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## COLUMBIA MISSOURIAN

# New 3-D lab unveiled at the MU Department of Architectural Studies

By [Will Floyd](#)

January 11, 2012 | 6:35 p.m. CST



Brad Martin, 22, a senior in MU's Architectural Studies Department, poses for a portrait behind a projection screen in the department's new immersion laboratory that allows students to see their designs in 3-D format. Graduate student Ahmed Alawadhi's project is being projected in 3-D on the screen. Martin's class is the first to use this innovative technology at MU. | [Matthew Busch](#)

COLUMBIA — Imagine you are an architecture student who just finished a building design. Now imagine taking a 3-D tour of the building to get a realistic feel for what the space is like.

**A new Immersion Visualization Laboratory, known as the iLab, developed by the MU's Architectural Studies Department will allow students to do that by "entering" their designs in the digital world.**

Bimal Balakrishnan, assistant professor of architectural studies and one of the creators of MU's iLab, said judging size and space is one of the biggest challenges architects face when designing buildings. He said the iLab will help students see their building's space and understand their design by putting things into proportion.

The typical way students build designs are with sketches and small models made of balsa wood. Balakrishnan said this can cause some problems in designs because the small models don't give students a feel for the actual proportions of their buildings in regard to their surroundings or in terms of sheer size.

The iLab is not the first to use 3-D technology; Balakrishnan was involved with a similar Immersive Environments Lab while he studied at Penn State.

What separates the MU lab from other 3-D immersion labs is that it's available to undergraduate students. Most other labs are primarily used by graduate students to perform research.

MU's iLab uses three large side-by-side high definition projection screens. The layout allows for students to feel immersed in the projections. The screens are paired with "active shutter" 3-D glasses, which give a similar experience to those worn by people watching 3-D movies, and software that allows the students to experience the sensation of being "in" their projects.

During a recent demonstration of the system, users walked through a virtual coffee shop. The movements were smooth and natural, and the surrounding environment felt similar to a 3-D movie.

The size of the screens gives the feeling that the user is walking through an actual shop. It gives depth and perception not only to the room but also to the furniture, allowing the user to sense how people and objects would fit into the space. Another unique aspect of the iLab is that it was built in-house using parts purchased from commercial vendors. That allowed the staff to build the system at an affordable price, around \$85,000. It also means they can update the system independently whenever necessary.

Newton D'Souza, assistant professor of architectural studies, also helped create the iLab. "Most of these immersive technologies are invented in the gaming industry and computer science," he said. "We just adapted them for our use in architecture design."

Balakrishnan said he sees this system being used along side traditional architectural methods such as models and floor plans. "I see this as one piece of the big picture."

The professors also talked about how this system could be used to make a 3-D digital map of the city. The city could use it to train for crisis events and event coordination. The system was unveiled in December, so the spring semester will be the first chance for students to take advantage of the system.

COLUMBIA DAILY  
**TRIBUNE**

## Ellis library staff tries to recover after September fire

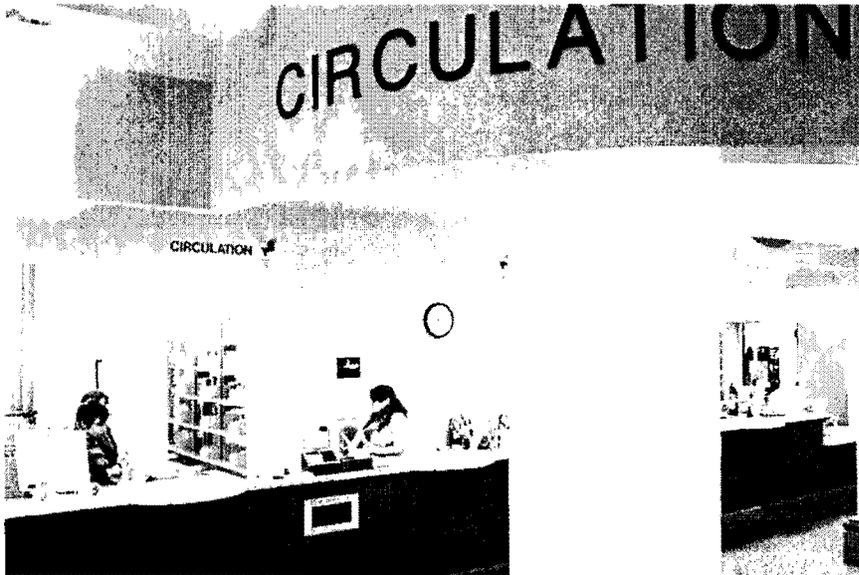


Photo by Ryan C. Henriksen

*Laura White, right, talks with Michael Wyss and Karen Eubanks Wednesday morning while working at the Ellis Library circulation desk. Four months after a man broke in through a library window and set multiple fires, campus workers joined fire and police crews Tuesday to reflect on the incident.*

By Janese Silvey

Wednesday, January 11, 2012

**Jim Cogswell stood outside the north entrance of Ellis Library on the University of Missouri campus in the early morning hours of Sept. 10 watching smoke billow out of doors and windows and listening to water gushing inside.**

“I felt about as low as I ever felt after 40 years in this business,” said Cogswell, director of MU libraries.

Four months after a man broke in through a library window and set multiple fires, campus workers joined fire and police crews yesterday to reflect on the incident. The meeting aimed to bring closure and included commemorative T-shirts that help “reinforce the unity” felt after the fire, Cogswell said.

Christopher Kelley, 25, is charged with second-degree burglary and second-degree arson after security cameras allegedly caught images of him in the library during the hours the fires were set. Kelley has not admitted to the arson, but Doug Schwandt, assistant MU police chief, said the department didn't need a confession. "We had other evidence," Schwandt said. "He defecated and urinated, so we had physical evidence."

Cops also recovered a handwritten note in the area, which they suspect was written by Kelley.

June DeWeese, an access services librarian whose department took the brunt of the damage, said library staff didn't know Kelley — and she doesn't appreciate those who have asked what library staff did to make him so angry. "We had no idea who he was," she said. "We looked him up, and he checked out a lot of books ... but that's irrelevant because we are the victims and didn't cause it."

DeWeese also balks when people suggest the fires were a good way to clean out offices. She lost 25 years' worth of papers she planned to someday sort through. "I didn't need assistance from the crazy SOB who did this," she said.

Early estimates suggested the fires caused between \$600,000 and \$1 million in damage, although the costs still are being calculated. Reports labeled the fire as causing "minimal" damage, which DeWeese questioned.

"If someone was not here that Saturday or Sunday walking on water-soaked carpet and broken glass, it's hard to understand what those here went through," she said.

Cleanup efforts are ongoing. The library's access services staff — which oversees circulation, course material reservations and other services — were able to return to their offices last week but still are waiting for furniture. Part of the main floor remains off limits to visitors while reference librarian Wayne Barnes and his team continue to relocate shelving units so new flooring can be installed. That job requires removing more than 100,000 books from shelving units and is expected to last through the semester.

The incident revealed a few gaps in university response efforts. Gary Ward, associate vice chancellor of facilities, said the main problem was not having a central command post on site. Workers were showing up to help but weren't sure where to go or what to do. Ward's office has since purchased a Ford Explorer that's being outfitted to serve as a central command post.

Yesterday's event allowed workers to share memories and personal feelings about the fire, which has been classified by the university as a form of workplace violence.

"My heart was saddened," said Pat Jones, head of library security, recalling driving up to the scene. "I could not imagine what was going on inside my library. I take it very personal."



## Tiger Town might affect street closure rules

By Jacob Barker

Wednesday, January 11, 2012

The Downtown Community Improvement District Board yesterday sent a list of recommendations to the Columbia City Council on street closure rules, though their effect on an effort to create a downtown destination for football fans is unclear.

After a summer filled with contention over concert promoter Richard King's Summerfest street closures, the city council amended the ordinance governing them five months ago. Some downtown business owners had complained about the frequency of King's concerts and their effect on sales. After making its changes, the council asked the CID to come up with its own set of proposals.

**A special CID committee sent a list of proposals to the full board in November, but it decided to table the rules because of a lack of agreement and to study how the University of Missouri's move to the Southeastern Conference might affect downtown crowds.**

Among the major changes proposed were requirements that street closure applicants get 51 percent of abutting residents and business owners to sign in support, send applications to the council 45 days before an event and pay an application fee.

The most debated proposal was to prohibit for-profit street closures on the day before and day of home football games. The board passed a motion to remove that provision. Also, on a 6-5 vote, the board passed a motion to only require street closure applicants to get a majority of adjacent business owners' support, taking out the requirement to get residents on board as well. CID Director Carrie Gartner had said finding and contacting all the residents on a block is difficult.

The board voted unanimously to send the remaining list to the council.

The CID board's meeting yesterday kicked off with a presentation from the boosters behind Tiger Town, the preliminary name of a yet-to-be-determined downtown area that would cater to football fans. The idea is an attempt to emulate the traditions of SEC schools by giving Columbia a game-day destination similar to places such as The Grove at the University of Mississippi.

Tiger Town booster Greg Steinhoff told the CID he and others were looking to appoint a committee to execute the plan, including two or three CID members. Other groups involved

would be the Columbia Chamber of Commerce, MU, the MU Athletic Department and the Columbia Convention and Visitors Bureau.

The proposal, which likely would involve a downtown street closure, made CID Chairman Skip Walther hesitant to send the street closure recommendations to the council. "Now that we have a proposal that would significantly impact street closures generally, it may be premature" to send them, he said.

Other board members, though, said it was important to address the concerns of merchants that prompted the committee's work. Adam Dushoff said he understood the concern about recommending proposals that might need to be changed later, but previous concerns about a lack of complete consensus on some rules shouldn't keep the CID from sending them to the council. "Holding this process up because the votes" were not unanimous "in favor of any one thing I think is a little shortsighted," he said.



## Mizzou Asks Feds To Adjust Football Spending Data

January 11, 2012 11:43 AM

**COLUMBIA, Mo. (AP)** - The University of Missouri says it overestimated its annual football expenses by \$5 million last year.

The Columbia Daily Tribune reports that a data entry error bumped the school's annual football expenses in 2009-2010 from \$13.76 million to more than \$20 million during the most recent fiscal year.

That increase would have elevated Missouri into the top 20 of the sport's most free-spending programs and past such schools as Oregon, Southern California and Nebraska.

An updated Equity in Athletics Disclosure report to the U.S. Department of Education now lists Missouri's football expenses from last year at \$14.99 million. That ranks 48th nationally among programs from the six major conferences and Notre Dame.



## Ways to empower kids to take charge of their health

Sure, you can stock your fridge with nutritious snacks and offer a good example when it comes to exercise, but recent studies suggest that, just like grown-ups, kids need strong internal motivation (not micromanagement) in order to get fit. "Sometimes we get so serious about obesity prevention, we forget that kids are more likely to do it if they're having fun," says Deanna Hoelscher, professor at the University of Texas School of Public Health in Austin. In fact, researchers across the USA are investigating specific strategies that encourage children to get healthy on their own. Four experts offer their evidence-backed tips to help kids forge healthy habits and have fun.

### Let kids in the kitchen

In September, the Centers for Disease Control and Prevention launched a \$25 million project that, alongside community interventions, aims to train children to improve their health habits by themselves. One tactic teaches elementary school students to prepare simple, healthy snacks. Showing a younger child how to make uncomplicated recipes builds self-confidence and encourages healthier choices, explains Hoelscher, who is leading part of the CDC project.

**Make it work for you:** Show even very young children how to prepare snacks like a bowl of non-sugary cereal with berries or a whole-wheat, peanut butter sandwich with carrot sticks. Keep the supplies on the lowest shelves so they don't have to ask for help.

### Take it step by step

**A University of Missouri campaign gave pedometers to fifth-graders in an effort to teach them to create and meet their own health goals. After a year, the students were more confident in their ability to cut back on television, drink less soda and exercise every day, according to a study in the *Journal of Extension*.** The project focused on self-efficacy, and, on their own, some of the students ended up protesting the unhealthy foods in their cafeteria. Pedometers are ideal for children because they make it easy to see and measure results, says study author Stephen Ball, an associate professor of exercise physiology.

**Make it work for you:** Ball suggests that parents buy a pedometer for themselves and commit to the same routine as their kids. "If they see that parents and teachers value something, the kids will start to value it, too," he explains.

### **Resist being a helicopter parent**

Children who had a parent close by on a playground got less exercise than kids whose parents were supervising from afar, according to a study published in the *American Journal of Preventive Medicine*. Parental worries about safety may be stifling play, says study author Jason Bocarro, an associate professor at North Carolina State University.

**Make it work for you:** Choose a park with shady, comfortable seating for parents and safe, open play spaces for the kids to promote vigorous activity such as running. To spur older kids to become active, find a location with structured recreational facilities, like basketball courts and swimming pools, suggests Bocarro.

### **Tap into peer power**

When college students mentored teens about healthful habits, the high schoolers cut their weekly soda consumption and reported that they were more physically active than the year before. Especially for girls, peer mentors were more helpful than regular health classes at promoting beneficial behaviors, found a study in *Childhood Obesity*. The next step will be to discover why boys were less helped than girls, says study author John Cawley, a professor of health economics at Cornell University.

**Make it work for you:** The adolescents in this study were more likely to adopt good habits when they saw a respected peer making smart choices. So, enlist a slightly older relative or friend to join your teen for health-boosting activities.



## Law dean finalists plan visits to MU

Wednesday, January 11, 2012

**The committee charged with finding a new dean for the University of Missouri School of Law has announced five finalists for the position.**

They are Gary Myers, an associate dean of research and professor of law at the University of Mississippi School of Law; Andrew Klein, chief of staff for the office of the chancellor at Indiana University-Purdue University Indianapolis and professor at Indiana University School of Law-Indianapolis; Robert Pushaw, professor at Pepperdine University School of Law; Marcella David, associate dean for international and comparative law and professor of law and international studies at the University of Iowa; and Beverly Moran, a professor of law and sociology at Vanderbilt University.

The five finalists will come to MU for campus visits. Each will participate in public forums and answer questions from staff, students and the public. The first forum, with Myers, will be at 4:30 p.m. Jan. 20 in Hulston Hall, Room. 6.

For more information about the search, candidates and campus visits, go to [law.missouri.edu/deansearch](http://law.missouri.edu/deansearch).

# COLUMBIA MISSOURIAN

## Five finalists selected for MU School of Law dean search

By Kile Brewer

January 11, 2012 | 11:40 a.m. CST

COLUMBIA – **There are five finalists in the search for a new dean at the MU School of Law.**

The search committee began looking for a new dean after R. Lawrence Dessem announced last fall that he will leave the position after the 2011-12 school year, which will be his tenth year as dean. Dessem will then return to teaching full-time. The finalists are:

- Gary Myers, associate dean for research, professor of law and the Ray & Louise Stewart Lecturer in Law at the University of Mississippi School of Law.
- Andrew Klein, chief of staff, Office of Chancellor, Indiana University-Purdue University Indianapolis; Paul E. Beam Professor, Indiana University School of Law-Indianapolis.
- Robert J. Pushaw Jr., James Wilson Endowed Professor, Pepperdine University School of Law.
- Marcella David, associate dean for international and comparative law; professor of law and international studies, University of Iowa.
- Beverly Moran, professor of law and sociology, Vanderbilt University.

Each candidate will be visiting campus at various times throughout January and February. On the second day of each of their visits there will be a "Meet the Dean" public forum at 4 p.m. in Hulston Hall, Room 6.

While on campus, the candidates will be interviewed by the search committee and attend meetings with other organizations on campus. After all the interviews are finished, a recommendation will be given to Provost Brian L. Foster, who will make the final decision with assistance from MU Chancellor Brady Deaton. It is expected that the decision will be made by the beginning of the 2012-13 school year. More information about the candidates and the search process can be found online at [law.missouri.edu/deansearch/](http://law.missouri.edu/deansearch/). Questions and comments can be sent to [cookl@missouri.edu](mailto:cookl@missouri.edu).



## Candidate agrees site misleading

Wednesday, January 11, 2012

ST. LOUIS (AP) — Missouri gubernatorial candidate Dave Spence touts on his website that he “earned a degree in Economics” from the University of Missouri. What his website doesn’t say is the degree was in home economics.

The St. Louis Post-Dispatch reported in an online story yesterday that the university says Spence majored in family economics and management — also called consumer economics — and received a bachelor’s of science degree in home economics in 1981.

Spence acknowledged the description of his degree on the campaign’s website might be misleading. He said his grades weren’t good enough for the business school, so he chose a different academic path that allowed him to graduate on time.

“I was not the greatest student in the world,” Spence said. “I’ll make fun of myself: I was a 60-watt bulb in a 100-watt society.”

Spence has emphasized his business expertise while campaigning for the Republican nomination to challenge Democratic Gov. Jay Nixon in this year’s election.

# Association of colleges calls for student education on democratic participation

By Kip Hill

January 11, 2012 | 5:49 p.m. CST

COLUMBIA — A new report from the National Task Force on Civic Learning and Democratic Engagement suggests colleges and universities aren't doing enough to produce democratically involved graduates.

The study prompted the Association of American Colleges and Universities, an organization that includes MU and more than 1,200 other campuses, to call for a renewed commitment to increase the scope of civic learning nationwide. The association called for a curriculum that would go beyond imparting knowledge to also encouraging political participation.

The call comes at a time when statistical indicators of political engagement among American students — and Americans in general — are at alarming lows.

For example, the study notes that the United States ranked 139 of 172 world democracies in voter participation in 2007.

Nick Spina, a graduate instructor in the Department of Political Science at MU, said although there are institutional reasons for low voter turnout in America, the lack of political engagement among young Americans has been happening for generations.

To counter this trend, Spina tries to take theories and concepts out of the classroom and into students' real lives in his Introduction to American Government courses. Often, this means making classroom material more relevant to students by discussing issues like student loan reform.

Last spring, Spina altered his course in the midst of the debt crisis in Congress. He had his students follow news coverage and apply concepts learned in class to the unfolding debate.

"You have to be flexible with your class," Spina said. "Things happen that can be very good learning opportunities."

Spina said such nimble instruction can pay off in increased interest about how government works among his students.

"They end up more discerning citizens, more critical citizens; they look at issues from both sides and come to an independent conclusion," Spina said.

The association of colleges calls for a civics education that reaches out to students in all disciplines and encourages participation in public life outside the classroom. Anne-Marie Foley, director of the Office of Service-Learning at MU, said the increased popularity of service-learning programs on campus indicate a generation of students who want to serve but are wary about the polarization in contemporary politics.

Foley said growth in the popularity of service learning as a requirement for an undergraduate degree at MU has been "exponential," and noted that MU's Trulaske College of Business will accept a professional internship with a nonprofit as part of its capstone requirement this spring.

"I don't have enough staff to cover all the requests," Foley said.

To improve students' familiarity and comfort level with state politics, the office created the Civic Leaders Internship Program 12 years ago. The interdisciplinary program sends undergraduates to Jefferson City for a semester to work for various agencies and combine their desire to serve with an understanding of basic government functions, Foley said. Paired with a desire to serve one's community, Foley said this knowledge produces democratically active and involved graduates.

"They become almost addicted to acting in ways that have meaning in the political system," Foley said.

Foley said public service is a key component in civic education at the collegiate level, which stresses independent thinking and a variety of academic perspectives.

"Service challenges our ideologies; it challenges our ideas about poverty; it challenges us to immerse ourselves in our community," Foley said.

The report also shows gaps in civic knowledge. At the high school level, half of U.S. states have removed a civics requirement for graduation. The Missouri State Board of Education requires one unit of credit in American history and one-half unit of American government.

Spina said that although there are standards in civics education for high school students, they often come in with different levels of accumulated knowledge. Some lack comprehension of basic concepts.

"I ask some students about their ideology, and they don't know what an ideology is," Spina said.

This can present a challenge in designing introductory courses at MU, where three credit hours of American government or history instruction are required for graduation.

"It makes it very difficult to teach, because I don't know who my target audience is," Spina said.

Bill Wolff of the Columbia Pachyderm Club, a Republican-affiliated organization, said nonpartisan government instruction should begin much earlier than high school and include lessons in basic economic responsibility.

While organizations like the Pachyderm Club provide a refresher course for civic education, Wolff said, schools need to do a better job of preparing their students for active democratic participation.

"It has to start in the schools because once students get out of their primary education and into the business world, unless they've had a solid background in constitutional government and economics that is not partisan in nature, they just don't have the interest to be educated at each election time," Wolff said.

# EDUCATION WEEK

## Commentary: Are Teachers Overpaid? A Response to Critics

By Jason Richwine and Andrew G. Biggs

Published Online: January 11, 2012

It is a view as ubiquitous as it is simplistic: To improve public education, pay teachers more—a lot more. Union officials, education reformers, scholars, laypeople, and politicians of all stripes endorse this principle in one form or another.

However, as we determined in a [study](#) released Nov. 1, 2011, by the Heritage Foundation, “Assessing the Compensation of Public-School Teachers,” the average public school teacher already is paid more than what he or she is likely to earn in the private sector. Although some may well be underpaid, the typical public school teacher makes roughly \$1.52 for every dollar made by a private-sector employee with similar skills.

Not surprisingly, that finding generated widespread interest, not all of it positive. In response, we published a [Q&A](#) yesterday addressing concerns about the original study. As we explain below, our results hold up, and they point to several important lessons for education reform, particularly in the areas of teacher merit pay and pension overhaul.

The mistaken view that public school teachers are underpaid is fueled by an oft-cited but misleading data point: Teachers receive lower salaries than the average college graduate.

The trouble is, college diplomas aren’t equal measures of skills valued by the labor market.

**A majority of teachers go to college or graduate school to study education, an area of study frequently deemed considerably less rigorous than the typical academic field. University of Missouri economist Corey Koedel finds that, despite entering college with below-average SAT scores, “education students receive higher grades than do students in every other academic discipline.”**

Instead of relying on paper educational credentials, our study analyzed salaries using more-objective measures of ability, such as SAT and GRE scores, and we found that teachers are paid salaries right around where we’d expect, given their skills as measured by these metrics. Moreover, teachers receive pensions, retiree health benefits, and vacation time far exceeding private-sector averages. This makes their total benefits roughly twice as generous as those found in private-sector jobs.

"What will not improve teacher quality are across-the-board increases in teacher pay."

In response to this evidence, critics have raised three types of objections. The first involves emotional statements about teachers. We have received hundreds of calls and emails from teachers who detail the rigors of their workday, challenge us to join them in their classrooms, and suggest that scholars at think tanks are the people who really are overpaid.

In contrast to these emotional reactions, our report is a sober, data-driven contribution to an ongoing policy discussion. Of course, the teaching profession is crucial to our society and economy. However, teachers should still receive no more and no less than fair-market compensation for their skills. Only the data can tell us whether that is happening.

A second set of criticisms is made up of inaccurate claims about our analysis. Disturbingly, misinformation has emanated from high places.

U.S. Secretary of Education Arne Duncan, for example, claimed that we counted the fringe benefits for 30-year veteran teachers rather than for the average teacher. (We used the average teacher.) Stanford education professor Linda Darling-Hammond asserted that we ignored all the extra time teachers work outside "contract hours." (We relied on teacher self-reports for work hours.)

Substantive arguments make up the third type of criticism. For example, some critics questioned whether a teacher's scores on standardized tests really say anything about his or her skills: Doesn't effective teaching require much more than being able to answer SAT questions?

Teaching certainly does involve important organizational and interpersonal skills that formal tests may not capture. But these skills have wide market applications. If teachers aren't fairly paid for their noncognitive skills, we would expect teachers who shifted to private-sector jobs to receive significant pay raises. They don't. We have shown that the average teacher accepts a slight wage decrease upon leaving the profession.

Randi Weingarten, the president of the American Federation of Teachers, asks: "If teachers are so overpaid, then why aren't more '1 percenters' banging down the doors to enter the teaching profession? Why do 50 percent of teachers leave the profession within three to five years?"

In fact, teacher colleges nationwide regularly graduate tens of thousands more students than can possibly find teaching jobs. As Stanford University's Eric Hanushek wrote a year ago: "In 2000, 86,000 recent graduates entered into teaching, even though 107,000 graduated with an education degree the year before."

And although turnover is high among new teachers, "the average rate of teacher turnover is very close to similar professions," Douglas N. Harris and Scott J. Adams wrote in the *Economics of Education Review* in 2005.

Important policy implications follow from our findings. The most immediate: Increasing teacher contributions toward pensions and other benefits could be a reasonable approach to closing state and local budgetary shortfalls.

Even with such changes, teachers would enjoy much more generous benefit packages than their peers in the private sector. Broader pay reform requires greater flexibility to pay teachers by their effectiveness in the classroom, shifting more funds toward the best teachers.

What will not improve teacher quality are across-the-board increases in teacher pay. The fact that teachers already are compensated at levels normally reserved for workers with skills deemed more valuable implies a fundamental problem with current hiring practices. The money is there, but higher teacher quality has not come along with it.

Despite an appealing simplicity, the “pay teachers more” mantra is far from a panacea. We want better teachers and fair pay, as all reformers do. But the current compensation bonus of 50 percent above market rate has yet to improve the teacher workforce, suggesting that further across-the-board raises would have little benefit.

American public education needs deep structural reform of the teacher-compensation system. We should start with pension reform and move toward a flexible system of merit pay.

Jason Richwine is a senior domestic-policy analyst at the Heritage Foundation, in Washington. Andrew G. Biggs is a resident scholar at the American Enterprise Institute, also in Washington. They are the co-authors of the report “Assessing the Compensation of Public-School Teachers.”