Appendix B

In-Depth Analysis of Emeritus Interests

A detailed description and analysis of the responses to EC Survey items #11-#14 are presented here. Data were subjected to a number of different types of statistical analyses, the results of which are given at the end of this appendix.

Purpose of Affiliation with an Emeritus College

Probably two of the most important items in the survey addressed the question of emeritus commitment to regularly scheduled, weekly activities as opposed to special events and projects during the academic year. As depicted in Figure B-1, most respondents seem to prefer the latter type of “Special” activity, rather than the former type of “Weekly” commitment. Yet a relatively small percentage of respondents agreed, some strongly, that weekly activities would be important for their affiliation with an emeritus college, suggesting there would be a significant number of members in the EC who would be committed to regular, weekly activities. A test of these prospects for affiliation may be important to consider within the context of an actual, planned future activity that would require emeritus involvement.

![Figure B-1. Purpose of Affiliation. Percentage of respondents who selected “strongly disagree” (SD), “disagree” (D), “agree” (A), and “strongly agree” (SA) to the statement that affiliation with an Emeritus College would be primarily for the purpose of “regular weekly activities...” [Weekly] as opposed to special events and other commitments [Special] during the academic year.](image)

Specific Tasks and Activities

In order to determine interests in more specific functions of an emeritus college, the survey included items related to more commonly designated types of faculty involvement, that is, research involvement, teaching, community service, administrative tasks, and collegial and learning opportunities. The response categories designated as moderate to high interest were collapsed into a single category called “Interest” for activities presented in the figures that follow. Also, the percentage of respondents indicating moderate to high interest is graphically displayed relative to the percentage of emeriti/ae actually engaged in each activity since retirement.
from ASU. Thus, rated interests were compared with actual engagement in the given activity since retirement.

*Pursuing knowledge and research interest.* Figure B-2 displays the percentages for moderate to high interest of emeriti/ae in various subcategories of research involvement. Interest for engaging in studies and research of personal interest (75%) was rated the highest among all categories of responses to survey items #11 to #14. The discrepancy between the interest and actual engagement since retirement in conducting studies of new and original ideas (Nw) or experimenting on new ideas and knowledge (Ex) may prove of significance in attracting retired faculty to become actively involved in the EC. The apparent lower interest in working on sponsored grants may reflect less interest in already ongoing, established grant activities initiated by others rather than research that is at least partly self-determined. The responses for historian and curator (HC) were combined to reflect interest in these important functions.

![Figure B-2. Research. Percentages depicting emeritus interest in engaging in studies and research of personal interest (Pr), new and original ideas (Nw), experimenting in new ideas and knowledge (Ex), collaborating on research with others (Co), working on sponsored grants (Gr), and the study of a Historian/Curator (HC).](image)

![Figure B-3. Teaching/mentoring. Percentage of respondents interested in mentoring/advising graduate students (MG), serving as a guest lecturer (Lc), serving on theses/dissertation committees (Ds), leading seminar of personal interest (Sm), mentoring/advising/ honors (MH) and undergraduate (MU) students.](image)
Teaching/mentoring. Of high priority among emeritus respondents is the teaching and mentoring of students. As can be noted in Figure B-3, while mentoring graduate students (MG) was highly favored, the discrepancy between mentoring/advising honors (MH) and undergraduate (MU) students and the actual engagement in these activities since retirement is greatest in the latter two categories. Emeriti/ae could distinguish themselves by contributing to these important aspects of teaching and learning among undergraduate students. Also, at least some emeritus respondents seem to value student contact in the classroom as guest lecturers (Lc) and through the sharing of seminar experiences (Sm) related to individual interests and expertise.

Community involvement. Figure B-4 reveals a high interest among emeritus faculty in community activities. Thus, respondents demonstrated a high interest in volunteering within the community (VI), in speaking at community and other functions (Sp), and in participating in an organized study of local and more global community concerns (SI). These relatively higher interest levels in community involvement, as compared to other response categories, appear to be at variance with the usual emphasis in academe on research and teaching. Perhaps these are the most difficult areas for interdisciplinary study, but could provide the most unique prospect for innovative contributions by an emeritus college.

![Image of Figure B-4: Community involvement](image)

Figure B-4. Community involvement. Shown here are the percentages of respondents interested in volunteering for community services (VI), speaking at local and national functions (Sp), studying social issues (SI), meeting with legislators (ML), and fund raising (FR).

Of the entire survey, the single greatest reversal of actual engagement in an activity, compared to interest in it, was in regard to university fund raising.

Administrative involvement. There was relatively less overall interest in administrative involvement among the emeriti/ae sampled but, nevertheless, a significant portion of the respondents indicated an interest in the activities displayed in Figure B-5. Service on university committees (Co), advising the administration on emeritus issues (Ad), and recruitment of students and faculty (Rc) ranked highest. The greatest discrepancy between interest and actual engagement since retirement related to advising the administration about emeritus issues; this was followed by committee involvement and recruitment activities. There was only modest interest in reviewing scholarship applications (Sc) and even less in giving campus tours (Tr).
Collegial activities. As life-long educators/students, one would expect relatively high levels of interest among emeritus faculty in collegial activities and learning. Indeed, this expectation was apparently met, as suggested by respondents’ moderate to high ratings for “learning about areas of personal interest outside of [their] discipline” (68%), “meeting with others to hear lectures in areas of common interest” (72%), and generally seeking to engage in collegial activities and peer interactions (52%).

An Overview of General Response Categories

Based upon the median score of several related items, the results shown in Figure B-6 suggest that interest and actual engagement in the depicted activities since retirement is greatest for collegial interactive activities (CI), followed by interest in research (Rs), examination and treatment of community concerns and issues (Cm), and teaching (Tc). The least interest is in administrative involvement (Ad). Clearly, respondents continue to engage in these activities to some degree since their retirement.

Interestingly, the greatest discrepancy between interest and actual engagement since retirement is in the response category of research (Fig. B-6). However, as indicated in Figure B-3, the interest in teaching and mentoring honors and undergraduate students is greater than the amount of teaching actually engaged in since retirement. The adage might be reiterated, “Once a teacher, always a teacher!” However, some qualifications of this viewpoint may follow from reexamination of specific research interests previously presented: The highest ratings were for “engaging in the study and research of personal interest” and “engaging in the study of new and original subject matters”. This suggests that an integrative work of research, teaching, collegial learning and interaction, and community innovation would be a promising interdisciplinary exploration. What, for example, might a science fair opportunity for the presentation of emeritus professors’ interests and project developments entail?
Results of Statistical Analyses

An array of statistical analyses were conducted on data collected from the EC Survey in an attempt to provide additional support for the observations illustrated in the above figures. These included factor analysis, correlations, t-test, chi-square analysis, and others. (Details of these analyses are available upon request.)

Interrelations among emeritus interests. A factor analysis performed on emeritus faculty interests (survey items #11-#14) identified four factors that accounted for about 50% of the total variance \( V \) associated with responses to these items. (Cronbach’s alphas exceeded 0.80 in all cases suggesting a high degree of reliability for these factors.) The four factors were: (1) interest in pursuing knowledge, 27% of the \( V \); (2) interest in teaching and scholarly activities, 9% of \( V \); (3) interest in administrative and community service, 7%; and (4) interest in advising/mentoring, 6%. These four factors are consistent, in part, with the designated categories and their associated figures described earlier in the Appendix. An exception is the apparent overlap of administrative and community service interests. Results of the factor analysis suggest a basis for encouraging common interests among emeriti/ae in the development of centers within the EC, as discussed in the body of the proposal.

Comparisons of engaged vs. not engaged respondents. A chi-square analysis revealed that, in almost all cases, emeritus faculty who had actually continued to be engaged in their activities of interest after retirement still demonstrate a moderate to high level of interest in most of them. Moreover, the levels of interest were, in general, significantly greater than those for emeriti/ae not so engaged (based on \( t \)-test values). Nevertheless, respondents who had not engaged in such activities since retirement showed a moderate to strong interest in most of the key items of the EC Survey.

Comparison of weekly vs. special affiliations with EC activities. Correlations were obtained between items reflecting the level of interest in given activities and the extent to which respondents preferred a regular “weekly” involvement in them, as opposed to more flexible “special” commitments to an emeritus college. While these correlations were relatively small
(from 0.2 to 0.3), they were statistically significant for some items requiring weekly involvement, such as tutoring, engaging in studies and research of personal interest, and engaging in collegial interactions. For special involvements, the correlation values were again small, but significant for most of the 36 functions analyzed (items #11a through #14i).