Reflections

Advances in technology have had an undeniable impact on education and research, but my sense is that it has been less so for education than for research. In almost all fields, research has kept pace with technology, one driving the other. Not so with education. The tools we have developed to gain new knowledge have outpaced the development of tools we use to communicate knowledge.

Some say education is no different today than it was 300 years ago. While this is an overstatement, it has a grain of truth. When active as a UC faculty member, I routinely retired old computers, instrumentation, books, and any technical aids made obsolete by updated versions. The one indispensable teaching tool that I never abandoned was a piece of fat chalk, white or yellow, that made thick, easily erasable marks clearly visible to everyone in large lecture halls – an essential tool in classes with enrollments frequently in the hundreds. It was messy – chalk dust everywhere – but it was effective, and the advent of whiteboards and brightly colored marker pens was no improvement.

Disappearing Innovations

Chalkboards and whiteboards are still around, but there are now many newer communication tools, often more powerful but supplementary at best. Some have already come-and gone (slide projectors, overhead projectors, film projectors, cassette players and VCR’s for audio and video tapes). Classrooms were outfitted to utilize these technological innovations but they must now link with digital formats to utilize the power of computers and the Internet. The computer is well entrenched as the primary tool to facilitate and enhance the learning process using a combination of text, graphics, sound and video. Notwithstanding Apples’ Steve Jobs’ distaste of PowerPoint, few of us have not used it to supplement our lectures. More generally, few of us have not used CDs and DVDs as learning tools. Yet they too are on the way out.

The Challenge for Textbooks

Textbooks are age-old learning tools, but they also need to change with the times. Print versions of basic texts are too costly, too heavy, too loaded with content, and impossible to update in a timely manner. The solution to these drawbacks may be the e-book, made all the more feasible with the advent of the iPad and similar tablets. Like the music industry,
newspapers and magazines have had to reformat their products into digital editions. Textbook publishers have yet to do so on the same scale. Steve Jobs had his sights set on textbooks as the next business he wanted to transform (see Walter Isaacson’s biography of Jobs, Simon & Schuster 2011, p.509). He believed it was an $8 billion a year industry ripe for digital destruction.

In the sciences, e-texts have had little impact on upper division and graduate level courses. Textbooks for lower division courses are usually published in print and electronic versions, although the latter account for a small percent of overall sales (about 5% in the sciences). Perhaps this will change as e-texts become more interactive and inclusive of video supplements. Whatever the format, production costs are considerable, and the perception that somehow it costs less to produce an e-book is incorrect. Another point is that e-book versions are usually sold on a lease basis as opposed to the outright purchase of the printed version. Unfortunately this does not stop download thievery that plagues the industry.

**Online Instruction**

While e-textbooks may be slow to gain popularity, digital aids or supplements to printed textbooks are ubiquitous. The term computer-aided-instruction aptly describes the technology of supplementing or assisting instruction. It is not a substitute for or a replacement of the instructor or teaching assistants. But it could be. The computer's greatest impact on education now and in the future is through technology that already exists to provide instruction online to students physically separated from their instructors and other students. They no longer need meet in real time, or communicate in a face-to-face environment. Remote or distance education offers the student flexibility in: when to study, where to study, the pace of learning, even enrollment options. It is empowering for the physically disabled. There are no physical restraints on class size. It has the potential to overcome the boundaries of geography, time and money. In principle, the World is the classroom, unlimited in size or reach.

Online instruction is not new to higher education. The University of Phoenix has offered fee-based online courses for many years. But how widely has it penetrated elsewhere? The answer depends on the educational system and the educational objectives. The reality of major universities offering high quality courses online to anyone, anywhere, for free, would seem to be a miracle for the future. Yet it is happening now. A consortium of Stanford, Princeton, Michigan and Pennsylvania universities, developed a venture-capital funded program whereby university faculty design and teach courses for a world-wide audience. Harvard, MIT and UC Berkeley have created a similar online joint venture with a $60 million endowment from EdX (http://www.edx.org/). These and other major universities now operate through Coursera, which is a company that partners with top universities to offer courses online for anyone to take, for free (http://www.coursera.org/). The objective is to bring quality education to thousands, if not millions of students, through technology that enables the faculty to teach tens or hundreds of thousands of students per course—summarized by the acronym MOOC meaning massive open online courses. These and related projects are experimental at present, and whether they will succeed remains to be demonstrated. Even with top instructors and quality content, the challenge of incorporating interactivity, graded tests, lab simulations, Q&A sessions, instant feedback, text materials, integrity and assessment, into a diverse spectrum of courses with mega enrollments requires constantly evolving research and development. Another reality is that few if any of the Coursera offerings earn college credit. Neither do the multitude of courses available through iTunes University (see iTunes U at http://www.apple.com/education/). At best, the student may receive a certificate of achievement. In the event that select courses will eventually earn college credit, it is unlikely that they will remain free.
California Higher Education Online

At UC campuses, online courses, whether traditional-online hybrids or exclusively online, have become important components of University Extension, Continuing Education, Professional Schools and, increasingly, Summer Sessions. Both UCLA and UCB offer a Master’s degree program in Engineering in a totally online format. Also, UCI, UCB, and maybe other campuses participate in a valuable program called OpenCourseWare that offers quality university-level course materials online to anyone, free of charge (see OpenCourseWare at http://en.wikipedia.org/).

As yet, however, UC has not adopted online education to any significant extent in its undergraduate degree programs. This is in striking contrast to the California Community Colleges and, to a lesser extent, the California State Universities. Without exaggeration, at most CCC campuses, at least one in four high-demand credit courses are offered online. The CCC system has invested significantly in commercial enterprises such as Blackboard, Etudes, and other companies that create online course management systems for higher education. The software provides the instructor with flexibility in course design, and many attributes important to learning, particularly student-instructor interaction, student-student interaction, group discussion, feed-back, office hours, e-materials, and course integrity for testing (quizzes and exams). Faculty receive training in online instruction and support in developing new courses, but they are not required to use an online format if they prefer to teach by traditional methods. Unlike the Coursera experiment, enrollments are limited, and courses are not free. It is not certain that there is any cost advantage to online instruction, yet student demand for this type of instruction is high and increasing. For the CCC system, online learning is not an experiment but an indispensable mode of instruction.

Will UC Get Wired?

UC’s slow introduction of online instruction in its undergraduate curriculum is almost entirely the result of the campus Academic Senates’ reluctance to concede that quality and integrity of a UC education is not necessarily compromised by an online format. The authority to approve degree programs and their component courses rests with the Academic Senate, and it uses this authority to maintain hallmark high standards of excellence in graduate and undergraduate programs on all campuses. But, like many regulatory agencies, its gatekeeping mandate frequently stifles innovation through safeguards that raise more obstacles and hurdles than guidance. That said, continuing budget shortfalls have prompted UC to take a closer look at online education. An Academic Senate Special Task Force on Online Instruction and Distance Education made a study of the topic and wrote a most objective report in 2007 with recommendations that clearly called on the campus senates to move forward with it. This is happening, but it takes time to implement change in the absence of an existing infrastructure. Meanwhile, the UC Office of the President did a remarkable thing. It established UC Education Online http://onlineeducation.universityofcalifornia.edu starting with the Online Instruction Pilot Project (OIPP). In its current plan, OIPP will offer 25 online lower-division credit courses across all nine undergraduate campuses, the first courses to start in 2012. My initial reaction was astonishment that UCOP was involving itself in instruction rather that administration, possibly pre-empting campus-based initiatives. However, this is not the first time UCOP has attempted to create purely online programs. An earlier project, The California Virtual University, did not survive beyond 1999. This time around, the Academic Senate gave its blessing to the 2010 OIPP plan provided that funding for it would not come at the expense of existing programs and would not circumvent course approval by campus senates.

A glitch surfaced recently when the project was revised in 2011 to extend enrollments to non-UC students. Revenues from this source would be used to pay down a STIP loan needed to launch the project. This was not well received by the campus senates or the Academic Council for numerous reasons, but the latest project announcement continues to include non-UC students as paying
customers. The inaugural announcement and course catalogue is online at www.uconline.edu. It is hard to argue against this when there are no other revenue sources available, either from within UC or the State. The project also promotes itself as having the dual capacity to provide high-demand high-quality courses online while researching the best way to do it. Let’s hope that the project will not re-invent the wheel should it choose to ignore the wealth of experience other systems have already accumulated in delivering education online. A recent insightful article by Stanley Chodorow (UCSD) former the Director of the California Virtual University is mindful of the benefits and pitfalls of “distance education” (see February 2012 issue of Chronicles at http://emeriti.ucsd.edu/chronicles). He clearly favors the traditional approach to education but in his words “if distance education is done right – that is, if it arises from research and is designed to create and maintain interaction between teacher and student – then it is education as we understand the idea.”

Maybe I won’t discard my fat chalk quite yet.

[Postscript: The Chronicle of Higher Education has a relevant article on UCOnline in the October 1 2012 issue]

Letter From The Chair
W. Douglas Morgan, UC Santa Barbara

As I write, this classes have just started at many campuses, the UC Faculty Welfare (UCFW) committee has not yet met (first meeting 12 October), and the final budget situation for the University will not be known until after November 6th.

On a positive note, I want to thank all emeriti/retiree associations for completing the complex paperwork to obtain insurance coverage as a result of our organizations recognition by the Regents as “Affiliated Organizations” (see Letter from the Chair, April 2012 issue of this Newsletter). Two months ago I learned about the acceptance of insurance coverage by the University and their insurance carriers. Cheryl Lloyd, Director of Risk Management Services, UC Office of the President, will present an update at the CUCEA meeting at UC Santa Cruz, November 1st 2012.

The most direct and effective way to represent CUCEA’s interests in health and welfare benefits is by the presence of the CUCEA Chair at the monthly UCFW committee meetings. UCFW is also concerned about such things as administrative burdens to faculty, the “disaggregation” of UC, the micro managing of UC by the legislature and control of on-line course content.

At our April meeting we heard (very little) about the newly formed UCOP Health Care Task Force chaired by Michael Baptista, Executive Director of Benefits, Programs and Strategy. When CUCEA meets on November 1, we plan to set aside sufficient time to finally hear some of the things being discussed by the Baptista group. This is important!

As a preview for upcoming information, the Regents held a retreat on September 12, 2012, to discuss business and finance strategies for the next
fiscal year and their budget alternatives. From the retreat's PowerPoint presentation on potential changes in Health and Welfare Benefits we read the following options:
1. Introduce self-insured health plan options through UC medical centers
2. Reduce employer contributions for spouses/partners and/or part time employees
3. Reduce employer contributions to health premiums (All told--may generate over $100M once fully implemented)
4. Revisit UCRP and annuitant health reforms to further reduce employer contribution costs

I hope that there will be more to say about these important topics before the end of the year.

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NEWS ITEMS

This is a new feature of the Newsletter, starting with the current issue. The objective is to highlight news of relevance and broad interest to emeriti. Suggestions and comments for inclusion in this section are most welcome. Please forward them to the Editor (mcaserio@ucsd.edu).

The Golden Goose Awards

You may have heard of the Golden Fleece Award, contrived in 1975 by the late US Senator William Proxmire. He once routinely gave out these awards to expose public funds for research he considered a waste of taxpayers money. Science and medicine communities were deeply rankled by his scorn for research he judged had no obvious practical value. Now, at last, we have an antidote – The Golden Goose Award, conceived by US Representative Jim Cooper (D-Tenn) and Dr. Alan Leshner, CEO of the AAAS, and sponsored by major professional societies and universities. To quote Rep. Cooper, “We’ve all seen reports that ridicule odd-sounding research projects as examples of government waste. The Golden Goose Award does the opposite. It recognizes that a valuable federal-funded research project may sound funny, but its purpose is no laughing matter.”

The first Golden Goose awards were announced in September 2012. Two of the inaugural awards went to two UC researchers, Professor Emeritus Charles Townes (UCB) and Professor Roger Tsien (UCSD). Townes was recognized for his research that began nearly 60 years ago with US Navy funds for work to develop an intense source of short wavelength radiation. Its impact at the time was unclear, but it led to the invention of the laser for which he shared the Nobel Prize in Physics in 1964.

Roger Tsien's research on “glowing jellyfish” may sound ridiculous but has had impressive medical applications for which he shared the 2008 Nobel Prize in Physiology or Medicine. The essence of his work is the development of green fluorescent proteins (GFP) and their use as molecular tracers (or spies) to reveal the biochemistry within a living cell. For example, animal studies show that injected fluorescent proteins can highlight peripheral nerves that are normally hard to see, allowing surgeons to avoid them when removing or repairing other tissues.

Professor Newbrun Completes two-year term as Chair of CUCEA

Dr. Ernest Newbrun, Professor Emeritus of Oral Biology at UCSF, served as CUCEA Chair from September 2010 through June 30, 2012. The Chair is an ex officio member of the UC Faculty Welfare
Committee and of the UC Retirement System Advisory Board. On the occasion of his completion of his term of office, Dr. Newbrun received a certificate of appreciation and a letter from President Yudof thanking him for “invaluable service over the past two years” and for providing “an important perspective to the Board’s discussions, especially during a time when significant retirement benefit changes were reviewed.

“Retirement” is hardly the word to describe Dr. Newbrun, who became emeritus in 1994, but has continued to serve the University of California in many capacities. He directed a training grant for students in professional schools from 1980 to 2005, which offered mentored research opportunities to over 300 dental students, some of whom went on to pursue academic careers. This was the longest continually NIH funded grant in the School of Dentistry at UCSF. From 1994 to 1997 he served on the committee of UC Education Abroad Program. From 2006 to 2010 he was President of UCSF Emeriti faculty Association.

Announcement of the Next Biobibliographic Survey

Recent biobibliographic surveys of UC Emeriti professional activities have covered two-year periods, the last being 2007-2009. Henceforth, the surveys will cover three-year periods, the next being 2009-2012. An official announcement will be forthcoming shortly from survey editor Charles Berst with information and guidelines on completing the survey forms and submitting the information. See also the CUCEA website http://cucea.ucsd.edu.

April 2012 CUCEA Meeting at UC Irvine

CUCEA wishes to thank the organizers and sponsors of the very successful 2012 spring meeting at UC Irvine. The full minutes of the CUCEA meeting and the joint CUCEA/CUCRA meeting are posted on the CUCEA website (http://cucea.ucsd.edu/meetings/minutes.shtml).

A notable feature of the meeting was a short but informative talk by Dr. Frank LaFerla on the subject of Alzheimer’s disease and other forms of dementia. Dr. LaFerla is the Director of the UCI Institute for Memory Impairments and Neurological Disorders (UCIMIND). The Institute is both a clinic and a research facility investigating the causes and treatment of dementia. The statistics he presented on the risks of developing Alzheimer’s were sobering. It is well understood that risk increases with age, but the probability is higher than most of realize. By age 65 the risk is 1 in 20, but by age 80-85 it is 1 in 3. A healthy diet, physical and mental activity offer neuroprotection against dementia but there is no cure as yet. Ongoing cell-based research at the Institute using neural stem cells shows encouraging result in animals, but treatment strategies with human patients are a long way off.

Another highlight of the meeting was a tour of the Beall Center for Art and Technology. Words alone cannot describe the nature of the “collections” at the Art Center. They have to be experienced. The exhibits change seasonally, but those we saw were interactive, entertaining, visually interesting, and highly creative. The art was extraordinary!

An Extraordinary Measure of Philanthropy

Professor Emeritus Duncan Mellichamp and his wife Suzanne have endowed 13 Faculty Chairs at UC Santa Barbara totaling $6 million in support for outstanding mid-career faculty. (See 9/28/2012 news item at http://www.independent.com/). Not only is this an extraordinary act of generosity but also creates a thoughtfully conceived cluster of chairs in support of faculty in widely different campus disciplines at a pivotal time in their academic careers. Mellichamp’s insight in building a great university is evident in his comments on the centrality of faculty to its mission. Top faculty
attract the best students, who in turn are provided unparalleled research opportunities, often leading to discoveries and advancements that launch products, accelerate careers, and bolster the university (state and nation).

Proposition 30

The November 2012 election is imminent and, with it, the fate of Proposition 30. If Proposition 30 does not pass, public education will be exposed to significant automatic “trigger-cuts” in state support. The University’s share is estimated to be as much as $525 M. UC has made heroic efforts to maintain access and affordability in the face of four years of draconian budget cuts, but quality and access cannot be sustained if further huge cuts are imposed.

The UC faculty voted overwhelmingly (93%) for a memorial calling on the Regents to support measures for the state to increase and prioritize funds for higher education. The Regents in turn endorsed Proposition 30 at their July 2012 meeting. At a September 12 retreat, the Regents discussed (without acting) possible differential tuition between UC campuses and programs; different academic delivery models including ways to cut time-to-degree – essentially what might happen if Proposition 30 does not pass in November 2012. The Administrative position in that event is that a midyear tuition increase would be required. These are many of the same issues and possible solutions raised by former UCLA Chancellor W. G. Young in the April 1012 issue of the CUCEA Newsletter (http://cucea.ucsd.edu/reports/newsletters.shtml). See also the February 2012 issue of Chronicles at http://emeriti.ucsd.edu/chronicles).

Emeriti, as long-time UC faculty, understand better than anyone the challenges of keeping the University the top public institution in the world (see for example the Mellichamp endowment in the previous news item). We all have a stake in the success of Proposition 30. Passage will not immediately restore the University to fiscal health but it will avoid immediate disaster (Editorial opinion).

Passing of John Craig

With great regret we report that Professor Emeritus John Craig (UCSF) died September 26 after an extended period of ill health. John was a distinguished member of the School of Pharmacy, UCSF and an officer and loyal supporter of CUCEA for many years having served as CUCEA Chair and CUCEA Historian. A tribute to him will be forthcoming in a later issue of the newsletter.

Loss of a Loved One.

We know this is inevitable yet we find it hard to plan for. Nevertheless, it is a good idea to put affairs in order before a passing. In this context, a helpful resource is available through the USC emeriti website (see http://emeriti.usc.edu/ and search for “after the death of a loved one.” It is a source of information and advice for those faced with the loss of a loved one. Another resource is the information contained in a note from Adrian Harris (JBC Chair) that lists important personal items (birth certificates, bank accounts etc.) and where they are located. The information is to help those who need to know following an accident, disablement or passing. The list can be viewed on the CUCEA website http://cucea.ucsd.edu under reports/other-reports.

AWARDS

The 2012 Constantine Panunzio Distinguished Emeriti Award

The Constantine Panunzio Award honors outstanding scholarship in the humanities or social sciences or educational service performed post-retirement by a University of California emeritus or emerita. The award bears the name of its founder, Dr. Panunzio, who was a professor of sociology at UCLA for many years. In retirement, he worked actively to improve pensions and stipends for his fellow emeriti, and he is widely held as the architect of the University of California Retirement System (UCRS).

The two recipients of the 2012 Panunzio Award are: Thomas Scheff, Professor Emeritus of Sociology at UC Santa Barbara, and R. Duncan Luce, Distinguished Research Professor of Cognitive Science and Economics at UC Irvine.
**Distinguished Emeriti Awards**

**Professor Scheff** has made, and continues to make, seminal contributions to the social/behavioral understanding of mental illness, emotion, and social conflict. He has been called one of the most creative figures of his generation, having contributed to the fields of psychology, psychiatry, public health, and literary studies, including studies of Goethe, George Eliot, Proust, and Virginia Woolf. In last 4 years he has made four 60-minute films that can be viewed on UCTV and YouTube. One of them, “A Wake on the Pier,” was featured at the 2007 Santa Barbara Film Festival, and has been played hundreds of times on UCTV.

**Professor Luce** is widely considered a dominant figure in mathematical psychology. Since retirement in 1994, he has maintained an extraordinarily rich career of research and service at UC Irvine. There are over seventy articles and a book, *Utility of Gains and Losses: Measurement-Theoretic and Experimental Approaches*, in which he provides a penetrating analysis of axioms of decision-making in the face of uncertainty. The impact of his research has been recognized through numerous awards, and he continues to be an influential figure in major professional organizations. To date, he is the only member of the UC faculty to be honored with a National Medal of Science in the social and behavioral sciences.

**Distinguished Emeriti Awards – UC Berkeley**

The UC Berkeley Emeriti Association has named historian Thomas Brady the 2012 Emeritus Professor of 2012 for his luminary work in the field of German Reformation Studies. Since his retirement in 2006, his accomplishments have been extensive. His prize-winning book *German Histories in the Age of Reformations, 1400-1650* (Cambridge, 2009) is described by reviewers as “one of those few books which can truly be termed a masterpiece.” In his current role as Professor of the Graduate School, he continues to teach and supervise graduate students, serving on many dissertation committees. He is beloved by students, colleagues and staff alike for his immense and unfailing contributions.

**UC Santa Cruz Distinguished Rural Sociologist, 2012**

The Rural Sociological Association has named William H. Friedland, Professor Emeritus of Community Studies and Sociology at UC Santa Cruz Distinguished Rural Sociologist. Friedland is lauded for his role as mentor and inspiration to many rural sociologists who study the social impacts of changing structures of agriculture. A recent symposium at the 13th World Congress of Rural Sociology in Lisbon was in honor of Bill Friedland for his many years of research on alternative agrifood movements.

**2012 Edward A. Dickson Emeriti Professorship Awards**

The Dickson Emeritus Professorship Award is normally given annually to one or more emeriti professors to recognize continuing scholarship, teaching and service since retirement. The late Edward A. Dickson, Regent of the University of California from 1913 to 1946, made the original gift that supports these awards at each of the UC campuses.
UCLA Names Four Dickson Awardees

Ronald M. Andersen, Wasserman Professor Emeritus, Department of Human Services and Sociology. One of the leading sociologists in the world, Andersen is recognized as having created the field of scholarship addressing accessibility of health care.

Wesley S. Moore, Professor Emeritus, Division of Vascular Surgery, Department of Surgery. Moore made many of the seminal contributions that identified vascular surgery as a unique specialty.

Hartmut E. F. Scharfe, Professor Emeritus of Sanskrit, Pali, and Indic, Department of Asian Languages and Cultures. Scharfe is recognized for his groundbreaking studies of ancient Indian history.

Melvin (“Mel”) Seeman, Professor Emeritus, Department of Sociology, has had a remarkably long and distinguished record of service to UCLA since his retirement in 1988. For 25 years, he served as a special assistant to the vice chancellor for academic personnel.

UC Santa Cruz named two Dickson awardees.

Bruce Bridgeman, Professor Emeritus, Department of Psychology and Psychobiology, retired last year after a 38-year career at UCSC. He continues to teach and supervise research in his chosen field of problems of spatial orientation in vision.

Jonathan Beecher, Professor Emeritus, Department of History, continues his interests in the history of utopian thinking in Europe since Thomas More, in the history of French Christian socialism, and more generally in French intellectual history in the years running from the French Revolution to 1848. He is the author of biographies of two notable figures in French political thought, Charles Fourier and Victor Considéran. In recent years his research interests have broadened to include both Russia and the United States.

UC San Diego Names Two Dickson Awardees

Marjorie Caserio, Professor Emeritus, Department of Chemistry & Biochemistry, for exemplary service to the UCSD Emeriti Association and to CUCEA since retiring in 1997, including recall duties in 2008 as UCSD Senior Vice Chancellor – Academic Affairs. She helped found and oversee the American Chemical Society’s first Office of Graduate Education.

M. Lee Rudee, Professor Emeritus, Electrical and Computer Engineering, for valuable service to UC and the San Diego community since retirement in 1995. His service includes 5 years as coordinator of the UCSD Graduate Program in Materials Science, Interim Dean of Engineering at UC Riverside, and memberships on Boards of four community organizations.

UC Riverside Names Two Dickson Awardees

George Slusser, Professor Emeritus of Comparative Literature and Foreign Languages, has become one of America’s most knowledgeable scholars of science fiction. Since retiring in 2004, he has extended his research by completing a new book “The Other Shore. The Science Fiction of Continental Rationalism.” The “other shore” refers to literary shores other than Anglo-Saxon that focus on literature developed from 17th century thinkers (Descartes, Pascal) who acted as mediators between scientific thought and literature and the arts.

Ben Stoltzfus, Professor Emeritus of Comparative Literature and Foreign Languages, is a widely respected member of the UCR faculty since 1960 and has continued active scholarship and publication since retirement in 1993. In his latest book, "Rene Magritte Elective Affinities and Literary Titles," promises to add new and important information to inter-arts convergence – in this case the analysis of works of literature and paintings of the same title, or the rhetoric of the image.

UC Davis Names Four Dickson Awardees, as reported in the April 2012 issue of the CUCEA Newsletter.
MENTORING

As we know from the Biobibliographic Surveys, many UC Emeriti remain active contributors to the University through teaching, research and professional activities. Their years of experience as active faculty also make them potentially valuable as mentors to current students at all levels, and to junior faculty. Many mentors participate by individual arrangement, but some campus emeriti associations have established mentoring programs, or are considering them. To our knowledge, three campuses (UCSD, UCB, and UCLA) have mentoring programs. The UCSD program is well established and widely recognized. We are pleased to briefly describe the UCB and UCLA programs and to include an article by Professor Mel Green whose ideas on mentoring formed the basis of the UCSD program.

The UCSD Emeritus Mentor Program

By Professor Emeritus Melvin H. Green, Biology, UCSD

The Emeritus Mentor Program (EMP) at UCSD was launched in 2007 following on the lines of an earlier program I started in 2005-2006. The initial program began with five emeriti volunteers as the first mentors and student mentees selected from the Academic Enrichment Programs’ first generation low-income students. When the campus Emeriti Association created their mentoring program in 2007, the concept really gained speed, benefiting from the leadership of Professor Jack Fisher as President of the Emeritus Association (EA) and program leader the following year. Under his leadership and with the backing of Chancellor Marye Anne Fox, and the invaluable administrative support of Suzan Cioffi, Director of the Retirement Resource Center, the program flourished.

By fall 2007, there were 12 volunteer emeriti mentors and 25 mentees from a pool of approximately 53 first-year Chancellor’s Scholars who chose to participate in the program. These students are from low income families in which neither parent completed an American university degree. From its onset, the EMP was always very flexible with regard to rules. Matching each mentee with a mentor is made in September by the Chair and Co-chair of the Mentor Committee of the EA. If for any reason either partner wants a change, this is done without questions. The frequency of meetings is determined by mutual consent throughout the academic year, but a minimum of once per quarter is expected. The relationships last for one year with a second year optional. They may last a lifetime.

In addition to the one-on-one meetings, the EMP has partnered with the Communication and Leadership arm of the Center for Student Involvement (CSI). The C&L Director, Grace Bagunu, coordinates the Chancellor’s Scholars Program (CSP) and directs meetings held monthly at the Retirement Resource Center with the goals of enhancing the students’ communication skills and knowledge about important university resources. Mentors are invited to attend these sessions, thereby enabling the students to become acquainted with other mentors and to get feedback on their oral presentations. Every year, students involved in the program demonstrate remarkable improvement in their public speaking skills as a result of the training provided. Plans for CSP in the coming year include extension to writing skills and academic and social etiquette.

Currently 28 emeriti are serving as mentors for 45 Chancellor’s Scholars, including 29 first year, 9 second year, and 7 third year students (4 of which are transfer students). At least twice per quarter, the EMP coordinator, Katie Palumbo, contacts each mentee and mentor by phone or email for their feedback and to resolve any issues or questions. A monthly mentor luncheon at the Faculty Club, optional of course, also provides an opportunity to discuss issues that can arise in mentoring students. Mentors and mentees submit stories about the mentoring experience anonymously. They provide

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Telemachus and Mentor
http://www.timelessmyths.com/classical/odyssey.html
a first-hand account of what it means to serve as, and be served by, a mentor.

I believe that real teaching must extend far beyond the classroom. My greatest sense of reward and pleasure as a professor for nearly fifty years has come from my close interactions with students. To my way of thinking, a mentor is one part teacher, one part advisor, and one part friend. Divide these as you will, but all the parts must be kept.

Mentors derive a sense of value and pleasure from their service, but what about the students? How can the importance and success of this program be determined? Written comments submitted anonymously by our mentees provide the best means of assessment of the EMP. The following excerpt is an example of one of them.

“Until I met my mentor, I had a lack of aspiration for success in life due to personal accidents and several other reasons. I had stopped believing that I could achieve everything that I thought I could when I was at the beginning of my high school. However, my mentor would always reassure me that I was not alone, that I was not the only one that felt that way and that things do change in life. He was always there for me when I needed someone to talk to. Most importantly, my mentor encouraged me to make my own way by reassuring me by his own example. All of these led me to an acceptance to a very prestigious graduate school, which I don’t think I could have accomplished without his support and encouragement. Having a mentor has been the best thing that happened to me in my college life. I will always be forever grateful to my mentor and the program that has helped me to meet him. It has been a true blessing for me and I could never thank my mentor and the program enough.”

The UC Berkeley Mentoring Program

By Edwin M. Epstein, President of UC Berkeley Emeriti Association, 2012

The UCLA Mentoring Program

By Paul Sheats, CUCEA Representative UCLA, 2012

Based in the Emeriti Office and coordinated by the Emeriti Association, UCLA’s Mentoring Program will be open this fall to interested undergraduates, including transfer students. In what we expect will be monthly meetings, mentors and students will have the opportunity to discuss matters relevant to both education and career. An interactive website will inform students about the program and permit easy registration.
On the Lighter Side

The 2011 earthquake in Washington damaged the Washington Monument. This was obviously the government’s fault.

My grandson called the other day to wish me a happy birthday. He asked me how old I was. And I told him, 80. My grandson was quiet for a moment and then he asked, “Did you start at 1?”

He later asked his granddad how old he was and was told, “I’m not sure.” His grandson replied “Look in your underwear, Grandpa, mine says I’m 4-6.”

This is not a poem from *The New Yorker*. It is from a Brain Study. If you can read the following paragraph (quickly) you have a “strange mind” not subject to Alzheimer’s. Apparently 55 out of 100 can read. Interesting!

I cdnuolt blveiee that I cluod aulacly uesdnatrd what I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch at Cmabrigde Unervtisy, it dseno't mtaetr in what oerdr the ltteres in a word are, the olny iproamtnt tihng is that the frsit and last ltteres be in the rghit pclae. The rset can be a taotl mses and you can still raed it whotuit a pbroerm. This is bcuseaethe huamn mnid deos not raed ervery lteter by istlef, but the word as a wlohe. Azanmig huh? Yaeh and I awlyas tghuhot slpeling was ipmorant! If you can raed this forwrad it

A Note from Your Friendly Editor: If you are not amused, have a glass of wine and then flip the page top to bottom. If you are not amused you need another glass of wine!

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Courtesy of Raymond Stone, Artist