A grant of money to educate retiring faculty

By Amy Strage & Joan Merdinger

Two years ago, SJSU received a grant from the American Council on Education (ACE) and the Alfred P. Sloan Foundation (Sloan) for the specific purpose of helping faculty make the transition from full-time work to full time retirement. Since then, SJSU ERFA has partnered with the SJSU Center for Faculty Development to implement this award and we’d like to let you know what we have been doing with it.

One of our first initiatives was the “Video Transitions Project.” We’ve completed video interviews with 16 retired faculty members in which they describe their own personal transitions into retirement with important lessons learned and suggestions for faculty who anticipate retiring. Our purpose for creating the videos was to provide information to currently employed faculty members who may be considering retirement, but are reluctant to “tip their hand” by asking questions about it, and their desire to keep such questions in confidence. These interviews are with your SJSU colleagues and we invite you to view them on the following webpage: http://www.sjsu.edu/cfd/rtp/career-planning/interviews-retired-sjsufaculty/

Secondly, this ACE/Sloan grant has allowed us to create a series of “Financial Literacy” video modules. We were delighted to be joined in this effort by two colleagues from our College of Business, Drs. Marco Pagani and Stoyu Ivanov. These modules allow faculty at all stages of their careers to understand the importance of financial planning in order to fund a successful retirement. We hope you will go to the following webpage to view the modules: http://www.sjsu.edu/cfd/rtp/financial-literacy/index.html

A third outcome of the award was a chapter we wrote about SJSU’s policies and programs, entitled, “Planning a Graceful Exit to Retirement and Beyond: The San José State University Way.” The monograph is included in the

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**The Walt Disney Family Museum**

*San Francisco, CA*

The Walt Disney Family Museum brings to life Walt Disney's life and work through a variety of exhibits and programs, offering visitors a glimpse into the creative process behind some of the most beloved characters and stories in entertainment history.

**Location:**

The museum is located at 1010 Washington Street, San Francisco, CA 94109.

**Hours:**

Museum hours vary, so please check the website for the most up-to-date information.

**Admission:**

Free for all on the last Sunday of each month; regular admission is $10 for adults, $8 for seniors, students, and children ages 3 to 10. Children under 3 are admitted free.

**Behind the Scenes:**

The museum offers behind-the-scenes tours and educational programs for groups and individuals interested in learning more about Walt Disney's life and work.

**Gift Shop:**

The museum gift shop offers a variety of merchandise inspired by Walt Disney's life and work, including books, toys, and souvenirs.

**Website:**

[The Walt Disney Family Museum website](http://www.waltdisneyfamilymuseum.org)

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**By Peter Buzanski (Academic Senate)**

The SJSU ERFA Newsletter includes an article by Peter Buzanski, which discusses the SJSU ERFA's work on the University and Academic Senate Report. The report outlines changes and initiatives at national conferences, including the Senate's focus on academic freedom and professional responsibility. The new policy provides that "Faculty emeriti will be listed in a position of honor on a prominent University website and in appropriate University publications." Further, Faculty Emeriti will be permitted to keep and continue to use their official SJSU email accounts.

Regarding the current Senate’s formation of a new committee which brings together members of the tower Foundation, the Board of Academic Senate, and the Senate policy committee. This policy is unknown at the time of publication. The first policy is intended to provide greater clarity regarding the responsibilities and rights of faculty members retiring from the university. The second policy deals with thelatin designation of emeriti and emerita. Among the significant terms are that in "special circumstances, there are cases where the Senate or the Association for emeriti and retired faculty, the new policy includes that "emeritus" designation for everyone ("emeriti" in plural). Our SJSU-ERFA provided significant input. Among the statewide differences, there are cases where the Senate or the Association for emeriti and retired faculty, the new policy includes that "emeritus" designation for everyone ("emeriti" in plural). Our SJSU-ERFA provided significant input. Among the statewide differences, there are cases where the Senate or the Association for emeriti and retired faculty, the new policy includes that "emeritus" designation for everyone ("emeriti" in plural). Our SJSU-ERFA provided significant input. Among the statewide differences, there are cases where the Senate or the Association for emeriti and retired faculty, the new policy includes that "emeritus" designation for everyone ("emeriti" in plural).

**By Carol Christensen (SJU-ERFA Webmaster)**

Several years ago the SJSU ERFA Board sought a way to quickly communicate with members and decided to establish an email distribution list through Yahoo groups. The Board approved the list primarily for (1) announcements and reminders of upcoming SJSU ERFA events, and (2) news about SJSU ERFA members, other SJSU retired faculty and staff, and related organizations such as CalPERS, CSU-ERFA, or SJU. For those purposes, any member on the list can post an announcement of general interest. About 3-5 messages are posted each month, with most being announcements or reminders of SJSU ERFA related events. To join the list, just send an email to SJSU-ERFA-subscribe@yahoogroups.com. If you have questions, please email Carol Christensen at chris26@pacbell.net.
Miss Bankard and Mrs. Sanders . . .

By Arlene Naylor Okerlund

I have always venerated teachers. They have assured that my 76-year odyssey through life has been fascinating and challenging, both personally and professionally. During my own career at San José State, colleagues facilitated that journey. Marion Richards, one of several treasured mentors in the English Department, welcomed me to campus in 1969 with her typical shrewd wisdom: “San José State is a good university for a career. It is large enough so that you can find friends and colleagues you genuinely like and with whom you want to spend time. And it is large enough that you can avoid those whom you don’t.”

At SJSU, I encountered fascinating friends and areas of knowledge that I never knew existed when growing up in our hometow of 1,800 people. That’s why I never understood those colleagues—fortuitously few—who seemed unhappy to be teaching at SJSU. Usually, they thought they deserved better: a more prestigious school, colleagues—fortunately few—who had decreed that Freshman Algebra was a rural high school job at $1500 a year was a blessing. My guess is that Miss Bankard taught her preferred course, unchallenged by the Board of Education. Her teaching techniques were significantly different. When we arrived in class with homework completed, eight students were randomly appointed each day and sent to the blackboard, where we each chalked one of the assigned problems with our solution. One by one, we explained to the class how we solved an equation or proved a theorem. When we made mistakes, Miss Bankard corrected them, and the entire class learned from the student-teacher demonstration.

One day in Geometry, there was a particularly difficult theorem. I struggled with it for hours during that night’s homework. No success! But I did concoct an answer because I lived in fear of the next day’s blackboard presentation. Next morning, during homeroom, everyone taking Geometry was frantic because no one had derived the theorem satisfactorily. But since my answer seemed more plausible than anyone else could imagine, everyone copied my homework.

How relieved I was that Miss Bankard did not call on me during blackboard presentation! Another classmate who had copied my completely wrong answer wrote it on the board, but did not have a clue about the problem. No problem. Miss Bankard called on another student. That student wrote the exact same incorrect solution on the board. Miss Bankard called on a third, then one by one, she went around the class, all students admitting they had the same answer. Tension and fear increased exponentially. Finally, Miss Bankard stopped, faced the class, and uttered the dreadful words: “OK. WHO did the homework?”

There was absolute silence. In 1955 at Taneytown High School, copying another fellow’s homework was not a concept. It was called “CHEATING.” All students looked down at their desks. More silence. Miss Bankard stood in stony stillness. Finally, I slowly raised my hand. I expected—I knew not what, since the crime was so severe. To my surprise, Miss Bankard simply looked hard at me, turned to the blackboard, and demonstrated how to solve the theorem.

That day I learned not to fear Miss Bankard. My respect for her has grown every day of my life—augmented by gratitude that she insisted that students in a rural high school learn as much mathematics as their more privileged counterparts in fancier schools. Through undergraduate classes at the University of Maryland and Ph.D. studies at the University of California, San Diego, I never had a better teacher.

Mrs. Sanders, a wholly different person, introduced me to Shakespeare. In our 10th grade English class, we studied Macbeth. In addition to reading the play, we each had to write a report, which we presented orally to the class.
Chat Room . . .

writes, “As I approach 90, ‘I don’t Carol in Arizona. Jenifer in NYC and stepdaughter children are scattered:  son Charlie and her family in Pacifica.  Her a resident there, and occasional visits with her sister Katharine, also Tilia.  Highlights of her week are The Terraces in Los Gatos with continues to enjoy quiet days at Monarch Dunes.  This summer she Treasurer of the Friends of the in Nipomo, CA, she serves as ‘11) recently took part in the ACE/ Maybe one of us gets up.  Then would only tell their psychiatrists.”

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Internet for his newspaper before a book signing for his Going to My Memoria “A Time Machine” on the Internet (Universe), 09. Gordon’s sense of humor came through strongly. Some samples: “Memoir writing is such a widespread affliction these days that it could be classified as a disease. . . .  I... am a victim.  Day after day I have a persistent need to come clean, spill the whole works and tell the world what normal people would only tell their psychiatrists.” He also outlined his daily routine as an octogenarian: “7:30 a.m. Maybe one of us up. Then we spend a half-hour taking pills”

Phyllis Connolly (Nursing, 1969) recently took part in the ACE/ Sloan Project Retirement Podcast (available at the SJSU Academic Affairs website). Currently living in Nipomo, CA, she now is a Treasurer of the Friends of the Nipomo Library and is a member of the Monarch Butterfly Habitat at Monarch Dunes. This summer she visited the Scandinavian capital cities with Road Scholars. ”

Patricia Burns (widow of Bert Burns, 1946) continues to enjoy quiet days at The Terraces in Los Gatos with her daughter Vivien and husband Tiila. Highlights of her week are visits with her sister Katharine, also a resident there, and occasional Sunday lunches with her lifelong friend William L. and his family in Pacifica. Her children are scattered: son Charlie lives in Costa Rica, daughter Jennifer in NYC and stepdaughter Carol in Arizona.

Marion Richards (English, ’88) writes, “As I approach 90, I don’t get around much anymore.”  She still goes to the SF symphony and ballet, but “since I’m disabled, I get on a cane or ‘walker’, I don’t go far without a companion—my daughter, Nina.  Her and I are with my daughter, Nina.  Says, “my mother can still speak six languages, but her mental acuity is changing, making it more difficult to function day to day.” Nonetheless, Marion is still eager to stay engaged with SJSU-ERFA colleagues.

Robert Spicher (Civil Engineering, ’89) enjoys living in the Saddlebrooke Retirement Community in Tucson, AZ. He regrets that back, hip and knee problems have made him give up golf—“for now,” he says—but he still takes part in two putting groups. His recent trips include Sedona, Pinetop, Cave Creek, AZ, and Oceanside, CA.

Joanne Rife (University Relations, ’92) visited Australia in April with her daughter Angela, who now lives in Sarasota, FL. They stayed with her granddaughter in Melbourne and toured the Great Ocean Road. In Sydney she attended a concert at the iconic Sydney Opera House and climbed the Sydney Harbor Bridge, which she says is the longest single-span bridge in the world. “I am the same age as the bridge,” she writes.

Roger Muzzy (Music, ’88) now lives in Pasadena, CA, near his daughter, Anne, and her family. The Muzzys live only a few blocks from the Rose Bowl football stadium. As a grad student at the Univ. of Wisconsin in 1952, Roger was one of the arrangers for the marching band that accompanied her husband to the Rose Bowl. “How ironic to be living in the midst of all that activity once again,” he says.

Richard Post (Mathematics, ’84) remains active as a volunteer at the Consignment Store in Carmel and as a docent at the Point Sur Lighthouse. He walks 4-6 miles a day in Carmel, Pacific Grove, and “other neat places.”

Robert Spaulding (Education, ’86) spends his days mostly at home, but recently flew with his daughter, Cheney, to visit his son Tom in Roscoe, IL. His son and his family operate a demonstration farm (“Angelic Organics”) which was featured in a film called “Farmer.”

David McNeil (History, ’05) spent three weeks at his place in Tuscany, followed by a whirlwind tour of Barcelona, Madrid and cruised the Mediterranean. He says that he loves the outdoors, fishing and camping with his family. He also enjoys church choir and taking students on field trips. He is survived by his wife, Marilyn, four sons, five grandchildren and one great granddaughter.

Thomas Tutko (Psychology) passed away peacefully on November 6, 2014, in Aptos, CA, at the age of 83. Born in Gallitzin, PA, he joined the Marines after high school, and then went on to earn a doctorate in Psychology at Northwestern University. He came to SJSU in 1961 and taught a variety of psychology classes. Always popular with students for his lively personality, he was nominated for the “Distinguished Teaching Award” more than once, an energetic, witty public speaker with a strong passion for sports. He was known to give speeches all over the US and on popular TV shows, including Johnny Carson’s. He wrote five books, including one with his colleague Bruce Olgivie, Problem Athletes and How to Handle Them, in which they presented a motivational inventory test designed to improve athletic performance. Tutko worked with several professional teams, including the SF 49ers and Minnesota Vikings. He was behind his loving wife Kathy, several children and grandchildren, and a beloved caregiver of seven years, Jose Alvarez Zamora of Aptos. . . .

Dominique van Hooft (Foreign Languages) passed away on October 30, 2014, after a long battle with cancer, at the age of 65. Born in Besancon, France, she took her BA in English at the University of Besancon, then earned her MA (1975) and Ph.D (1985) in French Literature at Brown University. She came to SJSU in 1989 after having taught at San Francisco State University and the College of Notre Dame in Belmont. She taught French literature and was a favorite of students. A role model for many students and inspired many of them, she also was a caring mother-figure who occasionally brought cookies to class. She served as Chair of the Department of World Languages and Literature from 2003-12, and was a member of the Academic Senate. She was also a member of Palmes Academique, a prestigious honorary society established by University of Paris. In 2005, she received the Distinguished Teaching Award. She was a member of a prestigious honorary society, the American Association of Teachers of French. She published numerous articles on French writing and painting and co-authored a best-selling Intermediate French textbook, En Bonne Forme. Dominique leaves behind a large family consisting of her husband Walter, her two sons, her parents, and eight sisters and one brother.

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before submitting it to the teacher for grading. I chose to prove that Shakespeare did not write those plays. Indeed, those so-called “Shakespearean plays”—all of them!—were written by Christopher Marlowe.

My research was impeccable. I had read an article in Reader's Digest. By the end of my report, every student in our English class was convinced. Miss Sanders smiled, thanked me, and told the class that my research raised “some very interesting points.” After graduating from high school, I visited Mrs. Sanders every summer when I went home to see my parents. We laughed about my Macbeth report, and she was thrilled when I told her that my life-long devotion to the Bard began in her English class. Until her death, Mrs. Sanders followed my career through graduate school and on to San José State. She would be doubly pleased to learn that I am still teaching Shakespeare today.

Miss Bankard and Mrs. Sanders represent the best of the teaching profession. They cared not a whit that their students were mostly the children of farmers and factory workers—or that they taught in an obscure school in the foothills of western Maryland. They arrived at school every day determined to challenge students to the limits of their abilities. I cannot think of a greater privilege—or richer life—than to follow in the footsteps of Miss Bankard and Mrs. Sanders.