I hope everyone had a wonderful summer. Classes have resumed, and so have the activities of the Emeritus Center!

On September 9 we hosted President Havidán Rodriguez, who talked about the recent achievements of the University and the Strategic Plan for going forward. He was accompanied by our new Provost, Dr. Carol Kim, and Chief of Staff Bruce Szelest. A stimulating and lively discussion followed his talk. We will be following up with them about how the emeriti can continue to contribute to the University's mission after their retirement.

On a related note, Ram Chugh, one of our Board members, was invited to give a talk to the University Senate on September 25 about the Emeritus Center, its mission, and its activities. The talk was well received by the audience, many of whom were not previously aware of the Center. See the accompanying articles by Tim Lance and Ram for more information about the President's visit and the Senate talk, respectively.

We have a varied and exciting program for the rest of the Fall semester. Topics range from the role of women in the academy, quality of life in older adults, and how public opinion polling affects social change. Of special note is our Panel Discussion on Climate Change on November 4, to be held in the Standish Room in the Science Library. Faculty experts from Atmospheric and Environmental Sciences, Public Health, and Biology will speak on how and why the climate is changing and its effects on humans, wildlife, and the ecosystem as well as what can be done to mitigate these effects. The complete schedule of programs is included elsewhere in the newsletter.

Finally, the Emeritus Center announced the projects to be funded by our Three Voices small grant program for 2019. Seven awards were made, totaling about $10,000. See the accompanying article for a list of the awardees and the titles of their respective projects.
Editorial: The Bill Reese, Ph.D. UA Emeritus Center

Ram Chugh, Ph.D. Distinguished Service Professor of Economics (Emeritus)

Note: Given below is the edited and abridged version of Ram Chugh’s presentation on the operation of the Emeritus Center made at the UA Senate meeting held on September 25, 2019.

“"I thank the Senate Chair Zina Lawrence for this opportunity to speak to the University Senate about the UA Emeritus Center that was formally established in 2006 under the leadership of then President Kermit Hall.

First, I wish to bring to your attention a highly distinguished faculty member from the Department of Philosophy who played a critical role in the life of this university while he was alive and continues to play even a bigger role though he is now deceased.

I am talking about your colleague, Dr. Bill Reese.

Bill was ahead of his time. He recognized the important contributions emeriti could make to the campus and community after their retirement. It was through his tireless efforts that the Emeritus Center was established. He chaired the Center’s Board of Directors as President for several years and guided the Center to become what it is today.

Bill recognized that emeriti were highly educated, had expertise in many fields, and possessed many years of working experience. He felt strongly that the emeriti should have avenues available to them through the university where their knowledge and expertise could be utilized for the benefit of the community.

His strong belief in this vision is reflected in two very generous endowments he made to Univ. of Albany Foundation on behalf of the Emeritus Center. It is rare for an emeriti faculty to donate such a large sum to a campus for a cause such as this. This may be the only emeritus center in the United States funded by an emeriti faculty member. To honor him for his generosity, the Center was named The William Reese, Ph.D. Emeritus Center.” (FINISHES PAGE 5)

We would like the Emeriti Voice to become the true voice of our emeriti. Please send your suggestions to Ram Chugh at Ramchugh@gmail.com.

Thank you.

Ram
President Rodríguez began his comments by thanking the emeriti for inviting him, adding that in the work he was undertaking with the University community he was standing on the shoulders of giants – theirs. His address centered on the recently released Annual Report (https://www.albany.edu/annualreport/2018-2019 was sent to the emeritus mailing lists along with the announcement of this meeting), which followed the guidance of the 2018 – 2023 Strategic Plan (https://www.albany.edu/strategicplan/), with hard copies of the latter also available for all attendees.

President Rodríguez’s comments highlighted events celebrating the University’s 175th anniversary, launch of a new brand (Unleash Greatness), significant increases in research funding (especially NIH), progress on capital projects (ETEC, now dominating the State Campus’s western end, renovation of the former Albany High School to house the engineering programs, renovation of the building once home to Business Administration, now renamed “Catskill” and housing the School of Education, and the student health center’s move back to campus on Dutch Quad). The University also created a Graduate School Office, and had its best year ever fundraising: $31 million in 2018-19!

The 2018-19 Annual Report is organized around the Strategic Plan, Authoring Our Success. This roadmap for the next four years stresses Five Core Priorities: student success, research excellence, diversity and inclusion, internationalization, and engagement and service. President Rodríguez said that several funding streams, including Strategic Plan Accelerator grants ($2.4 million), Reallocations ($1.6 million), StAR funding or micro grants ($500,000) - a total of $4.5 million thus far - were making targeted investments in each core priority.

Clearly delighted, he reported learning earlier that day that US News & World Report has ranked UAlbany 27th of 380+ national universities for social mobility. Stony Brook was slightly ahead (at 24), but we markedly outperformed the other two University Centers (Buffalo at 66 and Binghamton at 108), also RPI (280). The President noted that despite this good news we faced challenges, and the Annual Report laid out major goals for the coming year: improving first- to second-year student retention, increasing graduation rates, growing the University’s organized research portfolio, building on our fundraising success by reaching at least $140 million of our $150 million campaign, increasing international student recruitment, and building international research and academic partnerships, despite challenging federal policies, recent and longstanding. (continues next page)
President Rodríguez then opened dialogue with us, announcing that he would like emeriti to assume a major role as mentors, since any problems current faculty face, the emeriti have also. The following presents a small sampling of the rich and varied discussion that followed.

Board Member Ram Chugh expressed three issues: the high presidential turnover rate (which others expanded to senior leadership as a whole), the growing reliance on adjuncts, and the role of emeriti in the University and the community. Throughout the meeting the President had consistently emphasized his commitment to be here for the long haul. His earlier remarks had also introduced the third issue, but now he listed additional ways for emeriti to be involved. He also noted that successful fundraising could decrease reliance on adjuncts. Dr. Szelest added that their number was flat to declining slightly in recent years.

Acknowledging the ongoing problem of space, Board Member Robert Jarvenpa asked whether each department might dedicate some shared location that would enable its emeriti to contribute, e.g., by sustaining long-established research collaborations. Enriching the University’s overall intellectual vibrancy in this way would require judicious allocation, but no additional funding. Board Member Carol Whitaker urged the President to consider establishing and supporting an OLLI (Osher Lifelong Learning Institute), which would engage retired faculty and draw in the community (one of his five priorities). Carefully outlining the space issues that the University faces, the President endorsed the idea that we all benefit by enabling emeriti to engage actively in their research, departments, and the broader community.

Charles Toll of Chemistry asked whether the many holes that have appeared in the faculty ranks from cuts through the years would be filled. President Rodriguez answered frankly, describing financial challenges that forced some faculty reductions, shifting student preferences that drove others, and efforts to find funding to support growth.

The formal meeting concluded with a commitment to have us meet with representatives of the administration to discuss next steps, but the President and Provost continued their informal discussions with individuals for some time. My impression of this meeting was that the audience was delighted with the President’s candor, completeness, and honesty, and many saw this as a promising first step toward greater involvement by emeriti.
Editorial: The Bill Reese, Ph.D. UA Emeritus Center
Ram Chugh, Ph.D. Distinguished Service Professor of Economics (Emeritus)

Note: Given below is the edited and abridged version of Ram Chugh’s presentation on the operation of the Emeritus Center made at the UA Senate meeting held on September 25, 2019
FULL VERSION HERE

A brief overview of the Center’s operations follows:

**Mission:** The purpose of the Emeritus Center is to encourage emeriti to continue research, teaching, and university service, with a strong sense of community.

**Membership:** is open to everyone granted emeritus status by the University at Albany and on request by emeriti from any other SUNY campus. We currently have nearly 500 people on our mailing list.

**Governance:** The Center is administered by a Board of Directors. The Board of Directors meets once a month, except during July and August, to conduct the business of the Center. The Board meetings are open to anyone from this campus.

**Programs and Activities:** The Center oversees:
- A Speaker Series: The Center organizes 8 lectures each semester on topics of interest to emeriti and our community. These lectures are open to all.
- The Three Voices Grants Program: The Center implements a small grants program per the endowment guidelines. In 2019, approximately $10,000 was awarded to fund seven projects.
- The publication of a newsletter, *Emeriti Voice*, three times a year. The newsletter is distributed electronically to members on the Center’s mailing list. Anyone interested in receiving the newsletter should write to the Center: emeritus.center@albany.edu
- Maintenance of the Center’s webpage: [https://www.albany.edu/emerituscenter/index.php](https://www.albany.edu/emerituscenter/index.php)

**Future Directions:**
In a recent meeting with President Rodriguez and Provost Kim, the Board and other emeriti discussed the role the university emeriti could play in the campus and local community. The President and the Provost responded positively to this proposal and we plan to meet with them to develop and implement an action plan.

**What Can the University Senate do?**
- It is for the Senate to decide but I would suggest that the Senate should be aware of the Emeritus Center and what it does. Recognize that emeriti constitute a valuable resource. Let us work together to identify areas where this resource can be used for good of our campus and community. At the very least, consider coming to our board meetings and lecture series.

Finally, I believe each one of you takes pride in being a part of this great university. You and other employees work hard every day to make it a better university. But this university is a product of not only your current efforts but also of those who worked here before you and those before them.

It is a collective effort of you and those who preceded you. It is important to recognize the contributions made by our retiree colleagues who worked here with dedication for many years as you are doing today. Our campus should recognize their contributions because, by recognizing our retirees, we honor our past.
Since it was established in 1965, the School of Social Welfare at UAlbany has been focused on educating students and conducting research to contribute to a more equitable and just society – with the needs of marginalized, oppressed and vulnerable individuals as our central concern. With over 7,000 alumni, our graduates are a significant portion of the social work workforce in New York State and beyond.

Our Academic Programs – Preparing Students for Professional Success

The Master of Social Work (MSW) program has always been our largest program. Currently, approximately 375 students are enrolled in either the part-time (4-year program), full-time (2-year program), or advanced standing program. The advanced standing program is suited for individuals who graduated with a bachelor’s degree in social work from a program accredited by the Council on Social Work Education (CSWE) and complete the MSW in one year. About 60 students are enrolled in our PhD program, and about 35 students per year are admitted as juniors into the competitive undergraduate major. So many students are motivated by the social work profession’s commitment to social and economic justice and increasingly seek out opportunities to take our courses, which is why we are very excited to launch an undergraduate minor in social work during the next academic year (2019-20). We also run the undergraduate Community and Public Service Program (CPSP). Through CPSP, more than 1700 students a year enroll in credit-bearing courses and complete between 35 and 100 hours of community service at public and non-profit organizations. Students’ CPSP experiences often further their interest in working in a helping profession, including social work.

“Field education” is an aspect of social work education that is unfamiliar to many people, but is a defining feature of all MSW and Bachelor of Social Work (BSW) programs. CSWE, the national governing body responsible for setting standards and accrediting programs, calls field education the “signature pedagogy.” Our MSW students must complete between 980 and 1000 hours of field education. In each year of the two year program, students are placed at one agency two days a week, where they work under the direct supervision of an MSW. The first field placement is intended to provide the student with “generalist” or foundational practice skills with individuals, families/groups, organizations and communities. Foundational skills include assessment, case management, counseling, home visits, interdisciplinary team work, staff meetings, education, resource development, and more. For the second field placement, students select a placement with either a clinical or macro practice focus. Clinical concentration students work with individuals, couples, families and/or groups within specified clinical areas, such as behavioral health, trauma recovery, or gerontology or with specific populations, such as school children, the homeless, or the formerly incarcerated. Macro concentration students focus on community and policy level interventions, and may conduct organizational or community assessments, write grants, develop and evaluate programs, or engage in policy advocacy in the arenas of child welfare, poverty reduction, or developmental disabilities, to name a few.

Regardless of a student’s concentration, courses rely on an ecological approach to multi-system interventions, in which students learn about the strengths and challenges of individuals and their families, along with the organizational and policy influences on their choices and opportunities for intervention.

Like most schools that offer MSW degrees, one of our challenges is securing enough field placements to ensure each student receives the range and depth of learning opportunities needed to develop social work competence. To address this challenge we have developed some creative field placement partnerships: on behalf of the New York State Office of Mental Health, we coordinate the Consortium Project for Evidence-Based Practice in Mental Health which places students in programs to work with adults diagnosed with serious mental illness; the Internships in Aging Project offers placement opportunities to develop skills in working with individuals and families and also with systems and organizations that serve seniors; and the Liberty Partnerships Rising Stars Program, funded by the New York State Education Department serves at-risk students with the Albany City School District. (continues next page)
The School of Social Welfare (continued)

Diversity and Inclusion

It is a point of pride that the student body, faculty and staff at the School are diverse, whether in terms of race-ethnicity, gender, sexual identity, sexual orientation, or family histories of college education. For example, approximately 40% of the BSW students are persons of color, as are 30% of the MSW students. More than 50% of faculty and 70% of professional staff identify as persons of color. Many of our PhD students are from countries other than the U.S., including South Korea, Indonesia, and China; they typically return to work in their countries of origin once they complete their dissertations, shaping the future of social work research and education around the globe.

The sociodemographic diversity demands that we consistently attend to ways our community can be inclusive, whether in the content and delivery of courses, or in extracurricular initiatives that emphasize the dignity and worth of all people. For example, several times a semester, the school convenes “The Gathering,” a forum for all members of the SSW community to engage in dialogue with each other or invited speakers about ways to dismantle oppression and counter implicit and explicit biases.

Internationalization

To prepare the workforce of social workers to effectively address problems that are exacerbated and in some instances created by globalization, the social work curriculum has expanded. For example, students in advanced courses learn about human exploitation and trafficking, natural disaster response, and refugee and immigrant services. Underpinning this expansion is the preeminence of human rights as a global social justice and social work priority. MSW students who are interested in learning more about social work and social welfare policies in other contexts can do short-term study tours in Scotland, Italy or in various countries in Africa through the longstanding U.S.-Africa Partnership. We also routinely coordinate a study tour here during the summer for social work students from Hallym and Ewha Universities in South Korea. All of these interchanges stimulate new ways of understanding and addressing social problems, and create opportunities for research collaborations as well. Social work services and social work education programs are expanding in other parts of the world, and we are frequently asked to host visiting scholars. In recent years, faculty from Russia, Indonesia, Australia, Korea, and China, have joined us with support from the Fulbright program or sponsorship from an agency in their home country.

Publicly Engaged Research Excellence

The diversity of our faculty is mirrored in their diverse research interests and methodological expertise. To mention a few, Dr. Sarah Mountz conducts community-based participatory research to understand the resilience of youth who were raised in foster care; Dr. Eunju Lee analyzes secondary datasets to examine outcomes for youth raised in kinship care; Dr. Lani Jones tests mental health interventions developed within a Black Feminist framework; Dr. Vicky Rizzo identifies the impact of social work interventions on long-term health outcomes. Across this diversity, there is a shared commitment to translational research, working directly with communities and other stakeholder groups to use data to develop and improve practice at the individual, program or policy level.

Our publicly engaged research portfolio has attracted substantial investment from federal and state agencies and private foundations, allowing us to conduct research with significant positive impact. For example, last Fall (2018), the National Child Welfare Workforce Institute (NCWWI), co-led by Drs. Mary McCarthy and Nancy Claiborne, received a 5-year, $24 million award to continue its research on organizational change initiatives in child welfare agencies and to be a workforce development resource for state, county and not-for-profit child welfare agencies, as well as for Native American tribes. This year, NY State extended and increased funding for the evaluation of the Joseph P. Dwyer Peer-to-Peer Veterans Program. Dr. Eric Hardiman is the Principal Investigator on this multi-year grant to evaluate peer support programs for Veterans across New York State coping with the challenges of civilian reintegration. This work has national implications for the prevention of negative outcomes such as social isolation and suicide among veterans. Increasingly our faculty are conducting interdisciplinary research, such as Dr. Wonhyung Lee’s National Science Foundation project with colleagues from the College of Engineering and Applied Sciences; the team is developing a virtual “one-stop shop” for information that can improve service accessibility in Albany, facilitate coordination between service-providing agencies and streamline the deployment of resources such as donations and volunteers.

Conclusion

For more than half a century, the School of Social Welfare has contributed to the tradition of excellence that has always characterized UAlbany. Our students, faculty, staff, alumni, and community partners are energized by the priorities in the University's current strategic plan, and excited by their resonance with the social work profession’s guiding tenets. Together, we are well-positioned to bring those priorities to life.

* Dr. Lynn A. Warner is Dean of the School of Social Welfare. She holds an MSW and a dual sociology-social work PhD from the University of Michigan, and a Master of Public Policy from the John F. Kennedy School of Government at Harvard University. Her research is focused on disparities in utilization of mental health and substance use services, and she is currently part of the Robert Wood Johnson Foundation’s Interdisciplinary Research Leaders program.
In 1965, after three years on the faculty of Hunter College, CUNY, I accepted an appointment as an assistant professor of history at what is now the University at Albany. I thought I would stay a few years, and then move on to a position elsewhere. In 2010, after forty-five years at the University at Albany, I decided to retire. However, at the request of my department chair, I stayed on for another three years as a Vincent O’Leary Professor.

During my years at UAlbany, I became increasingly active in our union, United Univerity Professions, first at the chapter level, where I served as the chapter’s president from 1989-2001, and then as the vice president for academics for the next ten years. At the same time I served on several of UUP’s statewide committees. In the late 1980s I had a conversation with the union’s president, Tim Reilly, in which I pointed out that since most of UUP’s founders and early activists were still around, it might be a good time to launch an oral history project to preserve their memories. I also suggested that the union should establish an archive, instead of having all its non-current records stored in a warehouse at substantial cost to the organization. Tim thought these were excellent ideas, and he told me to come up with a proposal for the oral history project and appointed me as chair of an ad-hoc archives committee. Funds were authorized for both these endeavors. I hired a graduate student to conduct the oral history interviews and hired other students to transcribe them. The archives committee issued a report, which was accepted, recommending the establishment of the United University Professions Archive, which would be housed at the University at Albany Library’s Department of Special Collections.

During the time I was serving as an O’Leary Professor, while attending a UUP meeting, I was having a conversation with Nuala McGann Drescher, who is a retired history professor from the College at Buffalo and who had served as UUP’s president for six years. Nuala told me she had been urged to write a history of UUP and was interested in doing that, but she realized that it would be a very time consuming project that would be completed faster if she were not the only author. She asked me if I would work with her on this. Although I had plans to complete one or two projects I had begun while teaching full time, I agreed that writing the history of UUP should take precedence, and I told her I would work on it with her. We decided to ask William E. Scheuerman, a retired political science professor from the College at Oswego, who had been UUP’s president for fourteen years, if he would join us. Bill agreed, and so now our task was to decide on the scope of the book and to plan our research and writing. With three of us working on it we thought we would be able to complete the book in a couple of years. It turned out that we were overly optimistic.

We knew that the UUP Archives and the UUP Oral History would constitute our principal source of information, but we also knew we would need to consult the archives of our two affiliates, the New York State United Teachers and the American Federation of Teachers. While the UUP materials are at the University at Albany, those of NYSUT are at Cornell University in Ithaca and the AFT records are at Wayne State University in Detroit. Additionally, we would have to spend some time at the New York State Archives and the New York State Library consulting files from the Governor’s Office of Employee Relations and proceedings of the state’s Public Employment Relations Board, among other items. We would very much liked to have seen files from the SUNY Administrative Office, but early on we learned that SUNY had not established an archival repository, and that their records were unprocessed and were stored in a warehouse where we could not access them. It is hoped that in the not too distant future they will be turned over to the New York State Archives and will ultimately be processed and made available to researchers. (continues next page)
My First Retirement Project (continued)

After several years of research—so much for our two-year project—we concluded we had gathered enough material to begin writing. We had several meetings to discuss the scope of each chapter, and we then began producing drafts. Each of us read and commented on every chapter, and after several revisions, a final manuscript was ready. Fortunately, we had a contact for the book with SUNY Press, so we didn’t have to search for a publisher. The press sent the manuscript out to appropriate scholars, and we were delighted to receive outstanding reviews. One of the readers noted: “What the book presents is extremely important and valuable. The book should interest, and be required reading for, anyone concerned about public higher education in the US.” United University Professions: Pioneering in Higher Education Unionism, was published this past June. We believe our book makes an important contribution to the history of higher education and of the labor movement in general, and specifically to the study of public employee unionism.

This entire effort was a very rewarding experience for me. When I was instrumental in establishing UUP’s archive and oversaw the production of an oral history of the union’s early years, I knew I had helped make it possible for future scholars to write the union’s history. Little did I know that I would be one of those scholars. It also was a diversion from my usual scholarly interests. All of my previous teaching, research, and writing had been in the field of American urban history; this was my first foray into labor history. Then, too, it was a unique experience in another way. I, like most historians, traditionally worked alone when it came to conducting research and writing. This time, I collaborated with two others. Fortunately, that worked out very well. While we were not shy to critique each other’s work, we maintained an exceptionally harmonious relationship throughout the entire process.

To no small degree, my retirement made my role in producing this book possible. Had I still been a full time faculty member I would have been reluctant to devote so much time to an endeavor that took me away from my usual scholarly specialty.

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* Ivan Steen was a member of the UAlbany Department of History from 1965-2013. He served as the director of the department’s Graduate Program in Public History and of its Oral History Program for thirty years. He currently serves as the co-director of the Center for Applied Historical Research.

Engaging for the Public Good

The University at Albany’s Office for Public Engagement is on a “mission.”

by Mary Hunt, Manager of Programs, UAlbany Office for Public Engagement

The University at Albany’s commitment to addressing the pressing needs of society is long-standing, dating back 175 years to its roots as the New York State Normal School for teachers. Today, as an engaged public research university, UAlbany works collaboratively with partners from the public and private sectors throughout our region and beyond to address critical challenges in hundreds of ways.

“The mission of the university’s Office for Public Engagement is to support UAlbany’s capacity to do public good, locally and globally, through the advancement of research, teaching, and community engagement initiatives that address societal issues,” explains executive director Alfredo Medina, Jr. “We have a responsibility to our communities to contribute our collective expertise and resources as a public institution to help find solutions and approaches to real-world issues. That drives the work we do each and every day.”

(continues next page)
Engaging for the Public Good (continued)

Engagement and service are among the core values enumerated in *Authoring Our Success*, the university’s Strategic Plan for 2013-2018. “A lot of people confuse engagement with public service and volunteerism. Those activities are important components of engagement, but our faculty, students, staff and alumni work with community partners in so many more ways—through timely and responsive scholarship in all disciplines, community-based participatory research, innovative teaching, experiential learning, and creative activity,” said Medina.

“Like many of its peer institutions, UAlbany has adopted a definition put forth by the Carnegie Foundation for the Advancement of Teaching which describes engagement as ‘the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. Its purpose is to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.’”

The Office for Public Engagement is part of the university’s Office for Government and Community Relations, and leads a number of activities and initiatives designed to support and highlight public engagement across UAlbany’s three campuses and throughout the Capital Region. “You will frequently find us out and about representing UAlbany at important events and gatherings throughout the area,” said Medina. “Just recently we took part in the Albany Latin Festival and in the One City United Fair in Washington Park, which was sponsored by the Albany Law Enforcement Resolution Team (ALERT) Partnership.

On campus, we hold brown bag lunches and university-wide forums where we bring members of the university community and its partners together to discuss ongoing engagement and service projects, explore ideas and opportunities for interdisciplinary engagement, and share best practices. One of our primary goals is to foster a campus culture that supports strong and lasting working relationships among colleagues. Our faculty in particular, both current and emeriti, have a great deal of knowledge and experience to share with all members of the UAlbany community. We hope all university stakeholders who participate in our programming come away feeling inspired, invigorated and better prepared to fulfill their important role in UAlbany’s engagement mission.”

The university has designated April as Public Engagement Month at UAlbany. The annual month-long celebration, which culminates with the presentation of the President’s Awards for Exemplary Public Engagement, shines light on the impactful research, scholarship, teaching, learning, public service, and creative activity being carried out by UAlbany faculty, students, staff, alumni, and partners in all disciplines—the arts and sciences, social sciences, humanities, and the professional fields.

“This past spring, we collaborated with the university’s Institute for Teaching, Learning and Academic Leadership to present a training session for faculty members interested in becoming more publicly engaged, hosted a forum on civic engagement that featured a keynote by Professor Henry Louis Taylor, Jr., director of the Center for Urban Studies at the University at Buffalo School of Architecture and Planning, and showcased faculty engagement in a series of powerful short lectures entitled *Short Takes,*” said Medina. (finishes next page)
## Engaging for the Public Good

*The University at Albany’s Office for Public Engagement is on a “mission.”*

“We’re currently planning to present *Short Takes* at a number of locations throughout the community. I hope our emeriti faculty will consider joining us and possibly presenting. It would be great fun to devote a full edition of *Short Takes* to the work of our emeriti. We could all learn a great deal from their considerable know-how, experience and wisdom.”

The Office for Public Engagement is committed to spreading the message, mission, and spirit of engagement throughout the university and beyond as UAlbany strives to fulfill its vision to become the nation’s leading diverse public research university—providing the leaders, the knowledge, and the innovations to create a better world. We are indebted to our emeriti faculty for their long-standing and continued contributions to the university and invite them to reach out to the office to become more involved in engagement and service initiatives at UAlbany by contacting **Alfredo Medina** at (518) 442-3382 or **Mary Hunt** at (518) 442-3470.

For more information, please visit the Office for Public Engagement’s website at [www.albany.edu/pub](http://www.albany.edu/pub)

### 2019 Three Voices Grant Program Awardees

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<thead>
<tr>
<th>Applicant</th>
<th>Title</th>
<th>Amount Funded</th>
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<tbody>
<tr>
<td>Eloise Briere</td>
<td>Lucie Cousturier, A Pioneer”: Phase II, Archival Research</td>
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<td>Phyllis Golembo</td>
<td>Ritual Dress of the Festival of San Miguel, Mexico</td>
<td>$1000</td>
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<tr>
<td>Robert McCaffrey</td>
<td>Determining if Research Participant’s or Clinical Patient’s Data Are Valid and Reliable: The Role of Performance Validity Testing</td>
<td>$1200</td>
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<td>John Overbeck</td>
<td>Study of Finds from Archaeological Excavations of Ayia Irini, Greece</td>
<td>$850</td>
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<td>Martha Rozett</td>
<td>How They Taught: Three Essays on 20th Century Teachers of Shakespeare</td>
<td>$1800</td>
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<tr>
<td>Mary Beth Winn</td>
<td>Tristan, Musician in the Late Medieval Prose of France</td>
<td>$1800</td>
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<tr>
<td>Carolyn Yalkut</td>
<td>Everywoman: A Full-Length Play</td>
<td>$1600</td>
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### Planning for Long-Term Care

You can never know for sure if you will need long-term care. Maybe you will never need it. But an unexpected accident, illness, or injury can change your needs, sometimes suddenly. The best time to think about long-term care is before you need it.

Planning for the possibility of long-term care gives you time to learn about services in your community and what they cost. It also allows you to make important decisions while you are still able.

People with [Alzheimer’s disease](http://www.albany.edu/pub) or [other cognitive impairment](http://www.albany.edu/pub) should begin planning for long-term care as soon as possible.
News You Can Use

Elderhood: Redefining Aging, Transforming Medicine, Reimagining Life

by Louise Aronson

As revelatory as Atul Gawande’s Being Mortal, physician and award-winning author Louise Aronson’s Elderhood is an essential, empathetic look at a vital but often disparaged stage of life.

Reminiscent of Oliver Sacks, noted Harvard-trained geriatrician Louise Aronson uses stories from her quarter century of caring for patients, and draws from history, science, literature, popular culture, and her own life to weave a vision of old age that’s neither nightmare nor utopian fantasy—a vision full of joy, wonder, frustration, outrage, and hope about aging, medicine, and humanity itself. https://tinyurl.com/y6faqokw

Top Ten Financial Scams Targeting Older Adults

Financial scams targeting seniors have become so prevalent that they’re now considered “the crime of the 21st century.” Why? Because seniors are thought to have a significant amount of money sitting in their accounts.

It’s not just wealthy seniors who are targeted. Low-income older adults are also at risk of financial abuse. And it’s not always strangers who perpetrate these crimes. Over 90% of all reported elder abuse is committed by an older person’s own family members, most often their adult children, followed by grandchildren, nieces and nephews, and others. https://tinyurl.com/pt6dddq

UA Emeriti in the NEWS

1. Dr. Ewan C. McNay
Music and the brain

Dr. McNay is Associate Professor and Area Head, Behavioral Neuroscience, University at Albany. He received the Ph.D. in Neuroscience from the University of Virginia in 2000. He has authored around 50 peer-reviewed journal papers and has been funded by the NIH, ADA, JDRF, Alzheimer’s Association, and several state and private agencies. Dr. McNay’s work has shown that lifestyle elements—such as sleep, lack of exercise, caffeine intake, drinking red wine, or overeating—have direct and measurable impact on brain function.

2. Grace Susan Burian jargra@msn.com

On retirement I became a member of RSVP (Retired Seniors Volunteer Program). My late husband and I did much volunteering with community theatre and other organizations. We established a yearly lectureship in the Theatre Department and The Writers’ Institute here at SUNYA. We set up funds for yearly prizes for outstanding students here at SUNYA, Schenectady County Community College and Rutgers University (where my husband got his BA).

I became an auditor for the New York State Council on the Arts in NYC for many years. We were members of the Albany-Schenectady League of ’Arts Decentralization where we received an award from them: "Celebrating Creative Excellence in the Capital Region."

My husband and I made many trips to Europe where he was doing research on Eastern European Theatre, and I wrote up my traveling experiences with him in a book published by Ohio University Press: "From Jerry to Jarka’s, A Breezy Memoir of a Long Peripatetic Marriage." I also wrote articles on a popular vaudevillian, Aileen Stanley, a long one especially in "Women in America Theatre," Eds. Chinoy and Jenkins, published by Crown Publishers.

And I am a founding member of the William Reese Ph. D Emeritus Center Executive Board here at SuNYA, A board member of Theatre Voices for many years, a member of the various museums, of the Buckingham Lake Association, and a few others.
3. Gene Bunnell, Ph.D., Professor Emeritus, Department of Geography and Planning
- Currently working on a new book titled *Buffalo's Waterfront Renaissance: Canalside and Other Waterfront Success Stories*

4. John Schmidt, Professor Emeritus, Biological Sciences
jschmidt@albany.edu
- My book on my research area in developmental Neurobiology is coming out Oct 1. A blurb and cover image is included along with the preface. Please feel free to use in you newsletter for fall.

5. Robert J. McCaffrey, Ph.D. Professor of Psychology.
- Past President: *American Academy of Pediatric Neuropsychology*
- Editor-in-Chief, *Developmental Neuropsychology: A Life Span Developmental Journal*
- Editorial Board Member
  - *Applied Neuropsychology: Adult*
  - *Applied Neuropsychology: Child*
  - *Journal of Pediatric Neuropsychology*
  - *Archives of Scientific Psychology*
- Development of New Neuropsychological Tests
  - *Test of Malingering Memory – 2*
  - *Pediatric Performance Validity Test Suite*
  - *Hi-Fidelity: Tasks of Visual Organization*


6. Recent books by Pierre Joris:
- *Contra Mundum Press*
- *Conversations in the Pyrenees*
- *Spuyten Duyvil Press:
  - *Arabia (not so) Deserta: Essays on Maghrebi & Mashreqi* Writing & Culture

Julie S. Abramson, MSW, Ph.D.
**RETIREMENT STORY**
I retired as a School of Social Welfare faculty member in 2004. I moved at that time from Albany to Northampton MA which is the site of several colleges and seems to be developing as a retirement destination. It is a progressive and culturally lively town which has turned out to be a very good choice for me even though I knew no one when I chose it.

I have continued to work on various projects, although never full time, since retiring; my first job was as a community developer for a local agency serving elders; subsequently, I worked on a special NSF grant funded project for three years as a Smith College visiting professor which combined faculty from UMASS Computer Science and Smith School for Social Work to address the needs of elders through technology. After that, I worked part time for 3 years doing a qualitative evaluation of a Latino parent education project on writing for publication as a coach and editor. In addition, I continued to publish six articles and chapters during the first 10 years of retirement; however, I don’t plan to write for publication in the future.

Finally, I am often active as an executive coach or organizational developer with directors of social agencies and their staff. I am happiest when I am doing some sort of professional project but carefully contain such activities to a day or two a week. I always try to leave plenty of room for social activities, travel and lots of gardening during the garden season.

I hope this is the sort of information you are looking for. Please let me know if anything else is needed.

Best wishes,

Julie

Julie S. Abramson, MSW, Ph.D.
JAbramson Consulting
http://jabramsonconsulting.com
jabramson@albany.edu

### Useful Links for Retirees
- [Medicare Information](#)
- [NY State Commission on National and Community Service](#)
- [TIAA-CREF](#)
- [NYSUT Retirees and Retirement](#)
- [UUP](#)
- [UROHE](#)

### FOR FUN:
- [Think like a 94 year old genius](#)
- [50 Ways to live longer](#)
- [How to live to 100 and enjoy it](#)
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UA Emeriti in the NEWS

7. Timothy R. Groves
An Empire Innovation Professor at UAlbany from 2007-2014. He enjoyed a long career at HP Labs, IBM, Leica Microsystems, and finally, at UAlbany.


As a physicist I was always fascinated by the importance of charged-particle beams. The Large-Hadron Collider (LHC) at CERN has raised our elucidation of the Standard Model of particle physics to a new plateau through verification of the Higgs boson. Separately, aberration-corrected electron microscopes have improved resolution to around 0.05 nanometer. Separately still, mass-spectrometry continues to probe the energy levels of atomic nuclei, based on the close connection between mass and energy.

8. Professor G.A Levesque Professor in African-American Studies

Forthcoming Review in Journal of American History

9: John G. Gunnell Distinguished Professor of Political Science


Political Theory and Social Science: Cutting Against the Grain (Palgrave Macmillan, 2011).

10: Gary Kleppel


Speaking Engagements:
Agriculture as a carbon sink. Citizens Climate Lobby Meeting, March 30, 2019, Sage College, Troy, NY.
Carbon farming. Lecture to Environmental Economics class, April 3, 2019, UAlbany.
Eden 2.0: How farming with nature can save the food system and maybe the planet. Bethlehem Public Library, April 16, 2019, Delmar, NY.
Agriculture is part of the solution. Memo to Rep. Paul Tonko, for his Climate Change Town Hall, May 29, 2019, Troy, NY.

Positions: Chair, Agricultural Advisory Committee. Town of Knox, NY. 2019 – present.

11: Anita Pomerantz, Professor Emerita in the Dept of Communication, submitted this item:

Lorenza Mondada, an internationally renowned expert on the interrelationship of language, embodiment, space, and mobility, invited me to lead a two-day workshop during October 2018 at the University of Basel. The participants included Prof. Mondada’s doctoral students, doctoral students from other universities, and faculty from the University of Basel. workshop for group analysis.
July 10, 2019

Dear Colleagues,

This morning I received the very sad news that former UAlbany president Karen Hitchcock has passed away after a lengthy illness. Dr. Hitchcock was a trailblazer throughout her career in higher education, and the University at Albany and the Capital Region are stronger and more vibrant thanks to her significant professional and philanthropic contributions to so many of our most cherished community organizations. The entire UAlbany community extends its deepest condolences to Karen’s family and friends.

First as provost and then as our 16th president, she presided over academic and research expansions that were instrumental to solidifying UAlbany’s position today as one of the nation’s most diverse public research universities, including the development of our Health Sciences Campus into the region’s premier health sciences cluster.

Dr. Hitchcock also believed our region is stronger when its institutions work together to achieve common goals. It was in that spirit that she helped found the Business-Higher Education Roundtable to create academic-industry partnerships that drive economic growth. As part of her deep community engagement, she was a stalwart supporter of UAlbany’s internationally acclaimed New York State Writers Institute. For these and many other important contributions, Dr. Hitchcock was honored as the Academic Laureate at the University at Albany Foundation's 2018 Citizen Laureate Awards.

For Karen’s commitment to our University, to our students, and to our region, we will be forever grateful, and she will be deeply missed.

Sincerely,

Havidán Rodríguez
President
The University at Albany is currently undergoing a self-study in preparation for completing the accreditation process by the Middle States Commission on Higher Education (MSCHE). MSCHE is one of seven regional accreditors in the United States serving institutions in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the Virgin Islands. In fact, this Commission accredits 525 degree-granting, postsecondary institutions of all Carnegie Classification types.

The focus of this self-study process is to encourage the continuous review and improvement of all of our academic and co-curricular programs and initiatives, as well as to certify that we meet a set of standards and requirements, as set forth by the Commission. We are to be forthright, accurate, and candid regarding our current state and the ways in which we propose to move forward as a distinctive institution of higher learning.

Our campus Co-Chairs are Jeanette Altarriba, Interim Dean, College of Arts and Sciences, and Jason Lane, Interim Dean, School of Education. Together with seven workgroups comprised of faculty, staff, Senate representation, and students, we were tasked with reporting the ways in which we address and carry out our policies and procedures in seven main areas: I. Mission and Goals; II. Ethics and Integrity; III. Design and Delivery of the Student Experience; IV. Support of the Student Experience; V. Educational Effectiveness Assessment; VI. Planning, Resources, and Institutional Improvement; and VII. Governance, Leadership, and Administration.

A description of each of these areas along with the composition of each workgroup can be found on our Middle States wiki at [http://Albany.edu/middlestates](http://Albany.edu/middlestates).

Fundamentally, a driving force behind the structure of our report has been the University at Albany’s Strategic Plan and it serves us well in terms of guiding our discussion and description of the plans that we undertake in each of the seven areas covered by the above standards. For example, in support of the student experience section, we cover the ways in which we have programs in place to promote and monitor student success. Programs such as those provided within Undergraduate Education—The Center for Undergraduate Research and Creative Engagement (CURCE), the Academic Support Center, our Student Engagement initiatives—each play a critical role in the ways in which we promote positive academic outcomes for our students and promote retention and completion. (continues next page)
The Middle States Self-Study Process at the University at Albany (continued)

We have been frank within our discussion, however, to point out that our first-year retention and graduation rate are not at the levels we would wish them to be. Thus, we spend a considerable amount of effort detailing all that we do or are planning to provide in order to promote an increase in these areas (e.g., the use of the EAB (Educational Advisory Board) platform for on-campus communication and advisement of students, a four-year advising model, a first-year experience program, etc.).

The process of undergoing self-study has unveiled the challenges that we as an institution are facing in terms of enrollment and retention. It has spurred us on to address these challenges head-on by implementing best practices and procedures that will support and strengthen our offerings to students, both in and outside of the classroom. A number of other Federal Compliance Requirements and Requirements of Affiliation must be satisfied and include items such as fulfilling our Title IV program responsibilities (assuring that we are certified to provide various types of financial aid to our students), our assignment of credit hours, and the accuracy and veracity of our contractual relationships and licenses, as required by law.

Ultimately, this process leads to making a set of recommendations and suggestions for improvement that help us set a course for implementation into the future. For example, we are continuing our improvement of annual assessment processes for our Student Learning Objectives and conducting ongoing surveys and using instruments to monitor our success in this area. We are also continuing to evaluate and address concerns regarding appropriate remuneration for graduate student assistantships, fellowships, and teaching/research assistantships for all of our graduate student population.

Our work has culminated in a nearly 100-page draft that can be accessed on our wiki. In fact, we do encourage individuals to review that document and to provide feedback as requested so that we can work towards strengthening our report and producing a final draft. Additionally, a number of Open Fora were held in October that were open to the entire campus community for further discussion of our Middle States Self-Study document.

Our updated report will be shared with Dr. Philip Rous, our External Review Team Chair, in anticipation of his campus visit on December 6, 2019. The entire Review Team will be on campus March 29- April 1, 2020 for our formal site visit and review. Everyone is welcome to provide comments and feedback throughout this process by contacting one of the Co-Chairs, or, by sending feedback to selfstudy@albany.edu.

The Self-Study is a campus-wide endeavor, and we invite everyone to get to know the institution better through a review of our report. We look forward to a successful process and to our commitment to strengthening and propelling the University at Albany into future greatness in its ability to stand as one of the foremost public research institutions in higher education today. We invite you to be part of our process!

*Jeanette Altarriba, Ph.D., currently serves as Interim Dean of the College of Arts and Sciences at UAlbany. Prior to this appointment, she served as Vice Provost and Dean for Undergraduate Education, and through her leadership, that unit flourished and developed a variety of new programs and initiatives. She is the recipient of the University’s Collins Fellow award in recognition of her sustained efforts and service towards the University at Albany for well over 25 years.
The Emeritus Center Invites You to Attend the Final Programs of 2019

The Fall 2019 Emeritus Center schedule opened on September 9th when President Havidan Rodriguez, 20th President of the University at Albany, addressed our members and guests (see related story in this edition). There are several excellent programs still to come this fall as described below:

**November 4:** Panel Discussion on Climate Science: This special Emeritus Center program has been designed to explore current climate science issues including the latest scientific consensus on how and why the climate is changing; the effects on humans (the health, social, and economic impacts); and the effects on plants and animals (species loss and ecological changes).

*Moderator: Mathias Vuille, Ph.D., Department of Atmospheric and Environmental Sciences*

*Panelists:*

- Shao Lin, Ph.D., MPH, M.D., Department of Environmental Health Sciences
- Oliver Elison Timm, Ph.D., Department of Atmospheric and Environmental Sciences
- Wendy Turner, Ph.D., Department of Biological Sciences

*Please Note: This program will be held in the Standish Room of the Science Library on the Uptown Campus*

**November 18:** Julina Guo, Esq., Immigration Law Clinic, Albany Law School, “Local Immigration Issues from a Legal Perspective.”

**December 2:** Beth Feingold, Ph.D., Department of Environmental Health. “The Capital Region FRESH Study: Fresh Produce Recovery and Redistribution for Environmental Health and Sustainability.”

**December 16:** Ben Shaw, Ph.D., Department of Health Policy, Management, and Behavior, “Quality of Life in Older Adults.”

*Other than the November 4th program which will be held in the Standish Room of the Science Library on the main uptown campus, our programs are held in Room 134 of the University Administrative Building, 1215 Western Avenue, Albany. All are welcome to attend and the programs are free to attendees. Please join us.*

Questions and comments, including suggestions for future programs and speakers, may be sent to Carol Whittaker, Program Chair, cwhittaker@albany.edu.
Volunteer Opportunities at UA

The University welcomes expressions of interest in volunteer service from emeriti faculty and staff. There are a variety of opportunities for mentoring, sharing your experience through guest presentations, and participating in campus activities. Please contact Willam Hedberg in the Provost’s Office whedberg@albany.edu to discuss your particular interests.

Editorial Committee

Ram Chugh, Ph.D. - Editor
Ed Fitzgerald, Ph.D. - UAEC President
Neil v. Murray, Ph.D. - UAEC Communication Director
Wm Hedberg, Ph.D. - Senior Vice Provost and Associate VPAA
Ken Jacobie - CREATION Consultant

Send comment or story suggestions to Ram Chugh at ramchugh@gmail.com

In Memoriam

- Marjorie Benedict
- Alicia de Colombi Monguio
- John P. “Jack” Haggerty
- Jerome Richard Hanley
- Elizabeth T. Lauenstein
- Donald Whitlock
- William K. Holstein

UAEC Board Members

President: Ed Fitzgerald, Ph.D. - O’Leary Professor of Environmental Health Sciences, School of Public Health, University at Albany: 1995 – 98 and Professor Emeritus 1998 to present.

Grayce Susan Burian, MA - Emeritus from Schenectady County Community College where she instituted and ran the Theatre Program for over 20 years.

Sorrell Chesin, Ph.D. - Appointed Associate Dean of Students at UAlbany in 1965, served in several senior administrative positions thereafter, including Executive Director of The UAlbany Foundation, and retired in 2013 as Associate Vice President for University Development (Emeritus).

Ram Chugh, Ph.D. - Distinguished Service Professor of Economics (Emeritus), SUNY Potsdam and System Administration. Retired in 2013 after 43 years of service.

Teresa Harrison, Ph.D. - O’Leary Professor Communications College of Arts and Sciences University at Albany, SUNY

Robert W. Jarvenpa, Ph.D. - Professor Emeritus Anthropology College of Arts and Sciences University at Albany, SUNY

Dean W. Knapton, M.S. - Associate Registrar Emeritus University at Albany, SUNY

Timothy Lance, Ph.D. - Distinguished Service Professor Emeritus Mathematics and Statistics College of Arts and Sciences University at Albany, SUNY

Neil V. Murray, Ph.D. - Professor Emeritus Computer Science College of Engineering and Applied Sciences University at Albany, SUNY

Bonita Sanchez, MSW - Retired from the UA School of Social Welfare as Assistant Dean and Director of Field Education after 28 years of service as faculty/staff. In retirement, she continues volunteering with organizations that provide support to seniors, domestic violence survivors, and homeless teens.

Carol Whittaker, MA, MPA - has had many roles at the School of Public Health since joining as the “Assistant Dean for New Fun Stuff” in 1993. More recently she established and directed the Center for Global Health and now, retired from the NYS Department of Health.

Find out MORE: http://www.albany.edu/emerituscenter/