College membership criteria**

Membership in the EC should be open to all who have something to bring to it or who have something they can take from it. The scholarly and creative abilities possessed by ASU's emeritus faculty members have been amply demonstrated throughout their careers. Our assumption must be that an expression of interest in being affiliated with the EC is accompanied by knowledge and skills with which to deliver mutual benefit. **We recommend that eligibility for membership in the Emeritus College be universal for all duly designated emeriti and emeritae of Arizona State University and at all of its campuses.**

Among the large retirement populations in Metropolitan Phoenix live many retired faculty from institutions of higher learning throughout the nation and, indeed, the world. We anticipate that there will be those among this number who would have an interest in participating in the EC. We also believe that this would be of significant benefit to the University as well as to the college members with ASU credentials. Keeping in mind that not all institutions have the same levels of programs and expectations for their faculties, we recognize the necessity of a quality-based screening for such applicants. **We recommend that retired faculty from other 4-year colleges and universities, upon application, may be admitted as Adjunct Emeritus Faculty in the Emeritus College at ASU provided that they are recognized by their respective institutions by the emeritus rank and that their professional records indicate the likelihood that they would have attained tenure had they been faculty members at ASU.**

### **B. Administrative structure**

**We propose that the Emeritus College be an official academic unit within the University with all the appropriate benefits, distinctions and obligations that accompany such a designation.** Although the EC would differ from others in that it would admit no students, sponsor no curriculum and award no degrees, its several other functions argue that it have official status with an administrative leader with the rank and title of Dean. **We propose that the Dean of the Emeritus College be selected from the ranks of ASU emeriti/emertae, that he or she be appointed with a 49% of full-time contract and that compensation be determined by agreement between the Dean and the University.** This compensation could be as little as a token amount ("\$1 per year") or as much as 49% of a suitable salary for a Dean with like responsibilities. (It is our opinion that serving as Dean should not interrupt the individual's status as a retiree.) The Dean would serve, as is the case for all deans, at the pleasure of the University's President.

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To assist the Dean with the day-to-day function of the EC, **we propose a staff consisting of a full-time Administrative Assistant and one full-time Clerical Assistant/Receptionist.**

The Dean of the Emeritus College should seek and receive advice and counsel systematically from a group of member emeriti/emerae. **We propose a Dean's Advisory Council consisting of the directors of Emeritus College Centers** (see Section 6 below) **and other college members as prescribed by the Emeritus College By-Laws** (to be written and adopted during the first year of the EC's existence.) This Advisory Council would, among other things, review applications for membership in the EC and proposals for use of EC resources.

### **C. Physical facilities**

A physical home for the EC is essential. **To be included among the Emeritus College's physical facilities, we recommend:**

- **An administrative office suite with offices for the Dean and the Administrative Assistant.** The Clerical Assistant would have a desk in the receptionist area.
- **A conference room which would also serve as a lounge or day room.**
- **A suite of open, flexible-use, work carrels, equipped with computers and broadband access,** available to EC members on an as-needed basis. We suggest six such carrels.
- **A suite of closed studies, equipped with computers and broadband access,** available for extended use by Emeritus College members on a competitive basis. We suggest six such studies.
- **Classroom space for meetings and seminars.**
- **Space (app. 800 SF) for a mentoring center and Center cubicles.**

The total proposed space is 2,752 SF. Schematics are shown in Appendix D.

### **D. Ways and means**

**The basic financing wherewithal of the Emeritus College will have to rely on University budget appropriations.** This must be justified by the case that the EC will serve the University's mission in a valuable capacity. We believe this case is made. A hypothetical budget for a typical early year in the EC's history is provided in Appendix E. **However, beyond the fundamental budgetary obligations of the minimal administrative staff, operations and facilities, Emeritus College expenses should be met by external funding, including gifts, grants and, ultimately, earnings from an endowment fund.**

A principal responsibility of the Emeritus College Dean will be to work with the ASU Foundation and Development offices to seek gifts to support the College's activities. In particular, **we recommend the establishment of an Emeritus College Endowment Fund.**

The issue of member dues was raised in the Survey of ASU emeriti/ae. The response, unsurprisingly, was 2 to 1 against dues. Nevertheless, the Committee believes that an annual expression of earnestness in one's membership in the EC as expressed by modest dues would be of value. **We propose annual dues of \$30. We recommend further that the proceeds from**

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**dues be allocated specifically in the following manner: 50% to the EC Endowment Fund and 50% to a fund from which EC members may be awarded travel stipends to conferences and meetings in which they are actively participating.**

There are also foreseeable opportunities for EC members to seek external funding, governmental and otherwise, to support, under the aegis of the EC, specific activities and projects as individuals and as Emeritus College Centers. **We recommend that such external funding be vigorously sought.**

### Section 6. Centers within the Emeritus College

The EC will differ from other colleges within the University in many ways, the most visible being the absence of curricula, classes, degrees to award, and a student body. It also will be universal in its representation of disciplines; we anticipate members from virtually every academic department within the University. Thus, it is not reasonable to organize the EC into departments. We take, rather, the “Center” approach, which has worked effectively throughout the university to bring together faculty from several disciplines into a unit with a mission-oriented thrust. This is the nature of the centers we propose. **Through the Emeritus College Centers, the EC will encourage a range and variety of possible emeritus faculty interests and projects.** We emphasize, however, that individual activity need not be associated with any particular center. A member of the EC could choose to be active in one or more of the centers or in none of them at all, independently pursuing his or her interests generally under the umbrella of the College.

Center directors would come from the ranks of EC members and normally would be volunteers, appointed by the EC Dean. They would serve on the EC Dean’s Advisory Council.

The following are examples of the kinds of centers that the ECSC believes would attract activity within the EC. We feel that they could very well “grow legs” and we earnestly put them forward. However, the centers that eventuate will reflect the levels of interest among the EC membership as well as issues that come to the fore in dialogue between the EC and the university community.

#### A. The Center for Mentoring

Among the most significant values of the EC to the university community is its potential to provide experienced mentors for faculty and students. The Center for Mentoring would assume the manifold tasks of being a mentor match-making agency, a training center for mentors (including those among active faculty and staff who wish to improve their skills in this area) and a facilitator of research in academic mentoring. An important dimension of the Center’s mission will be the mentoring of female and minority faculty members for retention and career success.

The Mentoring Center will operate from a cluster of office cubicles that will be open at announced periods of time for walk-in activity, but most of the mentoring will be initiated by appointment. The Center will be administered by a Director whose services will be voluntary. Remuneration of Center members would be possible to the extent that external or institutional funding is generated for mentoring activities and research.

#### B. The Center for Issues in K–12 Education

The K-12 Center will be organized to solicit the involvement of retired faculty members in activities relating to issues of public, private, and charter schools in the metropolitan Phoenix area and around the state of Arizona. There are always needs for persons who can adapt knowl-

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edge of their disciplines to learning levels of young people, who can assist teachers to develop learning/teaching strategies that improve the learning performance of students, and who can become effective influences for the improvement of educational policies. The Center will, for example:

- Join partnerships that address the educational needs of local communities, e.g.,
  - The *P-20* Program of **Greater Phoenix Leadership**,
  - The *Stay in School Initiative* of the **Arizona Commission for Postsecondary Education**,
  - The drop-out study currently coordinated by **The Center for the Future of Arizona** under Dr. Lattie Coor,
  - The project, *Embracing Infinite Possibilities: ASU University-School Partnerships*, being developed by Dean Eugene Garcia of the **College of Education**, and
  - The **ASU Faculty Ambassadors Program** of outreach to secondary schools, administered by the **College of Liberal Arts and Sciences Office for Academic Programs**.
- Develop a clearinghouse to match schools that have needs with emeriti/ae who are interested in working with those schools.
- Provide specialists in particular subject areas as advisors to school curriculum planning.
- Conduct conferences, workshops, and seminars on current educational issues, possibly in collaboration with such educational entities as the Arizona Department of Education, the ASU College of Education, or local school districts.
- Recruit emeriti to produce programs (lessons) on special topics of interest to schools and teachers.

### C. The Center for Innovation in Teaching

Throughout lengthy careers in teaching, most emeriti/ae have generated ideas for more effective instruction which, for several reasons, they were unable to test or implement. In retirement, many of these reasons no longer exist. With appropriate opportunities and institutional support, the emeritus professor may now experiment more freely and creatively with these ideas. The Center for Innovativeness in Teaching would foster creativity in teaching by hosting sponsored projects, seminars and conferences.

Of particular interest to some emeriti/ae is the internet revolution in instruction. The Center, in cooperation with the University, could provide facilities and equipment for experimentation in this area, especially with nonstandard courses.

### D. The Center for ASU History and Tradition

Few academic departments and colleges within the University have had their histories compiled and written by individuals who have experienced first hand most of the unit's existence. To provide the wherewithal to do this by the individuals most suited for it is an opportunity the University will not longer have as its units reach beyond the half-century mark of their existence and their original faculties have passed away. As ASU evolves into a modern multi-campus University, it will become increasingly difficult for it to relate to its roots. The Center for

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ASU History and Tradition will seek external funding to support, with honoraria and technical assistance, those emeriti/ae who would be attracted by this opportunity to chronicle the early years of their respective departments and colleges.

### **E. The Center for Emeritus Publications (“The ASU Emeritus College Press”)**

Publication venues become a problem to many emeriti/ae who no longer have access to institutional funds for publication costs or to clerical staff for production assistance. We envision the “ASU Emeritus College Press,” staffed by volunteers, which would assist emeriti/ae in having their works published. This office would provide electronic publishing capabilities, including word processing facilities and, to begin with, voluntary expertise. Publications – articles and monographs – would be stored in electronic media until hard copies for distribution were desired. Final production of hard copies would be contracted out to local photocopying concerns. The Center would assist authors in locating financial support for hard copy production.

Before being published under the imprimatur of “The ASU Emeritus College Press,” a document would be subject to a reviewing process to ensure the quality and standards required by any major academic publisher.

The Center for Emeritus Publications would also stand ready to assist emeriti/ae in finding funds for the payment of page charges in professional journals.

**Appendix A. Survey of Emeritus Organizations**

## **Appendix B. Detailed Evaluation of Local Survey Results**



## **Appendix C. Local Survey Data**

**Appendix D. Emeritus College Physical Facilities**

## **Appendix E. Hypothetical Budget**