MU receives reaccreditation from Higher Learning Commission

By Megan Favignano

Friday, July 10, 2015 at 2:00 pm

The Higher Learning Commission has reaccredited the University of Missouri.

The commission, a regional accreditation agency, sends peer reviewers to MU every 10 years to evaluate the institution’s academic offerings, administration, mission, finances and resources, according to a news release. The university created a team of faculty, staff, administrators and students to prepare for the February visit.

Some of the specific criteria for accreditation included: a focus on student learning, the school’s plans for its future, a clear mission, the school providing high-quality education, and the school demonstrating responsibility for that quality.

The U.S. Department of Education recognizes regional accreditation agencies. The Higher Learning Commission is one of six in the 19-state region that accredit degree-granting postsecondary schools.

MU last received reaccreditation in 2005, the release said, and the university has been accredited by the commission since 1913.

Medical school expansion to promote collaboration, fuel growth

Building set to open in 2017.

By Megan Favignano
**After about eight years of planning, the University of Missouri School of Medicine kicked off a $42.5 million expansion project that includes a new medical school building at MU and a Springfield clinical campus.**

The medical school doesn’t have room to grow in its current space, said Weldon Webb, associate dean for the Springfield clinical campus implementation.

“We were landlocked,” Webb said.

MU held a groundbreaking ceremony Thursday to celebrate the start of the building’s construction as well as the clinical campus.

About $12 million of the project’s $42.5 million cost comes from state appropriations, and $30.5 million is funded through revenue bonds. Most of the project’s cost is for the new Patient-Centered Care Learning Center in Columbia.

Webb expects construction to start in mid-August and the building to open in 2017.

MU School of Medicine Dean Patrick Delafontaine said physicians are at a premium nationwide.

The expansion will allow MU to admit 32 more medical students every year starting in August 2017, Delafontaine said, which will increase the school’s class size by about 30 percent.

For the clinical campus, MU is partnering with Springfield’s CoxHealth and Mercy health systems. When fully implemented by 2020, the clinical campus will host 64 third- and fourth-year medical students in Springfield. The university plans to finalize its lease on a Springfield property in the next few months, Webb said. The property is located between the two health systems and will accommodate about 20 staffers, who will be added during the next three years.

During the medical school expansion planning process, students gave MU feedback on what they wanted in a new building. Light, showers, more storage, a social space and more power outlets topped the list, Webb said.

The new medical school on MU’s campus will have spaces to encourage student collaboration, which third-year medical student Patty Yang said is key to the medical school’s curriculum.

“One of the strongest parts of our curriculum is learning from each other,” Yang said.

First- and second-year medical school students go through the program in small groups. Currently, each small group of students has its own room in a basement.

The new building will have more small-group rooms to accommodate enrollment growth. First- and second-year students will each have an entire floor in the new building for small-group work and collaboration.
Third- and fourth-year students participate in clinicals. Starting June 2016, eight to 12 MU medical students will complete their last two years of training in Springfield.

Springfield and the southwest part of the state, Chancellor R. Bowen Loftin said, have a shortage of physicians.

“That need for Springfield physicians is a driver for this” clinical campus, Loftin said. “The two hospitals there obviously compete, but they also need the same thing: They need great doctors. We are going to be able to produce those doctors for them and with them.”

The goal for both the clinical campus and new medical school building is to train more physicians for Missouri, UM System President Tim Wolfe said during the ceremony Thursday.

Capitol interns take sex harassment training; not all lawmakers do

July 13, 2015  •  By Alex Stuckey

JEFFERSON CITY • Each year, a new batch of college interns funnels into the Missouri Capitol to work with lawmakers during the legislative session. And each year, those interns are trained to guard against sexual harassment in the workplace.

They take a 25-minute CD training course and are provided a workplace harassment policy, for example. They also are directed to report any sexual harassment experienced or observed.

But not all lawmakers are required to go through sexual harassment training.

While the Senate requires a sexual harassment training program for its members, the House does not. House counsel David Welch said training is available to all members, but “the House has no way of requiring attendance at any training.”

Sen. Gina Walsh, D-Bellefontaine Neighbors, thinks the training is necessary.

“I think, if nothing else, it’s a reminder to people that work (in the Capitol) about what is acceptable behavior and what isn’t,” Walsh said. “I do think everybody should take it.”

Under the state’s Sunshine Law, the Post-Dispatch obtained months of emails to and from Senate Administrator Marga Hoelscher that led to questions about sexual harassment training for legislators. The newspaper requested the documents after incidents involving interns prompted multiple investigations and the resignation of former House Speaker John Diehl. The emails detail existing intern policies as well as suggested changes for future groups of interns.

Under the current model, colleges and universities are at the helm of their internship programs. They choose student participants, set each of them up in a legislator’s office and establish oversight and monitoring to “mitigate issues and problems that may arise in any workplace setting,” according to the documents.
“Institutionally, the General Assembly has very little role in the internship selection, placement, oversight and assessment process,” the documents stated.

Legislative officials estimate there were 159 interns from 20 schools in the Capitol this past session. That includes interns in the offices of the governor and the lieutenant governor, as well as the House and Senate.

Neither the House nor the Senate pays its interns. Rather, many receive college credit, a stipend or both.

However, some interns in the Legislature are not picked by schools in the state, the emails indicate. Some become interns through family or other connections with lawmakers or staff members — something that makes oversight trickier.

“Colleges have the ability to call kids back (to school), guide them and make sure they’re getting the program they want, whereas if they are just there because they want to intern at the Capitol, there is no one to answer to or go to if they are having problems,” said Rep. Kevin Engler, R-Farmington.

Engler was appointed by new House Speaker Todd Richardson, R-Poplar Bluff, to review the House intern policies. Richardson took the helm of the House when Diehl resigned in May after news broke that he exchanged sexually charged text messages with Katie Graham, a 19-year-old intern from Missouri Southern State University. The university is now investigating.

The University of Central Missouri also is investigating an intern-related matter after a male and female intern left the office of Sen. Paul LeVota, D-Independence, in March. The Senate is investigating and has hired an attorney to assist with a “workplace harassment complaint,” though it’s unclear if LeVota is the subject of that investigation.

“The biggest disagreement is should we allow those not affiliated with a university (to intern) and if we do, how could they be policed,” Engler said.

But he doesn’t want to eliminate the nontraditional interns and suggests something be set up through House human resources for those individuals.

Documents show Rep. Diane Franklin, R-Camdenton, doesn’t want to eliminate those types of interns, either.

In a letter about revisions to the internship program, Franklin discussed nontraditional interns who have worked in her office while she has served in the House.

Four of her 10 interns since 2010 were not associated with universities. For example, the son of a Missouri State Highway Patrol trooper from her district is an intern in her office, the letter states.

“I’ve found them all to be extremely professional and valuable during their time in my office,” she wrote.

The letter also highlights a request from the son of the doctor in charge of her youngest son’s residency program at the University of Missouri hospital in Columbia. He wants to intern with her next year, according to the letter.

Neither the House nor the Senate tracks the number of nontraditional interns each year.

“The formalized internships are established with the universities for credit,” Welch said. “If a person comes down and volunteers for their local representative, we are not necessarily going to be aware of that.”

Recommended changes to the House intern policy will be presented to the House Republican caucus next month. Those recommendations will include guidelines for electronic communications such as texting.
In a May letter to Richardson, House Chief Clerk Adam Crumbliss outlined some of his recommendations as well. He suggested, for example, that an administrative review process should be conducted before any member accepts an intern. The intern, legislator or staff in the legislator’s office would be assessed, the letter states.

Crumbliss’ letter also suggests establishing a minimum level of academic progress “to reduce the exposure to the General Assembly of students not yet mature enough to work in the legislative environment,” as well as a more rigorous oversight and “ongoing communication and review by the academic institution, legislative administration and supervising legislator.”

Walsh noted the importance of having mature student interns.

“I don’t know what year (Graham) is, some kids go to school at a younger age, but I wouldn’t want my daughters in that building at 19 — they weren’t mature enough,” Walsh said. “There’s a lot of opportunity up there and I think, a lot of temptation for bad behavior.”

O'Neal left behind legacy at Mizzou, Parkway North

July 12, 2015 4:45 am • By Dave Matter

COLUMBIA, Mo. • Every year, Parkway North football coach Bob Bunton gathers his team for what’s become an August ritual.

When University of Missouri linebacker and former Parkway North star Aaron O’Neal died in 2005, Bunton made a vow to Lonnie O’Neal, Aaron’s father.

“I told Lonnie that as long as I was the football coach at Parkway North, the kids would hear his story,” Bunton said. “Every year before the season’s first practice, we take a knee and I tell them the story to remind them who Aaron was and how he represented our football program.”

It’s a story that still hurts to share, but once again next month, Parkway North players, some of them just 5 and 6 years old when O’Neal died, will learn about the player whose life ended tragically on July 12, 2005 — 10 years ago Sunday.

O’Neal, 19 and preparing for his redshirt freshman season at Mizzou, collapsed during an offseason team workout and died less than two hours later.

A decade hasn’t softened the pain.

“I’m so proud of the way for a year and a half he represented our program at Missouri,” Bunton said. “It was a goal of his and he truly earned it. He was not a great student to start off in high school. I think of a kid who came through the program who worked to achieve his goal.

“Then you’re left with the ‘what if.’ He never got to complete his goal, but here we are 10 years later still talking about him. So we know he made a great impact in his short time. That’s very gratifying.”
In summer 2005, Gary Pinkel’s Tigers were coming off a difficult losing season. Pinkel’s public persona had become prickly during the 5-6 campaign. His future was uncertain heading into his fifth season. Then, O’Neal staggered and collapsed on Faurot Field. The program never would be the same.

“I think of that beautiful smile that he had,” said former Mizzou assistant Dave Steckel, who was O’Neal’s linebackers coach. “I think about the phenomenal ability he had and the excitement, now disappointment to never know if I could have developed his God-given ability into a great player at Mizzou and onto the NFL.”

On July 12, 2005, Steckel was on vacation with his wife Mary Beth in his home state of Pennsylvania where they were celebrating their wedding anniversary. Steckel played a round of golf in the afternoon and left his phone in his car. He returned to find more than 40 messages, urging him to call Columbia immediately.

Steckel had been on coaching staffs that dealt with player deaths in the past: At Lehigh, a kicker died from brain cancer; at Rutgers, a former linebacker drowned. But there’s no manual to prepare for what unfolded in Columbia that day. He and his wife cut short their vacation, as did Mizzou’s other coaches that week — Pinkel was in Las Vegas at the time — and returned to MU.

“You go comatose,” said Steckel, now in his first year as Missouri State’s head coach. “You think it’s surreal at first. … I’ll never forget that day.”

The Boone County medical examiner initially cited lymphocytic meningitis as the cause of death, but a wrongful death suit filed by O’Neal’s parents identified the sickle cell trait, which O’Neal carried, as the cause for the “vascular crisis” that led to his death. In the wake of O’Neal’s death, the chairman of the university’s pathology department and several outside experts concluded that the sickle cell trait contributed to the player’s death. The genetic blood disorder can lead to organ failure and possibly death under intense exertion.

In March 2009, the university reached a settlement that awarded O’Neal’s parents $2 million. Among the suit’s 14 defendants were Pinkel, former athletics director Mike Alden and members of the team’s training staff. As part of the agreement, MU used an additional $250,000 to establish an annual endowed scholarship in O’Neal’s name. Seven of the 14 defendants still work in Mizzou athletics.

In 2009, Mizzou began mandatory sickle cell testing for all incoming athletes, a year before the NCAA required all incoming Division I athletes to test for it.

Current Missouri coaches were unavailable to comment for this story.

“Death is an inevitable thing,” Steckel said, “but when it’s young, it’s early and it’s tragic, people can’t come to grips with it as much. It either separates people or brings them closer together. In our case, it brought them closer together.”

In the days and weeks that followed, marked by grieving, confusion and unrest, certain players emerged as spokesmen and leaders for the program, Steckel said, specifically defensive lineman Lorenzo Williams and tight end Martin Rucker.

“What happens is everyone wants to point a finger why or how,” Steckel said. “At some point lawyers take over. But Lorenzo and Rucker got together and said, ‘OK, we’re protecting our family and here’s how we do it.’ The leadership and strength of our team really started to take hold.”

The 2005 Missouri football team honored O’Neal throughout the season with various tributes, culminating in a memorable comeback win over South Carolina in the Independence Bowl, after which players rushed to the 25-yard line to celebrate, an homage to O’Neal’s No. 25 jersey.

“That team grew closer,” Steckel said. “They lost a brother.”
The young core of that Mizzou team ignited a run of winning seasons under Pinkel. For years, players from those teams have said Pinkel changed dramatically after O’Neal’s death and grew closer to his players.

“I know it’s changed (Pinkel),” Steckel said. “Anytime something like that happens to you, it changes you.”

Bunton insisted he has maintained a strong relationship with Mizzou coaches since O’Neal’s death and never resented the staff for what happened 10 years ago. The MU coaches gave Lonnie O’Neal rings for the bowl games O’Neal would have played in from 2005-08, Bunton said. In 2008, Lonnie attended MU’s senior day festivities when the team honored his son on what would have been his final home game.

“People have asked me, ‘Do you blame?’” Bunton said. “No, there’s no blame. My goodness. We’ve all pushed kids. I do think there should be a responsibility to know each of your kids and who you can push physically and who you cannot.”

At the end of each season at Parkway North, Lonnie O’Neal attends the Vikings’ team banquet to present an award to the team’s most inspirational player: the Aaron O’Neal Award.

“Lonnie’s never missed a banquet, which is awesome,” Bunton said. “The story is told again that night.”

COLUMBIA MISSOURIAN

More public universities recruit affluent outstate students at expense of poorer, in-state ones

LIYING QIAN, 1 hr ago

COLUMBIA — **MU junior Erin Quinn comes from a family of four in Springfield, Missouri, whose annual income hovers around $31,000.**

Since freshman year, Quinn, 22, has been trying to pay most of her college costs and living expenses by earning scholarships and working part-time jobs. Last semester, besides taking 15 credit hours, she worked 28 hours a week at a photojournalism lab as a lab monitor and at the research center of the State Historical Society of Missouri.

Still, she is already $10,000 in debt because of student loans.

The expense of acquiring a degree is falling disproportionately on lower-income students who tend to devote a greater share of their income to college costs, according to a report released by
the New America Foundation, a nonprofit, nonpartisan public policy institute in Washington, D.C.

Quinn's tuition expenses account for nearly a third of her family's annual income.

Public institutions are becoming more exclusive and inaccessible to low-income students, the report suggests. Schools actively recruit and reward smart, wealthy students — many from out of state — to boost rankings and revenue, at the expense of less affluent in-state students.

The report examined 424 public four-year universities and colleges across the country, including major research universities, regional colleges and universities, and state flagship universities.

Colleges are becoming “bastions of privilege,” said Stephen Burd, a senior policy analyst at New America Foundation and author of the report.

“Lower-income and working-class students are being shut out," he noted. "Public higher education was supposed to be about serving in-state students and really helping people get a leg up … Instead of doing that, they are looking for wealthier students."

Since the 2008 recession, nearly every student attending a public university has seen an average tuition increase of 29 percent, according to the Center on Budget and Policy Priorities. In Missouri, the tuition increase averaged 7.2 percent between 2008 and 2015, which has coincided with a loss of government funding.

Missouri's General Assembly has cut funding for the state's four-year public colleges and universities by 27.4 percent per full-time student since 2008. To help close the gap, the average yearly tuition cost at four-year public institutions in Missouri has risen by $401 for each full-time student.

In 2010, MU reached a milestone: For the first time in at least the past decade, tuition and fees became the major source of revenue, according to data provided by National Center for Education Statistics.
The report by the Center on Budget and Policy Priorities also revealed that students in the highest income quartile are more likely to get institutional aid than those in lower-income quartile. Merit-based, or non-need-based, aid now disproportionately benefits middle- and higher-income students.

In 1995, just 8 percent of students at public universities got merit scholarships, while 13 percent received need-based aid. By 2007, the share of students getting money based on performance was 18 percent, while 16 percent received need-based help.

The report suggests that public universities use merit aid incentives to recruit out-of-state students.

Public universities that provide merit aid to at least 25 percent of their freshmen have, on average, a freshman population of 69 percent in-state students and 28 percent out-of-state students. (The remainder are international students.)

In contrast, schools that give merit aid to just 5 percent of their freshmen have a first-year enrollment of 87 percent in-state students and 10 percent out-of-state ones.

Many schools use institutional aid dollars strategically to lure affluent out-of-state students in order to climb up the rankings and increase their revenue, according to the report.

“As a result, fewer institutional aid dollars are available to in-state students who come from less privileged backgrounds,” Burd wrote.

While public universities and colleges are aggressively seeking affluent and high-achieving students from other states, they are also trying to retain the same type of student in their own states, according to the report.

To attract both in-state and out-of-state high-achieving students, MU has made changes to its scholarship programs. In fall 2014, the university created the Chancellor’s Award, which provides $6,500 a year to Missouri’s best high school graduates. In addition, it offers up to
$10,000 discounts to non-resident students who score at least 27 on ACT exam and are ranked in the top half of their class.

“If our competitors (other public universities and colleges that recruit Missouri’s top students) continue to increase their merit aid offerings in the next several years, we’ll have to revisit our scholarship programs, especially if our enrollment drops again,” noted Ann Korschgen, MU’s vice provost for enrollment management.

Parents, especially in lower and middle-income brackets, are becoming less willing or able to help their children through college.

The fourth annual survey from Discover Student Loans, a program created by the Discover Bank, asked 1,000 adults with college-bound children aged 16 to 18 about their intentions. Most of the parents said they still value college education, but fewer plan to contribute, compared to just two years ago — down from 81 percent in 2013 to 75 percent in 2015. Nearly a quarter said they couldn’t readily afford their children’s college costs.

Willingness to contribute is increasingly correlated with the student’s major. Forty-four percent said they were more likely to help fund a college education if the child majored in a field with a higher likelihood of employment. In 2014, the number was 33 percent.

Erin Quinn’s family represents many of those trends. Her father, Joe, a cab driver in Springfield, recently retired, and her mother, Nancy, a circulation assistant at the Springfield-Greene County Library, shoulders most of the family’s financial burden. She said the cost of her daughter's college education has been a challenge to the family.

“Right now we just go on from paycheck to paycheck, and make sure whatever she needs is covered,” Nancy Quinn said.

To help the financial burden, Erin Quinn said she tries to control her spending by eating more at home and choosing economical housing. Since her older brother is going to attend the Kansas
City Art Institute this fall, she said she wanted to be more financially independent and find more sources of income.

“Sometimes I don't think about it as much as I should, but other times it just kinda overwhelms me,” she said. “That's all I can think about – Ah, money! I think it's definitely something that governs a lot of my decisions.”
The diagram shows the percentage of revenue from tuition and fees and state funding from 2004 to 2013. The sources are the National Center for Education Statistics and New America Foundation.
Online Charleston Syllabus enticing to Columbia teachers

SOPHIA ZHENG, 20 hrs ago

COLUMBIA — Two Columbia educators say an online syllabus designed to help teachers engage students on race relations and other topics surrounding the June 17 shootings in Charleston, South Carolina, offers an exciting opportunity.

The Charleston Syllabus was developed by Chad Williams, an associate professor of African and Afro-American studies at Brandeis University in Massachusetts. The syllabus brings together hundreds of books, articles, poetry writings and manuscripts that offer historical perspectives on racial violence and the dynamics of race relations in Charleston, in South Carolina and across the U.S. South.
The syllabus, which continues to be collaborative work in progress, also includes news reports about the Charleston shootings and materials that address the historical evolution from slavery in the United States, the Civil War, Reconstruction, the Jim Crow era and the 20th century civil rights movement.

The syllabus is intended to nurture "a community of people committed to critical thinking, truth telling and social transformation," Williams wrote on the website. He said he was expecting a document similar to the Ferguson Syllabus would emerge after the shootings at a historical Emanuel AME church in Charleston, where nine people were killed. Authorities consider it a hate crime and have arrested 21-year-old Dylann Roof, who had a history of racist writings, according to The Associated Press reporting.

Two nights after the shooting, Williams launched the project when he was surprised to find nothing on the Internet. He created the hashtag "#Charlestonsyllabus," and it started trending on Twitter within an hour.

Columbia teachers Phillip Overeem and Gregory Soden took notice. Overeem retired as an English literature teacher at Hickman High School and now is a part-time writing specialist at Stephens College. Soden teaches English to sophomores and religious studies to seniors at Battle High School.

Overeem used Twitter to suggest the book "All God's Children: The Bosket Family and the American Tradition of Violence" be added to the syllabus. He said this book gives a definitive narrative of long-rooted racism in South Carolina up until 20th century.

Overeem said the Charleston Syllabus provides an opportunity for teachers, in American literature and history classes especially, to think about what they ask their students to read. With more than 30 years of experience in teaching, he said instructors bear the responsibility for providing diverse perspectives instead of sweeping judgments that reality doesn't support.
"It is too easy for a white high school kid to say racism is over because we have a black president," Overeem said.

Soden said he keeps a tab for the syllabus open on his computer so that he can check it frequently. He said this public syllabus is a great way to provide resources for teachers who are busy and don't have the time to find and assemble the information for themselves.

Soden said he would consider using some materials under the race and religion section of the syllabus to talk about how Christianity developed in the U.S. South.

"In Charleston, you have this unique occasion of people getting shot while in prayer," Soden said. "In the U.S., we have a huge ongoing dialogue about religious-based terrorism."

Both Overeem and Soden said they experienced racial segregation when they were young. In Carthage, Overeem said, he played basketball with black students in high school in the late 1970s, but white students had classes in the main, large high school building, whereas black students went to a separate annex. Soden said he grew up in an all-white St. Louis suburb and feared the urban core because of television portrayals of violence in cities.

Neither teacher had much of a chance to talk about race relations growing up, they said. Even if an opportunity came up, the conversation barely got beyond the superficial: "Slavery is bad, so don't do it," Soden said.

Overeem said the Charleston shootings will not be treated as an anomaly or a random crime if the historical dynamics of race relations in Charleston are effectively factored in.

The most exciting thing about discussing and addressing race relations in classrooms today, Soden said, is that "students are more than ready, more than eager to talk." Teachers, however, have to overcome the fear of leading students through discussions of sensitive and unpopular issues.
Students need to learn to become well-rounded and thoughtful citizens by making critical reflections upon wrongdoings in the past, both Overeem and Soden said. "Once a student starts to reflect on the past, it is their responsibility to think about how they have been raised and say goodbye to that," Overeem said.

Ty-Ron Douglas is an assistant professor at the MU College of Education who researches race and gender in education. He said in an email that instructors in higher education are obligated to provide historical contexts for students to challenge stereotypes and find solutions to problems in society. He considers race and racism an issue that must be addressed with honesty and constructive reflection.

"The Charleston Syllabus is a rich reservoir for educators and students who are willing to acknowledge and address an elephant in our proverbial living rooms," Douglas said.

The elephant in the room refers to institutionalized racism in addition to individual acts, he explained. Douglas also said an easily accessible document like the Charleston Syllabus provides a vibrant environment for students to become self-initiated researchers.

Jordan Williams, a graduate student pursuing a master's degree in educational leadership and policy analysis, said the syllabus is relevant to both black and non-black individuals.

For African Americans, to think the start of their history was slavery is misleading when stories preceding slavery are equally important, Williams said.

"You are starting from a place of oppression," he said.

Williams said the syllabus helps non-black individuals to hold themselves accountable for taking given privileges for granted.

"I don't want sympathy, but to be empathetic and knowledgeable is a different thing," he said.

Keisha Blain, an assistant professor of history at University of Iowa, curates the syllabus. Although the website indicates it has stopped collecting resources, it is accepting suggestions for
material that could be placed on the official website being prepared for the syllabus. Blain tweeted July 1 to her followers that she has started collecting music resources to create a discography for the syllabus.

The name game: Colleges rebrand to get more students

July 12, 2015  •  By LISA RATHKE

CASTLETON, Vt. (AP) — What's in a name? For colleges looking to gain prestige along with more students and precious out-of-state tuition dollars, plenty.

Faced with declining enrollment, reduced public funding or both, some state colleges and universities are adding graduate programs and changing their names to attract more students and compete with private institutions.

Vermont's Castleton State College has added five graduate programs in the past five years and hopes to become Castleton University to reflect what it has become and to attract more out-of-state and foreign students, who pay more in out-of-state tuition rates and could help offset budget concerns.

"We need to be somewhat entrepreneurial in other areas of where we can generate revenue, and certainly graduate programs are one of those areas where we can experience growth," school spokesman Jeffrey Weld said.

It's normal for colleges to rename themselves as they grow and change. But Thomas Harnisch, director of state relations and policy analysis for the American Association of State Colleges and Universities, is seeing more of it, as community colleges become state colleges and state colleges become universities based on what they now offer students.

"To some, this represents the natural growth and evolution of campuses in response to state needs, but to others this just represents old-fashioned mission creep," he said.

The Richard Stockton State College of New Jersey became Stockton University this year in order to reflect its growth in graduate programs. Luring more out-of-state students is an added benefit, spokeswoman Maryjane Briant said.
The former Troy State University in Troy, Alabama, which has 12 percent international students on campus and offers overseas programs for military personnel and online offerings, opted to drop the "state" from its name in 2004 to better reflect the school's reach, spokesman Andy Ellis said. The idea of drawing more out-of-state students to pay higher tuition was a contributing factor, he said.

Mesa State College in Grand Junction Colorado changed to Colorado Mesa University in 2011; and six Massachusetts state colleges became state universities in 2010.

Most states are spending less per student in the 2014-2015 school year than they did in 2008, the start of the Great Recession, according to the Center on Budget and Policy Priorities. Alabama, Arizona, Louisiana, Pennsylvania and South Carolina are spending more than 35 percent less on per-student funding since the start of the recession, and in 13 states that funding dropped over the past year.

Castleton, a school of roughly 2,000 students, hopes that a change to Castleton University will give the school a broader appeal, particularly to out-of-state and foreign students.

Castleton's state appropriation as a percentage of its operating budget has dropped around 6 percent over the past 10 years. The Vermont State Colleges Board of Trustees sets the in-state tuition, now about $10,000 a year for undergraduates. Castleton comes up with the out-of-state tuition, now more than $25,000, based on its budget and projections and subject to board approval.

About 70 percent are Vermont students; 30 percent are out-of-staters. But Castleton would like to attract more.

"Sixty-forty is a healthy place to be," Weld said. "It gives up a lot more flexibility in terms of stabilizing tuition prices, it gives us a lot more flexibility in enhancing our offerings."

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Psychologists and Torture

July 13, 2015

By Scott Jaschik

The American Psychological Association on Friday released an independent review of its findings that the association abandoned many of its ethical principles when it advised the Bush administration on interrogation techniques in the wake of Sept. 11. The report (discussed in detail in this article in The New York Times) found that the association seemed to want to please the Pentagon rather than stick up for ethical standards, and that the activities of key leaders of the association buttressed the argument for using interrogation techniques many consider to be torture. In some cases, administration officials were nervous about some techniques but moved ahead after assurances from APA leaders.
APA leaders, in a statement on Friday, apologized for their actions and pledged reforms so that psychologists in the future would not participate in the kinds of interrogations discussed in the report.

The question of whether social scientists should help government efforts to combat terrorists or foreign states is deeply controversial. While many scholars believe that government officials would benefit from reading their scholarship, direct help dealing with prisoners or civilians in combat areas is another matter.

The American Anthropological Association has generally taken a hard line against working with the government in ways that its leaders and rank and file have concluded would violate its ethical standards. That association cheered the recent announcement that the Human Terrain System, in which anthropologists were embedded with units in Iraq and Afghanistan, has ended.

Psychologists, however, have taken a different approach. The APA -- which includes many nonacademic psychologists -- has been accused now for years of not doing enough to deal with the ethical issues of helping intelligence forces. Further, the APA has been accused of much of what the report found to be true -- and has to date denied wrongdoing. Following are links to some articles about the debate within psychology about the discipline's role with military and intelligence forces.

In 2014, when a book charged the APA with protecting and encouraging psychologists involved in activities many view as torture, the association disputed the book’s findings.

In 2013 at the University of Missouri at Columbia, and then again in 2014 at Northern Arizona University, faculty members and others objected to the possible hiring of Col. Larry James, retired, a former Army psychologist, who worked in both Abu Ghraib prison in Iraq and the military detention center at Guantanamo Bay. While his work was widely praised by some, other accused of him helping the military with unethical activity.

In 2010, the APA toughened its ethics code.

In 2008, controversy emerged after a new book said that a prominent psychology professor’s research may have been used without his knowledge to help U.S. authorities engage in torture in the Middle East.

In 2007, some psychology departments charged that the APA was not doing enough to abide by its own ethical standards.
Not Reaching High Enough

July 13, 2015
By Patrick O’Connor

NO MENTION

It’s been a little over a year since Michelle Obama brought school counselors and the important work they do into the spotlight as never before. Speaking before the annual meeting of the American School Counselor Association, Mrs. Obama brought attendees to their feet when she recognized the important role school counselors play in the lives of students, and the impossible demands placed on their time.

In sharing her Reach Higher initiative, Mrs. Obama also announced a new directive from the Department of Education, encouraging school administrators to offer more relevant professional development to counselors immediately, because “our secretary of education knows that every school counselor in this country should have quality, relevant professional development opportunities, end of story.”

Other components of the Reach Higher initiative -- College Decision Day and the Counselor of the Year celebration at the White House -- are off to an impressive start, but efforts to create new course work and professional development have stalled. No state met Secretary Arne Duncan’s call for increased professional development for current school counselors by last September.

In addition, a 2012 report from Harvard University states “Although graduate course work varies by state ... specific course work in higher education or college counseling is rarely required, if even offered.” Less than 10 percent of counselor graduate programs currently offer specific course work in college counseling, as identified by the National Association for College Admission Counseling, and the number of new programs adding such a course in the last year is less than a dozen.

Some counselor educators -- those charged with training school counselors -- have responded to this call by insisting a course focused on college counseling is unnecessary. As long as the essential college counseling skills are taught at some point in graduate school, they argue, what’s the value of a focused course?

Those making this argument are unaware of the pressures school counselors are facing in today’s high schools, and in today’s job market. To begin with, a good number of counselor training programs aren’t teaching essential skills in college counseling at any point in their programs. College Board surveys show a clear majority of school counselors report the college counseling training they received in graduate
school was inadequate. Combined with surveys of recent high school graduates showing deep dissatisfaction with the college advice their counselors had to offer, the time is now for graduate programs to find ways to emphasize the importance of college counseling in counselor training, since more is being expected from school counselors in this vital area.

Counselors feel particularly undertrained in essential areas such as advising students on how to pay for college, prepare for college tests like the ACT and SAT, develop a rigorous high school schedule that builds college readiness, and complete the basic elements of a college application, including college essays. They also want a greater awareness of the wide array of college options available to students, such as colleges where students take one class at a time, colleges that don’t require any test scores as part of the admission process and colleges that have a proven track record of supporting students with unique talents and needs. Given the increased competition for entrance into many colleges, and the increased financial resources families are devoting to college completion, a graduate course for counselors focused on the rudimentary components of college counseling is no longer a luxury -- it is a must.

An additional consideration for a required course in college counseling lies with the new importance of a credential in this field. More school administrators are looking at alternative ways of offering college advising to students and families, including hiring independent college counselors and college success coaches as independent contractors. Many of these college experts do not have the credentials necessary to be school counselors, but do have transcripts and certificates of completion in college counseling programs to verify their training in college counseling -- something most high school counselors don’t have. In some cases, they also have a track record of success in turning around college counseling programs at private or charter schools.

It’s certainly true that certified school counselors generally have more training in the mental health aspects of school counseling than do college coaches. But when demand for help with college advising is at an all-time high, how can school counselors with no evidence of training in college counseling hope to compete for jobs with independent contractors whose college advising credentials are stronger, and whose services often come at a significantly lower price? These factors almost require school administrators consider reassigning the role of college advising to an independent contractor, reducing the number of school counselors available to assist students with noncollege needs. That change not only hurts a potential school counselor; it hurts the profession.

Far beyond the arguments for a professional credential, a focused course offers particular benefits to counselors working with low-income students in urban and rural areas. Often the only counselor in the building, these professionals lack access to the professional development their suburban counselors are more likely to enjoy, and their higher caseloads leave them even less time to learn the essentials of effective college advising on the job. If for no other reason, a foundation course in college counseling is essential in advancing the efforts of school counselors to advance the college dreams of low-income students, advancing society’s goal of greater social justice.

The goals of the Reach Higher initiative, combined with the demands of students and parents and the realities of the college counseling marketplace, make it clear that an unfocused approach to training school counselors in college counseling is no longer the answer, if in fact it ever was. As Mrs. Obama’s celebration of school counselors reaches its one-year anniversary, it’s time for policy makers and counselor educators to join the party, and give school counselors the skills, and credentials, they desperately need and deserve.
Beyond the Transcript

July 13, 2015
By Paul Fain

NO MENTION

Most people in higher education agree that the old-school college transcript fails to adequately capture what students learn and do during their time in college.

Student affairs administrators and college registrars often see the transcript’s shortcomings in their jobs. So the two national associations that represent those groups today announced a project to develop models for a more comprehensive student record.

“The outcomes of a college experience are more than a degree,” said Kevin Kruger, president of NASPA: Student Affairs Administrators in Higher Education.

The Lumina Foundation has kicked in $1.27 million for NASPA to partner with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to explore how to collect, document and distribute information about student learning and “competencies,” including what is gleaned outside of the traditional academic classroom.

While the field is nascent, said Mike Reilly, AACRAO’s executive director, it’s developing quickly. Reilly said the two associations hope to provide some guidance.

“There’s a lot of innovation taking place,” he said. “People are looking for examples right now.”

Student knowledge that might be documented in next-generation transcript prototypes include co-curricular or experiential learning -- maybe working on a campus robotics team -- or even soft skills like critical thinking and good communication. Digital badges also could be included.

The current approach to transcripts “only tells a fraction of the story,” said Cathy Sandeen, chancellor of the University of Wisconsin Colleges and Extension and a former vice president at the American Council on Education.

Sandeen welcomed the Lumina-funded project, saying that colleges need ways to “more granularly validate and acknowledge different components of learning.”
The two associations will tap eight colleges to develop and test several models of a “comprehensive student record.” They are avoiding the word “transcript,” Kruger said, because whatever emerges will be broader than a list of courses and grades.

The project’s leaders are accepting applications from colleges that want to participate. They plan to select institutions that represent higher education’s breadth. The range of participants will include community colleges, minority-serving institutions and research universities.

No single take on a student record will emerge from the process, said Kruger.

“We’re deliberately looking at a wide range of approaches,” he said. “This is not going to be a one-size-fits-all model.”

Yet the registrars and student affairs groups got involved in part to bring some standardization to the discussion.

For example, institutions like Elon University and Stanford University are considered by many to be pioneers in the field, having developed “extended” transcripts that include more than grades. Other colleges are getting into the game, often putting their own spin on transcripts.

Likewise, many colleges have created electronic portfolios to help students better explain their experience in college.

All the variation isn’t a bad thing, Reilly and Kruger said. But it can create confusion on the receiving end.

For example, different colleges seek to transmit the information in different ways. Reilly joked that Stanford’s technical sophistication with distributing extended transcripts is akin to sending one by “telepathy.” Other colleges are more traditional. And employers have to make sense of it.

“If you have too many approaches,” said Kruger, “it’s hard for employers to know what’s valuable.”

Making Sense of Learning

The rise of competency-based education contributed to the project’s creation.

Academic programs based on competencies -- a student’s ability to demonstrate mastery of a learning goal -- can look different than a conventional grouping of courses into 120-credit degrees. That’s particularly true of direct-assessment programs, which do not rely on the credit-hour standard.

Some of the roughly 300 colleges that have created competency-based credentials, or are working on them, still “map” their transcripts to conventional course equivalents. That means someone could have their demonstrated -- and required -- competencies in quantitative skills translated into a three-credit gateway math course equivalency. Likewise, competencies in business essentials could map to a business 101 equivalency.

Others institutions, like Northern Arizona University, have created secondary, competency-based transcripts.

In either case, the registrars typically are the ones that get stuck with the brass tacks of converting competencies into the language of transcripts.
Reilly said traditional transcripts still have value, particularly for students who transfer to other institutions or apply to graduate school. “Academics generally know how to use that document,” he said.

A comprehensive digital learning record, however, which a student could update throughout a lifetime, is a different animal. That approach has plenty of potential in the knowledge economy, said Reilly. He pointed to diploma supplements in the United Kingdom as an early example.

“This could really become the coin of the realm,” Reilly said.

A separate Lumina-funded project, announced last week, will seek to create a web-based "credential registry." Researchers at George Washington University and Southern Illinois University at Carbondale will contribute to the registry, which is intended help users compare the quality and value of credentials, including college degrees and industry certifications.

Lumina also is pulling together a large number of higher education and other groups to create a shared language and a common framework for credentials.

Several vendors and nonprofits have done extensive work with digital repositories for student knowledge. Notable players include Parchment, the National Student Clearinghouse and Campus Labs. Related offerings include those from Merit Pages, Degreed and the Mozilla Foundation’s Open Badges.

The new transcript project will tap some of those groups’ expertise, Kruger said. Likewise, the work will draw heavily from the Degree Qualifications Profile (DQP), a Lumina-supported framework that seeks to determine what students should know and be able to do at the associate, bachelor’s and master’s degree levels. A revised version of the DQP emerged in draft form last year.

Reilly said faculty members will take a leadership role in working on the comprehensive transcript model from the eight participating institutions.

“We’re going to be insistent that there’s a faculty member represented,” he said.

The goal is to create tools for colleges to demonstrate and articulate student learning, said Kruger, as well as authenticating and verifying that knowledge. He hopes employers will use the new forms of transcripts. But even if they don’t take off in the job market, Kruger said, the academy should benefit from the effort to translate lifelong learning into a student record.

Amy Laitinen, deputy director of New America’s higher education program, applauded the project. Laitinen, a former White House and U.S. Education Department official who has criticized the credit-hour standard, said the new effort shows that mainstream higher education is getting more serious about the use of competencies and learning outcomes.

“Change is here,” she said. “It’s happening.”
A Brief History of Scott Walker’s War Over Higher Education
July 13, 2015
By Andy Thomason

NO MENTION

Since he was elected Wisconsin’s governor, in 2010, Scott Walker has been waging war against the status quo in higher education. Now he’s running for the Republican nomination for president in 2016.

Mr. Walker, who will kick off his campaign on Monday, is considered to be one of the front-runners in the Republican field of more than a dozen declared candidates. As governor, he has earned a reputation for pushing controversial, conservative-minded reforms. Now, as he sets his sights on the White House, here’s a look back at how a few of his efforts to reshape higher education in Wisconsin have fared.

Attack on Collective Bargaining

Mr. Walker took office in January 2011. In February he announced a controversial “budget repair” bill, which, among other things, would strip public-college faculty and staff members of the collective-bargaining rights they won in 2009. Mr. Walker argued that the measure was crucial to plugging a big hole in the state budget.

Professors saw it differently. “We knew during the election campaign that Walker wasn’t friendly to labor unions,” Mark Evenson, a professor at the University of Wisconsin system’s Platteville campus, told The Chronicle at the time, “but we weren’t sure that he’d actually go through with a pretty radical version of what he talked about.”

Did he ever. With Republicans controlling both houses of the state’s Legislature, the measure passed amid furious protests and survived a court challenge.

Mr. Walker’s assault on collective bargaining was a major reason he was the subject of a recall vote in 2012, which he survived in yet another setback for public.employee unions and academic workers.

Treatment of 2 Critics

Mr. Walker has not welcomed criticism. When it emerged, in 2013, that his nominee for a student to serve on the Board of Regents had signed a petition supporting the recall, Mr. Walker withdrew the nomination. He did not elaborate on the decision.

Another critic of Mr. Walker was a University of Wisconsin at Madison professor, William J. Cronon. He was targeted by Wisconsin Republicans who, through a request for Mr. Cronon’s emails, sought to show that he’d misused university resources for partisan aims. The emails Madison released offered no evidence to suggest that.
Autonomy, at a Price

Mr. Walker was behind two proposals to grant public colleges autonomy from the state. First, shortly after he took office, the governor unveiled a plan to grant the Madison flagship autonomy from the larger system, and to lay the groundwork for the Milwaukee campus to do the same. The flagship’s leaders argued that the measure would give them much-needed flexibility (even though it would result in a cut of $250 million in state funds over two years), while system officials opposed it.

That proposal ultimately failed. The friction it created between Madison’s chancellor at the time, Carolyn A. (Biddy) Martin, and system officials was a major reason for her departure, to lead Amherst College, after just three years on the job.

Another version of the autonomy plan was unveiled by Mr. Walker last year. The proposal would have granted the entire system more autonomy from the state while dealing it a budget cut of $300 million over two years. Lawmakers rejected the plan in May, leaving the proposed budget cut intact (it has since been reduced to $250 million).

The ‘Wisconsin Idea’ in the Cross Hairs

One of the most vocal protests against Mr. Walker’s administration erupted in February, when it was revealed that a proposed version of the governor’s budget would strip the state’s revered Wisconsin Idea of its public-service mission. While news outlets turned up evidence that Mr. Walker’s administration had directed budget writers to replace the public-service mission with a focus on meeting “the state’s work-force needs,” the governor tweeted that the changes had been the result of a “drafting error,” which was subsequently corrected.

Mr. Walker, who attended Marquette University but left without a degree, has presided over another attack on a few cherished features of academe: tenure and shared governance. In May a state legislative committee voted to strip protections of tenure and shared governance from state law as part of the state-budget proposal. The Legislature approved the changes, much to the chagrin of faculty members and their advocates on University of Wisconsin system campuses. The system’s regents voted quickly to enshrine those protections in system policy, but faculty members have worried aloud whether that step would be enough to keep tenure intact.

The New Budget

Mr. Walker on Sunday signed the much-debated state budget, which sets in stone the two-year $250-million cut in the University of Wisconsin system and the removal of tenure protections from state statute. The chancellor of the system’s flagship, Rebecca M. Blank, had publicly asked Mr. Walker to exercise his broad veto powers to reverse the controversial tenure measures. He did not.

The university system’s Board of Regents approved a new budget late last week. Hampered by a freeze on resident undergraduate tuition, the budget dips into surplus funds to the tune of $180 million to offset the state cuts. At the Madison campus, 400 positions will be eliminated to cut costs.