Organization withdraws MU’s library science program accreditation
University appeals group’s decision.

By MEGAN FAVIGNANO
Friday, July 17, 2015 at 2:00 pm Comments (15)

Correction appended

The American Library Association has withdrawn its accreditation of the University of Missouri’s library science master’s program.

MU informed the association of its intent to appeal the decision Tuesday.

MU’s program is the only ALA-accredited library science program in the state, which is what attracted current student Nate Elwood to the university. Elwood is optimistic about the program’s future.

“I think it’s very likely the appeal will be successful,” Elwood said. “All of my professors and all of the faculty and staff that I’ve met in the program have been very dedicated ... and very knowledgeable in the field.”

MU's program retains its accreditation status during the appeal, according to the library association, which has accredited MU’s program since 1967. If MU does not maintain its accredited status through the appeal, all currently enrolled students who graduate by 2017 will graduate with a degree from an ALA-accredited program.

MU’s program has 157 active students, not including fall admissions. Elwood said he and students he knows have not been worried about the potential loss.

“Most of the students who are already enrolled like myself will already be finished with our degree before” 2017, Elwood said. “Also, with the appeal process, there is still a very good chance that after that date we will still be an ALA-accredited university.”
Elwood said students are questioning what the accreditation loss would mean for the program’s future.

Although MU’s program has never lost its accredited status, Karen O’Brien, director of the American Library Association’s Office for Accreditation, said MU has been on conditional accreditation status since June 2012. Conditional accreditation indicates “the program’s need for significant and immediate improvement to maintain conformity with the standards,” according to the association’s glossary.

MU and association officials said that, because of the pending appeal, they were unable to comment on what led to the program’s loss of accreditation.

“We prefer to not talk publicly about the specifics of the accreditation report by ALA so that we don’t in any way inadvertently affect the outcome of the appeal process,” MU spokeswoman Mary Jo Banken said in a prepared statement. “We are currently preparing our appeal.”

The association’s 2015 accreditation standards look at a program’s planning, curriculum, faculty, students, administration, finances and resources.

The library association’s Committee on Accreditation voted June 28 to withdraw accreditation. The university has until Aug. 7 to submit its grounds for appeal, and the library association will form a committee to review the appeal. The committee will make a recommendation to the association’s executive board in October. The board will make a decision by early November.
Chancellor Loftin made two statements about the photo, which actually was taken in 2012. The Twitter account @FratScenery, which shares contributed photos of fraternity and sorority houses, posted the 2012 photo on July 12, and it was shared about 40 times.

Loftin received several messages of concern on social media early last week, which university spokesman Christian Basi said sparked the chancellor’s response.

“He wanted to get a statement out there quickly,” Basi said.

“Considering recent events in South Carolina concerning the Confederate flag, this photo may be considered offensive and possibly even threatening to some of our community members,” Loftin said. “We do not believe any of the individuals in the photo are past or current MU students; however, we will be working to identify those in the photo. MU officials do not condone any activities that could threaten the safety of our community.”

Dylan Roof, the white man charged with the murder of nine black parishioners at a Charleston church last month, had been photographed with the Confederate flag. That incident ignited a call to remove the flag throughout the country.

Syed Ejaz, Missouri Students Association campus and community relations committee chairman, said he agreed with Loftin’s response.

“The students stand by his statement,” Ejaz said. “I don’t think a symbol of discrimination is something that belongs in the campus culture.”

While the photo is 3 years old, Ejaz said seeing it posted after the massacre in South Carolina last month seemed inappropriate.

Loftin published a second statement after university officials had reviewed the photo. He said the university determined the individuals pictured were not MU students, and the university would not be taking additional action.

While there are no university policies that specifically prohibit the display of the Confederate flag, Basi said the incident could have fallen under the threatening conduct section of the student handbook.

If the university’s review of the photo had determined that a current student was involved, Basi said the student would have faced the university’s full range of disciplinary actions.
Missouri county votes to move Confederate Rock from courthouse lawn

COLUMBIA, Mo. – A nearly 6-ton rock honoring Confederate soldiers from the Civil War is being removed from Boone County’s courthouse lawn in the wake of a massacre at a black church in South Carolina.

The Columbia Daily Tribune reports the Boone County Commission unanimously approved a plan Thursday to move the 11,000-pound Confederate Rock to the site of the September 1864 Battle of Centralia.

The rock has sat in front of the county courthouse since 1975, when controversy forced it from the University of Missouri campus, where it was first dedicated in 1935.

It drew renewed attention after the June 17 shootings that killed nine people at Emanuel AME Church in Charleston, South Carolina. The accused gunman was seen in photos with the Confederate battle flag.
COLUMBIA - The University of Missouri Health Care said Friday University Hospital received an award for its cardiac care.

MU Health Care said the American College of Cardiology awarded the hospital its ACTION Registry-Get with the Guidelines Silver Performance Achievement Award for 2015.

The hospital is one of 91 hospitals nationwide to receive the award, which is given to institutions for high performance in caring for heart attack patients, according the MU Health Care.

The award means University Hospital sustained a performance measure score composite of 90 percent or better in the treatment of heart attack patients over a 12-month period.

Dr. William Fay, Director of the Division of Cardiovascular Medicine, said of the award, "It reflects the hard work and dedication of our staff and physicians who care for some of our most seriously ill patients."

According to an MU Health Care news release, some of the guidelines for treating heart attack patients include, "administering aspirin upon arrival and discharge, timely restoration of blood flow to the blocked artery, smoking-cessation counseling and cardiac rehabilitation."

ACTION Registry-Get with the Guidelines is a partnership between the American College of Cardiology and the American Heart Association.
Politics playing a role in UM policy for employees running for state office

July 17, 2015

COLUMBIA, Mo. — The University of Missouri’s opposition to two bills filed by Sen. Kurt Schaefer, R-Columbia, may be playing a role in the debate as to whether or not employees of the state funded university can seek state political office.

Currently, most state employees must completely leave their jobs when they begin to campaign for state office. Representatives like Rep. Robert Ross, a Republican from Texas County, had to quit his job with the Missouri Department of Natural Resources, knowing that there was no guarantee it would be held open for him, even if his campaign was unsuccessful.

However, in some cases, employees of the University of Missouri System are afforded an entire range of special options that can include continuing to receive their regular compensation, to having their positions held open, and in some cases even continuing to receive a benefits packages, while they run for office.

Ross, who is now in his second term and serves on the House Select Committee on Budget, said he views it as a matter of fairness.

“That policy should apply even-handily to any entity receiving taxpayer dollars,” Ross said.

The question of whether or not University of Missouri employees should receive these special perks has been a large topic of discussion at the University of Missouri—Columbia campus in recent months as university professor Josh Hawley is rumored to be preparing to launch a campaign for attorney general, and the administration has been deciding if or how they can compensate him while he campaigns.

Sources close to the matter say curators and University of Missouri President Tim Wolfe have discussed making changes to the policy of allowing tenured professors to seek office a great deal recently. The board has previously discussed, albeit in closed meetings, making a change in policy to more closely resemble that of many other taxpayer funded departments.
The university is currently in the process of filling a large Sunshine Law request over their deliberations on the matter. The sheer volume of dialogue on the issue has been so large that the first quote that the university provided to fulfill the request was over $15,000. However after a extremely contentious internal deliberations, a smaller amount was requested by the university and the majority of the Sunshine Law request is currently being fulfilled.

The timing has become important as Hawley’s contract for tenure is due to be acted upon in the coming weeks. Sources have confirmed to The Missouri Times that the contract in its current form provides a provision that would allow Hawley to seek public office while maintaining some form of his professional affiliation with the university.

Curators are set to meet via teleconference on the 24th and one topic on the agenda is likely to be discussion of the policy in dispute. The agenda is expected to be released Tuesday, but could be discussed in a closed executive session, instead of in the public meeting, as the issue falls under special protections for personnel conversations.

**Hawley’s tenure contract, and the provisions attached to it, has to be signed off on by the Chancellor of the University of Missouri-Columbia Bowen Loftin. He has the ability to execute the contract prior to what could be a policy change, and the drama surrounding the timeline has camps on both sides of the debate on an increasing faction filled campus watching his decision very closely.**

There are factions within the university who want to see every accommodation offered to Hawley to run, and especially to run against Schaefer, and many others who have a hard time explaining tax payer funds being expended to for someone to run for office at a time when boosters are also being asked to explain campus security issues raised by ESPN and others, a resounding defeat at the state’s CON committee over and ill planned 2nd hospital effort to serve Fulton residents but built in Columbia, and the hiring of Chelsea Clinton at over $60,000 for a 10 minute speech while purchasing a golf course in the middle of pleading their case for a tax increase.

Time is of the essence, not only Hawley’s professorship, but in the Republican primary, whose season is in full swing with Schaefer, the chairman of the senate budget committee, already with more than $1.3 million dollars on hand for the primary next summer. But Hawley has been supported by the Missouri Liberty Project in efforts that have helped raise his profile around the state so he may have more time than others.

**Loftin’s office returned messages stating that they can’t officially comment on what is included in a tenure contract because of existing university policy on personnel matters. The Chancellor’s office also told The Missouri Times that they couldn’t**
comment on any Board of Curator deliberations because they haven't been in on those decisions.

If the Board of Curators do approve using state taxpayer funds to pay employees to campaign for state office, the embattled university system will likely be in store for another round critical backlash from state leaders, including the already announced candidates Schafer, and St. Louis Democrat Sen. Scott Sifton. The House Higher Education Chairman, Rep. Steve Cookson, R-Poplar Bluff, has already said he’s considering holding hearings into the matter.

Politics Involved in the Deliberations?

Some in Jefferson City are pointing to the university’s opposition to two pieces of legislation field by Schaefer as perhaps the motive for the push to let the tenured Hawley run for office. Two years ago, the UM System voiced opposition to SB 887, which would have required state higher education institutions, including the University of Missouri System, to annually report how much they spend on administration. Currently, university president Tim Wolfe alone makes over $400,000 a year.

However, this past session the university system’s General Counsel Stephen Owens led the university’s spirited opposition to SB 109, also authored by Schaefer which would have changed the way in which higher education institutions used the State Legal Expense Fund, which is used to pay the state’s liabilities in lawsuits.

The attorney general defends the state in lawsuits, and the fund is used to compensate for settlements or judgements in those cases. Currently the Department of Conservation, Department of Transportation, and higher education institutions are able to have their own legal teams represent them. But unlike higher education institutions, the two departments must refund any judgments or settlements paid for by the fund. Higher education institutions are not required to reimburse the fund for any settlements paid out, and such settlements do not impact their budget.

SB109 would have stripped much of the authority to decide whether to settle a case, or fight it in court, from higher education institutions and would have given most of that discretion to the AG’s office.

Many, including Schaefer, questioned how aggressively schools like the UM System fight those suits with the knowledge their budgets are held harmless, and if they simply settle cases without a fiduciary responsibility to the fund the settlements are paid from. The
Attorney’s General’s Office who manages the fund has long struggled to maintain its solvency to meet the state’s obligations agrees.

“The Attorney General agrees that the best policy for the state is to centralize responsibility for the guardianship of the Legal Expense Fund,” said Nanci Gonder with the AG’s office. “Attorney General Koster believes that allowing universities to bind the state in legal settlements without an opportunity for transparency or critical review of the decision is not prudent fiscal management.”

The legislation met stiff opposition from several institutions of higher education.

One member of Senate Republican leadership, on the condition of anonymity, gave The Missouri Times an insight on how severe the opposition was.

“Most colleges were against the change, but Owens with the University of Missouri was the loudest opponent. He was so angry about the changes that his opposition almost seemed that it had to include some personal ill feelings for Kurt as much as the for the bill”.

Neither Owens or university President Tim Wolfe returned calls for comment. One member of the Board of Curators, Ann Convington of Columbia, said that she couldn’t comment until the board’s agenda was out.

JULY 17, 2015

Upset with President Obama, GOP punishes young immigrants

BY MARY SANCHEZ
msanchez@kcestar.com

A particularly cruel fate awaits the so-called Dreamers, undocumented immigrants who were brought to this country as children. They grow up knowing no other country than the United States, and may even think they are American citizens, but one day they learn they are not — and that they are vulnerable to deportation. They learn that opportunities and rights available to their
schoolmates — ones they themselves had counted on enjoying — are off limits to them.

They must live forever in the shadows.

And that’s exactly where a lot of Americans — including the dominant right wing of the Republican Party — want to keep them.

Witness the repugnant move by Missouri’s Republican-controlled legislature calculated to force certain Dreamers to drop out of college. These academically qualified, fee-paying students are allowed to attend state colleges without fear of deportation thanks to President Obama’s 2012 executive order, which made their presence in the U.S. lawful. They had been able to attend public colleges in Missouri at affordable in-state rates — until legislators tucked some extortionary language affecting tuition rates for these students into the preamble. Any institution that didn’t charge Dreamers foreign student tuition rates risked having funds in the appropriations bill yanked.

Gov. Jay Nixon, a Democrat, signed the bill but maintains that the language isn’t legally binding because it didn’t go through the legislative process and is not in the bill’s text. Unfortunately, Missouri universities are complying. Letters are being issued to returning students, telling them of the change. They face a doubling or tripling of their tuition costs (depending on where they attend) as they enroll in the state’s universities and college’s this fall.

**The University of Missouri system believes that 20 to 30 students currently enrolled across four campuses will be affected, but they expect the number to increase with incoming freshmen. Immigration attorneys think the number is far higher, saying that 40 such students are already enrolling at the university system’s Kansas City campus alone. And there are potentially far higher numbers of such students at community colleges and other schools.**

The governor, the ACLU, immigration attorneys, high school educators, and the state’s colleges and universities are all seeking ways to mitigate the damage.

A Facebook page and a GoFundMe account have been set up to raise the extra tuition fees these students will owe. Some students are being advised that they may need to transfer to state schools in Kansas because paying out-of-state rates there may still be cheaper paying foreign-student tuition rates in Missouri.
In fact, Kansas — renowned as ground zero of right-wing insanity — is one of about 20 states that charges in-state tuition for such students residing there. The Kansas Board of Regents has been among many strong voices protecting those students from similarly misguided attacks that pop up annually in Kansas.

There is little doubt that this sneak attack will be repeated by copycats in other states. After all, the Republican Party is locked in a death grip with anti-immigrant demagogues.

That’s a pity, because Republicans were once among these students’ greatest advocates. Sen. John McCain of Arizona was an early and prominent backer of the federal Development, Relief and Education for Alien Minors (DREAM) Act. This bill, first introduced in 2001 and reintroduced numerous times since, would set up a multiphase process whereby people who came to this country illegally as kids — in other words, through no choice of their own — could apply for conditional residency and, after satisfying further qualifications, permanent residency.

Unfortunately, the students who would benefit have been political pawns for going on two decades. After Obama became president, erstwhile Republican supporters found reasons to withdraw their assent.

Disgusted with Congress’s stalling, Obama acted in 2012. He issued an executive order for Deferred Action for Childhood Arrivals, or DACA. About 665,000 immigrants (4,885 in Missouri) have qualified so far for the temporary, renewable reprieve from the fear of deportation, but not all of them are seeking a higher education. Many are working. The immigrants have filled out paperwork, gone through checks to certify their character, met education requirements, been fingerprinted and photographed and paid fees.

That rankles the anti-immigrant firebrands of the GOP. So they lash out at a blameless, vulnerable class of immigrants.

But these young Dreamers, by virtue of what they have already overcome, are twice the men and women that the legislators who attack them can ever dream of becoming. And whatever the other obstacles thrown in their path, they will overcome.
Everything you should know about protein intake

Life takes a toll, when it becomes difficult to manage a proper diet. But if one can consciously consume sufficient amount of protein daily, he will stay fit both ways—emotionally and physically.

Protein is an important ingredient in all the living cells’ survival. It helps in building, maintaining and repairing body tissues. Adults can benefit if they have minimum 56 grams of protein daily. This will increase the tyrosine level in the brain that will keep one alert and awake with mammoth of energy. So, eating fish, poultry and eggs for breakfast will make the body function efficiently. In case of vegetarians, soya, beans and dairy products will suffice the basic need to maintain rich protein diet.

Infants must have 10 grams of protein daily. The dosage increases as per the growth of the child. School-age kid will need 19-32 grams of protein per day. From adolescence, the quantity differs according to gender. Teenage boy will need 52 grams daily, whereas a teenage girl will only need 46 grams. For an adult man, it will be 56 grams a day and adult women will be 46 grams. Although, protein intake adds-up to 71 grams for a pregnant woman.

It is important to pair-up complex carbohydrates like fruits, vegetables, whole grain wheat and cereals with protein. This combination will take longer time to metabolise and will help in reducing the craving to indulge in between-meal snacks. It is the main source to boost the nervous system and increase metabolic rate. With the help of enzymes, hormones and antibodies, it can also fight diseases. Dr Nupur Krishnan, director of Bio-Logics Nutrition Clinic affirms, ”Protein is an essential nutrient that every cell in the human body requires for growth or repair and antibiotics protect us from diseases. The neurotransmitter that derived messages to the brain are made from amino acids derived from dietary protein.”

Although, one must be watchful of how much protein has been consumed daily, as it can lead to high cholesterol level causing weight gain and cardiovascular problems. Especially, high-fat meats like pork sausage, bacon or beef should be taken on rare occasions only. Instead, go for nuts, whole grains, beans, chicken and turkey. Too much protein in the body can turn into fat, which is hard to lose!

There are twenty types of amino acids in human body. Each of these amino acids has
different functions in the body; eight of them are gained from food and rest are nonessential acids created by body. These acids do not get stored in the body like carbohydrates and fats. The protein in the food gets digested into amino acids and are utilised in making new proteins in the body. "Animal protein with the exception of gelatine provides all nine essential amino acids in the proportion required by the body and is therefore referred to as complete or high quality protein," says Dr Krishnan.

There are two types of proteins—complete and incomplete, which are determined on composition of amino acids. Complete proteins are only found in animals like eggs, milk, fish, poultry and meat. However, it is advisable to have combination of both. Incomplete proteins like legumes, nuts, cereals and beans should be combined with complete proteins, to get sufficient amount of high protein. But, certain animal proteins carry higher risk of obesity. So, whether one is vegetarian or not, he can always supplement it with protein shakes.

**Breakfasts in the morning should have high protein contents as it will help the brain to stay awake and energised. A research has been done by University of Missouri on teenagers' brain activity, which shows teenagers who have skipped their breakfast were the hungriest compared to teenagers who had high-protein breakfast.**

There are several evidences available on diets that are based on animal protein causing health issues in humans. High intake of animal protein increases total blood cholesterol, high blood pressure, low-density lipoprotein cholesterol, obesity, atherosclerosis and coronary heart disease. On other hand, proteins received from vegetables have dietary fibres and have lower fat and saturated fat content.

Protein is crucial for child's growth as it can lead to weak immunity, retarded growth, poor digestion, slow healing of wounds and loss of hair. Notably, in developing countries like India, it is a serious health issue for child's growth. Kwashiorkor is a kind of deficiency very commonly found in children, which can lead to losing of blood protein, liver damage and edema. In contrary, Dr Krishnan says, "Excess protein doesn't pose a serious threat for healthy persons, but too much protein adds to the workload of the kidneys and liver. Thus, people with diseases affecting these organs are often put on a low protein diet." However, it is advisable to have a balanced diet according to the body type.

*By Sonal Khandelwal*
If you can "drink hells any amount of whiskey without getting drunk," you're an Ernest Hemingway drunk—and you're in the majority. That's the finding of University of Missouri researchers who broke down the types of drunks into four distinct categories in a study published in the Addiction Research & Theory journal. Scientists surveyed 187 pairs of undergraduate "drinking buddies" from a Midwestern university about their sober and intoxicated states. The findings: the subjects were either a Hemingway, Mary Poppins, Nutty Professor, or Mr. Hyde drunk. The largest group: the Hemingways, which represented about 42% of the subjects. These subjects reported experiencing the smallest decrease in organizational and intellectual skills and are "drinkers who tend not to undergo drastic character changes or experience harms" (meaning you probably won't have to worry about getting kicked out of a bar if you're a Hemingway).

Per the Guardian, about 23% could be called Mr. Hyde—or Ms. Hyde, since more than half of the subjects who fell into this category were women—meaning they became "particularly less responsible, less intellectual, and more hostile when under the influence of alcohol." One-fifth earned the honor of being labeled the Nutty Professor, meaning they were more introverted before imbibing and became much more gregarious and uninhibited afterward. The Mary Poppinses, which made up about 15% of the pool, are "particularly agreeable" after drinking—in other words, the happy, "sweet" drunks who don't cause any trouble. So what was the point of the study, other than having names to attribute to friends while bar-hopping? The researchers say it could lead to customization of alcohol intervention programs based on personality type, Time notes. (It turns out one eye color is linked to alcoholism.)

This article originally appeared on Newser: Scientists Decide There Are 4 Kinds of Drunks
MU study about drunk personalities gets national attention

Posted: Jul 17, 2015 7:04 PM by Kaitlin Rounds, KOMU 8 Reporter
Updated: Jul 18, 2015 10:20 AM

COLUMBIA - A research team with the psychological sciences department of the University of Missouri published a study about "drunk personalities" and it's now getting national attention.

The study, run by graduate student Rachel Winograd, was mentioned in both TIME magazine and on NBC's The Today Show.

Winograd was excited to see her work reach national attention.

"I love The Today Show," Winograd said. "It was really cool to see Willie Geist talking about a study I worked on."

In the study, Winograd and her colleagues found that people fall into one of four personality categories when they start drinking.

She said the researchers were able to determine the four "drunk personalities" by having study participants fill out a 50 question personality questionnaire as their "sober" self and then filling out another survey as their "drunk" self.

According to the study, the surveys asked people how extroverted, agreeable, conscientious, emotionally stable and intelligent they would rate themselves first sober, then drunk.
People that said they were not normally extroverted, but more so when drinking, were labelled as the "Nutty Professor."

Researchers labeled those who were extroverted while sober and more so while drinking were categorized as "Mary Poppins."

People who got more aggressive or confrontational while drinking as "Mr. Hyde."

Finally, researchers categorized people who said there was no real difference between their "sober" personalities and "drunk" personalities as "Hemingway."

"I really want to emphasize that the names are just there to make the study more relatable," Winograd said. "What's important is that people are able to recognize what about them might change when they're drinking and be able to control it more if it's a negative behavior."

Jonathan Plausky, a bartender at Columbia bar International Tap House, said he notices a personality change in some customers, but not all of them.

"Some people that come here get a little bit more loose, crack more jokes if they're a quiet person," Plausky said. "Some people though, you can't tell they've had a few drinks."

He also said that he thinks the situation affects how people change while consuming alcohol.

"I won't see a huge change when it's just a few buddies hanging out," Plausky said. "But if you get a big group of people, the more they drink the louder they'll get and that's sometimes when you see the biggest change."

But as for Plausky himself when it comes to a "drunk" personality?

"I think I'm more of a Mary Poppins," he said. "I'm already an outgoing guy but I definitely make a lot more jokes when I drink and think I'm a lot funnier."

Watch the story: http://www.komu.com/player/?video_id=29735&zone=5&categories=5
College Mental Health: Anxiety Surpasses Depression

By GUIMEL SIBINGO - JUL 17, 2015

LISTEN TO THE STORY:
HTTP://CPA.DS.NPR.ORG/KBIA/AUDIO/2015/07/SIBINGOANXIETY_MIXDOWN_0.MP3

Katarina Schultz began to show symptoms of social anxiety at the age of 11 or 12 and was unable to interact with strangers or order food at a restaurant when eating out.

“I was very hyper aware of what people thought of me,” she said. “I was really worried about embarrassing myself and I was sure that people were judging me all the time and that anything I said was going to be an embarrassment.”

She was diagnosed with anxiety and depression in high school.

Without the presence of her family nearby things got worse in college in St. Louis. Two months into her freshman year, she attempted suicide and was hospitalized. Schultz took medical leave her sophomore year to focus on herself. Now back in college in St. Louis, she says that although her condition has improved, she still struggles with anxiety on a social and academic level.
“It’s been very difficult to make new friends because I have anxiety in large social situations,” she said. “It’s also been hard with school work.”

Schultz is part of a growing number of college students struggling with anxiety. A 2014 study by the Center for Collegiate Mental Health at Penn State revealed that more than half of the 100,000 students surveyed cited anxiety as a health concern when they visited university clinics and counseling centers across the United States. The study shows that anxiety has surpassed depression as the most common mental health problem among college students but that depression is still rising.

**Dr. Craig Rooney, a psychologist and director of Behavioral Health at the University of Missouri’s Student Health Center, said that he has seen a rise in students with anxiety students in the past two years.**

“There is more [anxiety among college students],” he said. “That’s not to say there’s less depression in fact they’ve also documented there’s more depression as well.

Health professionals think the rise in reported cases could be due to high school pressures, helicopter parenting and social media, but also students’ increased willingness to seek help and talk about what they are feeling.

Wendy Hayworth is a sophomore studying journalism at the University of Missouri. She was diagnosed with anxiety and depression in middle school and had a hard time her freshman year in college. She missed classes and her grades began to suffer as anxiety and depressive symptoms became a vicious cycle.

“I couldn’t bring myself to care about it,” she said. “And then I’d care about it and have a massive anxiety attack over it because oh my god what am I doing, I’m screwing over my future and then the depressive episode would come on and then I would stop caring again.”

Rooney says it is common for anxiety and depression symptoms to mix together.
“The physical exhaustion and discomfort that comes with chronic anxiety can often begin to wear a person down until they’re mood is depressed and they’re feeling kind of hopeless and helpless,” he said. “In the other way, chronic depressive episodes are so debilitating and they feel so awful that it’s not uncommon for a person who’s had them to begin to feel anxious about whether or not they’re coming back.”

Hayworth began seeing a counselor at the MU counseling center and was able to get her grades up.

Students at MU have choices for care. The counseling center and the Student Health center both provide counseling, while the Student Health Center also provides medical treatment and access to physicians and psychiatrists who can prescribe medication.

Schultz, the student in St. Louis, still struggles with anxiety but is seeing improvement. She hopes that students with anxiety and depression can find comfort in talking about their issues.

“You’re not alone,” she said. “It can be fixed too so don’t be afraid to talk about it because that’s one of the best things we can do is to talk about it. A lot of people are going through this and you don’t have to feel alone or ashamed.”

'\textit{Amenities arms race} turns campus life into the lap of luxury'

\textbf{By BONNIE MCCARTHY}

\textbf{JULY 18, 2015}
There's a water park at Texas Tech, a campus steakhouse at North Carolina's High Point University and a 293,000-square-foot indoor beach club on the main campus of the University of Missouri, replete with lazy river, whirlpools, waterfalls and waiters. All of which raises the question: college or country club?

For the last decade, colleges across the U.S. have been tricking out campuses to compete in an amenities arms race aimed at attracting prospective freshmen. Free tanning, bouldering caves, gourmet dining and luxury fitness centers are not uncommon. At MIT, students housed in Simmons Hall enjoy PS3 gaming stations and Roku access in every lounge, a ball pit and private bathrooms.

Closer to home, residence halls at Pomona College offer smart-home technology, solar heating and a rooftop garden with a movie screen. Nearby, the romantic Spanish Colonial dorms at Scripps College are consistently voted "most beautiful" in the nation. Chapman University boasts the tallest university-owned rock wall in Southern California (51 feet), and UCLA just opened Bruin Plate, one of the country's first health-themed dining halls.

It's not home away from home. It's better.

"I think we can go through a list of amenities that 20 years ago would have seemed shocking on a college campus," says Robert Franek, the Princeton Review's senior vice president of publishing and lead author of "Best 379 Colleges." "You can call it an amenities arms race, but it solidly fits into the idea of campus culture and what we expect there."

Bottom line? More than 3 million students are expected to apply to an average of seven to nine colleges each, starting this fall. "Schools are competing for those students, and they're competing hard," Franek says. "If all things are created equal academically, what are the other campus-culture type of things that are going to affect lifestyle? I doubt it comes down to a 25-seat spa at a
particular residence hall, but if there are many amenities at a particular campus, it could sway a student."

**COLUMBIA MISSOURIAN**

City will test 'pedestrian scramble' at Ninth and Elm

* SARAH FINE, Jul 19, 2015

COLUMBIA — A new Shakespeare's building isn't the only change coming to the intersection of Ninth and Elm streets.

The city has unveiled a proposal to install a new type of crosswalk called a "pedestrian scramble."

Pedestrian scrambles differ from traditional crosswalks in that they have three phases: The first phase allows north-south traffic to move; the second phase allows east-west traffic to move; and the third phase stops all traffic and allows pedestrians to move freely through the crosswalk in any direction.

For scrambles to run smoothly, right turns on red are prohibited.

Steven Sapp, a spokesman for Columbia Public Works, said pedestrian scrambles mean longer waits at lights for vehicles and pedestrians but said the benefits outweigh the inconvenience.

"It has effects that are helpful for pedestrians; with no traffic movement, that makes it safer to cross," Sapp said. "It has an upside for vehicles, too, in the fact that they ... shouldn't have to worry about pedestrian crossings while they're making turns."

*Turning vehicles have been hazards to Columbia's pedestrians in the past. In January 2015, an MU student was injured when a turning vehicle collided with her in a crosswalk.*
A University of California-Berkeley study on a pedestrian scramble near San Francisco's Chinatown district found the design decreased the rate of pedestrian-vehicle accidents at the intersection by 50 percent but also increased the number of pedestrians crossing illegally.

Sapp said the city's first pedestrian scramble will be a pilot project to determine whether it works. If the scramble doesn't work, he said, it would be easy to convert it to a traditional crosswalk.

The proposal was made about a month after the creation in May of the Mayor's Task Force on Pedestrian Safety, which aims to lower Columbia's pedestrian traffic accident rates. According to previous Missourian reporting, the past seven months have seen four pedestrian fatalities; the past 13 years have seen 267 pedestrian accidents and 11 fatalities.

The idea to install a pedestrian scramble in Columbia originated with Fourth Ward Councilman Ian Thomas, who said he saw them in Washington, D.C., and San Francisco.

The Ninth Street location, Thomas said, was chosen because of the construction underway there. In addition to Shakespeare's, the new building at the intersection will have office space and several floors of apartments, meaning more traffic.

"We thought that would be a really good location to try out this rather different system for traffic signals," Thomas said.

Though a timeline for the project hasn't been finalized, it has been proposed in conjunction with city stormwater and sewer projects. According to city documents, the cost of the scramble as a standalone project is estimated at $239,000, but piggybacking it on the stormwater work would lower the cost to an estimated $132,000.

According to city documents, the traffic signals at the intersection are more than 30 years old and need to be replaced.
A public hearing about the Flat Branch Watershed Relief Sewer Project, the Ninth and Elm Storm Drain Replacement Project and the pedestrian scramble is scheduled for 7 p.m. Aug. 3 in the city council chambers at City Hall.

KMIZ-TV (ABC) – Columbia, Mo.

Preventing terrorism in Mid-Missouri

Taylor Petras, Reporter, taylor.petras@kmiz.com

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COLUMBIA, Mo - Authorities have yet to determine a motive for 24-year-old Mohammad Youssuf Abdulazeez to shoot up a military recruiting center last week. Experts in Mid-Missouri say he may have been influenced by radical groups overseas making it an act of international terrorism.

Several Missouri senators are asking Governor Jay Nixon to allow military personnel to carry loaded weapons in these types of centers.

Paul Fennewald, former Missouri Homeland Security Coordinator, said guns may not be the best resolution.

"I think if we only focus on reaction, we're going to fail miserably," he said. "We need to focus on prevention of radicalization. We need to understand the causing factors, the warning signs, and empower people and give them information of how to recognize it."

Fennewald said young people in their late teens are early 20s are easily influenced by radical groups' messages that are shared over the Internet. A tactic that terrorist groups like ISIS have embraced.

"This is not a new phenomena," he said. "It's no ones fault that we don't have our hands around this and or aren't getting ahead of this quicker than what we are. This is a whole new concept and we're seeing the amount of people that are picking up arms in the name of their belief system."

Paul Wallace, Professor Emeritus of Political Science at the University of Missouri, said acts of terrorism could happen anywhere, but it's unlikely in cities like Columbia with a strong community relationship.

"We could expect something perhaps like Chattanooga or, in terms of domestic terrorism, like South Carolina, but the chances of that are less likely if work together and cooperate together in
intelligence and being part of a community."

Wallace said Columbia is a diverse city of cultures that work well together and respect each other.

"We have a marvelous community here," he said. "We have elements from all over the world who live here. And they're going to be welcomed and they participate and they're a benefit to our community."


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Research reveals ingenious veggie arms race

By JAN WIESE-FALES

Sunday, July 19, 2015 at 12:00 am

In a paper published in 1964 by the Society for the Study of Evolution, botanist Peter Raven of Missouri Botanical Garden fame and entomologist Paul Ehrlich coined the term “coevolution” in reference to perceived evolutionary interactions between butterflies and their host plants. They noted that plants “through occasional mutations and recombination” produced chemical compounds that had no bearing on the plants’ normal growth and development. Instead, the compounds reduced the plants’ palatability to insects, in some cases actually terminating enemy munchers.

In evolutionary turn, butterflies evolved with resistance to these compounds. That caused the munched to develop new and improved versions of themselves to thwart hungry butterfly larvae, and so on. This back-and-forth plant-insect battle has escalated over millennia and most certainly is quietly raging still.

These “reciprocal selective responses,” Raven and Ehrlich wrote, “had been greatly underrated as a factor in the origination of organic diversity.” However, the researchers lacked a method to reconstruct the butterflies’ and plants’ evolutionary histories to support their observations.

Jump ahead to the present and a chance comparison of data on the evolution of members of the cruciferous plant family, most specifically the brassicas — broccoli, cauliflower, kale, turnips and
mustard greens, to name a few — and the butterfly genus *Pieridae* and its most familiar member, the white cabbage butterfly.

**University of Missouri’s Chris Pires, associate professor of biological sciences, created a family tree of the evolution of brassicas, and a colleague, Christopher Wheat, professor of population genetics at Stockholm University, has done the same for butterflies in the *Pieridae* subfamily. On his way to a conference, Wheat stopped by MU to visit Pires, and the two compared their trees and found they “matched.” When the brassica were on the defensive, the family tree flourished, and the same phenomenon took place among the cabbage butterflies when it was their turn to fight back. It was coevolution.**

I like to imagine the men shouted, “Eureka!” though that wasn’t in Pires’ telling of the tale when I spoke with him recently.

“We could see the escalation of the arms races,” Pires said of the exciting comparison. The two men instantly became part of a research team that used emerging genomics research techniques to study the phenomenon.

“When you think of a new trait, you normally think of a gene evolving. But the arms race was copies of genes,” Pires said. “They duplicated the entire genome and, over time, kept the parts that were advantageous.”

Major advances in a plant’s chemical defenses led to butterfly evolution to tolerate the chemical compounds, known as glucosinolates. These skirmishes produced more new species in the combatants’ genetic families than other plant and butterfly groups.

And as it turns out, the brassicas’ tactic of producing increasingly complex chemical compounds to ward off insect predators — which Pires described as “mustard oil bombs” in the coevolutionary arms race — has made them popular with humans.

“When these chemicals in one cell come in contact with other cells” through chewing, “they cleave together and make flavors humans find attractive,” Pires said, describing the resulting tasty bitterness of broccoli, and many of its relatives, and the pleasantly hot tang of mustard and horseradish. But as fond as we might be of them, these compounds are extremely unpalatable, and sometimes fatal, to most insects.
I have to chuckle when I think that this evolution of insect-toxic flavors also has had the consequence of firing up the gardening troops to join the brassicas in their fight against the plants’ graceful white-winged enemy and its green, squirming larvae.

Plants are beautiful chemical factories that also have complicated relationships with soil and microbes, not to mention weather, Pires said.

“This evolutionary “pathway is in the middle of different pathways. It's a plant’s trade-off between defending itself or just growing,” he said.

The research group published the results of its work — “The butterfly plant arms-race escalated by gene and genome duplications” — in the Proceedings of the National Academy of Sciences.

“The findings,” the research group wrote in the paper’s abstract, “provide an important connection between the origins of biodiversity, coevolution, and the role of gene and genome duplications as a substrate for novel traits.”

Pires said the research not only provided striking support for Raven and Ehrlich’s hypotheses but also provided fundamentally new insights about coevolutionary interactions between two groups of organisms.

**COLUMBIA MISSOURIAN**

**Wet weather takes bite out of corn, soybean crops**

**Even corn that appears healthy is at risk, a crop expert says**

**JUSTIN L. STEWART**, Jul 19, 2015

COLUMBIA — Don’t let the tall stands of corn at Eagle Bluffs Conservation Area fool you.

Clayton Light, a wildlife biologist for the Missouri Department of Conservation, said the corn crop at the state wetlands south of Columbia is suffering from stunted roots brought on by recent rains, groundwater seepage and flooding. He estimates the wildlife area has lost 15 percent of its crops, or about 150 acres.
Heavy rain in June that continued into early July has local farmers and agriculture experts worried about this year’s crops of corn and soybean. The wet weather has contributed to problems in corn that include a process called denitrification.

Brian Schnarre, a Centralia area farmer, said at least 30 percent of his corn has stunted growth.

"It's terrible," Schnarre said.

Tim Reinbott of MU’s Bradford Research Center east of Columbia said that even corn that appears healthy is at risk.

Reinbott said the early over-saturation of the ground stunted the growth of roots, leaving corn vulnerable — a strong wind could potentially uproot a field. Stunted crops also stand a larger risk of being snuffed out by a lack of water should the rains stop, he said.

Reinbott estimated that Boone County farmers could see 25 to 50 percent lower yields because of this season's crop issues.

“If we break even, I’d be very happy,” Reinbott said. “If I look at the crops and the prices right now, I don’t know how that’s going to happen.”

Farmers in Boone County were able to plant corn early in April, Reinbott said. Problems began with heavy rain in May, June and early July.

Denitrification has been widespread across Missouri, according to data from the Midwest Regional Climate Center. Only the Bootheel of Missouri appears to not be suffering from denitrification, Peter Scharf, a nutrient management specialist at MU, said. The complex process involves oxygen-deprived microorganisms present in soil removing the valuable plant nutrient nitrate from the soil, where they'd usually be removing oxygen.

Yellow corn leaves are a telltale sign of denitrification. It takes place under "water-logged conditions," Bill Wiebold, an agronomy professor at MU and state soybean specialist with University of Missouri Extension, said.
Corn in good health should be such a dark green that it almost looks black, Reinbott said.

Midwestern corn farmers lost 2 billion bushels from 2008 to 2011 from denitrification, according to an estimate from Scharf.

Reinbott said he’s usually more worried about droughts.

“We’d rather have 2012 than what we have now,” Reinbott said, referring to a drought that the USDA called Missouri’s worst in 30 years.

Damaging rains have hit Missouri harder than some other states in the Corn Belt, Jay Fischer, a farmer and Missouri Corn Growers Association board member, said.

While some parts of the Corn Belt — including Minnesota, South Dakota and northern parts of Iowa and Illinois — are enjoying a strong season, Fischer said, Missouri stands as an outlier. Other states’ successes could keep crop prices low. In 2012, with widespread drought, prices rose due in response to the lower yields, which helped farmers offset losses.

There's worry that the strong corn crops in northern states will create "depressed prices and yields at the same time" for Missouri farmers, Fischer said.

"Low yields and low prices don't work very well," Reinbott said.

### Soybean planting behind

Soybeans have had a slow start, with central Missouri farmers reporting only 73 percent of their acreage planted as of July 12, according to the USDA’s weekly Missouri Crop Progress and Condition report, whereas they were at 100 percent a year ago.

Stephen Wright, a farmer in Madison, was still replanting soybeans in July. He said damp and cold fields had hindered his ability to plant and that he didn't plant his main crop this year — corn — which usually covers 700 acres of his farm.
Reinbott has watched as recently planted soybean seeds have rotted in the field, most recently after planting on July 6. Two-thirds of his soybean crop may produce, he said.

Unlike soybeans, which have until mid-to-late October to mature before they’re harvested, corn is harvested in September and can’t be planted at this late date.

The best case scenario for the weather going forward is that the ground dries out some and the rains slow and come at timely intervals, Reinbott said. If the soil was to dry out, he said, it could be catastrophic for the remaining healthy corn and soybeans, which need to retain moisture into October to create a decent crop.

Time for a New Strategy

July 20, 2015

By
Christopher Newfield

NO MU MENTION

It’s a widely noted fact that colleges and universities are under new pressure to justify their value and function. The same is true of tenure-track faculty members, who are at the heart of the higher education system whose benefits much of society now claims to find mysterious, and whose job security is increasingly criticized.

While colleges face criticism for converting most of their teaching posts to non-tenure-track status, they also face criticism for offering tenure to the rest. The final decision by the Wisconsin Legislature to weaken tenure and shared governance in the University of Wisconsin System teaches a lesson that should resonate beyond Wisconsin: the standard defense of tenure and shared governance isn’t good enough to address widespread skepticism about their public benefits.
Faculty members have gone as far as they can by pleading an academic exemption from the financial control and autocratic management that typify the U.S. workplace, crystallized in the power of summary dismissal. Faculty members now need to explain the value not only of their own job security but also of job security in the workforce as a whole. We will need to be much clearer about why tenure and shared governance enable core functions of the university and also of any productive, creative workplace.

I am aware of the dangers of this kind of escalation and expansion of what we’ve been taught are unpopular job protections. And yet academics can no longer defend tenure and shared governance as minority exemptions. We need to explain their principles and benefits for an overall workforce that has suffered from their absence -- and is now unmoved by our special pleading.

In the important case of Wisconsin, the state Legislature and governor have now passed and signed major qualifications of UW System tenure and governance, including student governance over the expenditures of their fees. One section introduces language legalizing layoffs of tenured faculty “due to budget or program decision,” and then offers a long, ornate set of procedures for dismissing tenured faculty as a result of pretty much any programmatic change. Another section eliminates statutory language that gives faculty members direct managerial authority in the university by vesting them “with responsibility for the immediate governance of [their] institution” while expecting them to “actively participate in institutional policy development." Though tenured faculty members aren’t yet living in the at-will employment utopia of the American right, where one can be fired without cause or due process, the plan makes them vulnerable to restructuring strategies that a range of commentators equate with making universities more efficient.

Since these proposals will now change UW significantly, and perhaps model changes in other states, what should faculty members do next?

The Typical Faculty Response

Let’s start with what faculty members usually do. The current state of the art was on display at a multicampus academic senate meeting in Madison where faculty members had gathered to discuss the situation. One much-admired intervention was delivered by Professor David J. Vanness, who argued that the weakening of tenure and of faculty governance threatened core academic activity:

"This is not an issue of Democrats versus Republicans. This is an issue of academic freedom. Freedom to discover and to teach new knowledge, regardless of whether it offends (or enriches) a specific business interest or political party .... If we allow ourselves to be led down this path laid out before us ... there will be nobody left to 'follow the indications of truth wherever they may lead.' We will sift where it is safe to sift. We will winnow where we are told to winnow. Our pace of discovery will slow and our reputation will falter."

I heartily agree. But I am already inside the academic consensus that the pursuit of truth requires intellectual freedom and professional self-governance. Since most people don’t enjoy either of these in their working or even their personal lives, they wouldn’t immediately see why empowering chancellors will hurt teaching or slow the pace of
discovery.

Rather than revealing the inner workings and effects of tenure and shared governance, faculty members generally do three other things. We cast tenure and shared governance as constitutional principles beyond the legitimate reach of politics. We instrumentalize these practices in the name of competitive excellence. We put our defense in the hands of our university’s senior managers. Each of these three moves made sense at various times in the past, but they are now serious mistakes. First, what happens when faculty present academic freedom as transcending politics?

The question was brought home to me again by a good op-ed called “What is driving Scott Walker’s war on Wisconsin universities?” The author, Saul Newton, an Army veteran studying at UW-Waukesha, discusses the conservative Bradley Foundation’s role in intellectualizing reasons to bring education to heel. He cites a 1994 article by the foundation’s president that, in Newton’s phrase, justified “demolishing public institutions, specifically public education.”

I followed Newton’s advice and read the Bradley Foundation article, whose ideas about K-12 governance are now being applied to public universities. I was struck by two features. First, the piece advanced a quasi-Foucauldian vision of society in which any group’s principles lie within society’s structures of power rather than outside them.

“Educational policy is always and everywhere a profoundly political matter,” wrote foundation president Michael S. Joyce. Second, it defined its attack on an “exhausted” progressivism as a movement for democratic accountability: “If educational policy is finally and irrevocably political, then surely, in a self-governing polity, the people themselves are the source of educational policy -- not a distant bureaucracy.”

When Joyce moved on to demonize teachers for wielding the “political hegemony of the ‘helping and caring’ professionals and bureaucrats,” he did so in the name of restoring democracy. It doesn’t matter whether this framework is right or wrong (it’s wrong).

Once it has been established, and faculty then defend tenure as a privilege of their intellectual status, they don’t rebut the right’s democratic critique but validate it. The democracy frame makes academic freedom look like a license to ignore public concerns rather than to engage them in dialogue from an independent position.

On the second error: university administrators and faculty alike predict that quality decline will follow any weakening of tenure. A group of distinguished chaired professors at UW-Madison stated that qualifying tenure would make the university “suffer significant competitive disadvantages.” Competitiveness is often measured in rankings shorthand: UW-Madison is 47th in U.S. News and World Report’s rankings this year, is among the top 15 among public universities, and has a large number of top-20 departments, all of which may fall in the rankings as they come to lose every contest for top candidates to peers with stronger tenure protections.

But how much would lowered rankings reduce faculty quality and public benefit? Top rankings mostly concern the Madison campus, and so involve only a minority of the students and faculty in the UW System. Politicians also know that hundreds of qualified people apply for every good tenure-track position, and thus assume that the UW
system will still enjoy a surplus of excellent candidates. Wisconsin departments may have a harder time landing their top one or two picks who have offers from other major universities, but politicians may reasonably doubt that their third or fourth candidates will offer a noticeably lesser student experience.

More fundamentally, departmental or university stature is an inaccurate proxy for the competitiveness most people care about, which is the economic kind that raises the standard of living. Universities have constantly asserted their direct economic impact, and conservatives are taking this rhetoric literally. Thus an alleged blueprint for the Walker changes, a report called “Beyond the Ivory Tower” that was published by the Wisconsin Policy Research Institute and authored by the longtime chancellor of UW-Stout, justifies its call for more flexible tenure and governance on the grounds that this will “help the UW System better fulfill its mission to help produce economic development.” University administrators agree that this is their mission, and STEM fields have benefited for decades from the emphasis on technological outputs, often at the expense of funding broad liberal arts-based capabilities. So faculty members’ talk of staying competitive encourages conservatives to ask UW to show them the money. In the U.S. business system, making money normally involves giving management a free hand over employees, thus hoisting professors on their own petard.

We arrive at the third faculty habit, in which a faculty assembly calls on senior managers for protection for tenure and shared governance. There are two issues here. One is the academic freedom to produce research even when its evidence contradicts the beliefs of politicians or business leaders, who then may seek to discredit the study, as recently happened in Wisconsin, by calling it “partisan, garbage research,” and/or by defunding an entire program, as happened in North Carolina. Senior managers often hang tough on this point, and defend the research autonomy of their faculty and their institution.

The other issue is direct faculty control over university policy that goes beyond offering nonbinding advice. I noted that the now-deleted Wisconsin statute expects faculty to be directly involved in “the immediate governance of [their] institution.” Governor Walker does not want this strong version of shared governance. But do System President Ray Cross or UW-Madison Chancellor Rebecca Blank? Careful Wisconsin faculty observers like Nicholas Fleisher, Richard Grusin and Chuck Rybak think not, and I can’t call to mind a senior manager who does want full co-governance with faculty.

In addition, UW’s senior managers have some history of efforts to increase their own authority. As Lenora Hanson and Elsa Noteman argue, former Madison Chancellor Biddy Martin’s “New Badger Partnership” sought to delete much state oversight over the university’s budgeting and human resources policies. The current UW administration continued the campaign under another name, even at the cost of accepting state funding cuts. Chancellor Blank told local television that the university could make up for cuts with more freedom from the state, if they just had more time. In other words, senior university managers de facto agreed with the core tenets of movement conservatism that state oversight lowers efficiency while executive authority increases it. Since so much of the conservative business position matched the university’s official position, the voting public could be forgiven for not seeing why the statute changes would affect faculty much.
General Public Benefits, Not Special Privileges
So what would motivate the wider public to fight for academic tenure and shared governance? To present them as general public benefits rather than as our special privileges.

To do this, we will need to undo each of the three mistakes I’ve described. First, rather than casting tenure and shared governance as necessary exceptions to normal workplace politics, we should define them as necessary to workplaces in general.

Tenure is a simple idea: protection from the at-will employment practice of firing any employee without cause or due process. Tenure places an obligation on the employer not only to identify specific reasons for termination but to convince others of their validity.

Tenure doesn’t just protect academic freedom; it protects all employees’ investments in their skills, relationships, know-how, and commitment to their organization. I have always thought that tenure should appeal to conservatives, since it defends liberty by protecting one party against another’s arbitrary exercise of authority. Tea Partiers who accuse Barack Obama of being a dictator should logically favor limits on the lawful tyranny of the private sector supervisor. At the same time, Democrats should like generalized tenure for enabling a limited type of workplace democracy. A hundred years ago, the American Association of University Professors constructed academic freedom as the great exception to the autocratic managerialism of American business life. Faculty members will now need to promote workplace freedom from at-will dismissal as right for employees everywhere.

On the second mistake, of touting their competitiveness, faculty members should reject competition as a main driver of high-quality work. We enjoy top rankings and status as much as managers do, and yet in the long run they depend on research and teaching achievements that come from persistence, security, obtuseness, heretical thinking and collaboration. It’s not just that competition encourages wasteful duplication and intellectual imitation, but also that intellectual progress depends profoundly on complicated forms of cooperation among all kinds of people and expertise. Universities teach people to address massively complicated problems that require both individual originality and collaboration. The U.S. doesn’t have a competitiveness disadvantage: it has a collaborative disadvantage, and universities are needed more than ever to develop new kinds of collaborative capabilities. In addition, public universities help their regions, states and nations not by being better than other universities but by doing transformative work in the place they are and with the students they have. Faculty should help the American workplace move in the same direction.

The third mistake: instead of looking to senior management for defense, faculty members should look to employees in other workplaces in advocating democratic rather than autocratic organization. Until our current neo-Taylorist management revival, the efficiency of peer-to-peer self-management was widely understood. The ubermainstream features the historian David Montgomery chronicling the contributions of indigenous and immigrant craft skill to 19th-century American industrialization, the management gurus Tom Peters and Robert Waterman advocating employee empowerment in their 1980s blockbuster In Search of Excellence, the sociologist Richard Sennett analyzing the centrality of mutually developed craft practices to
effective work, and, in a backhanded way, the neoclassical economists now warning about the “skills gap,” since if top-down management were so great companies could simply boss their hirelings to competence.

Such research has established academic analogs, starting with peer review. Wisconsin faculty have pointed out that tenured faculty members must meet their own colleagues’ rigorous performance standards to get tenure and must then continue to satisfy them to progress. Another common academic practice is the combination of outcomes evaluation with freedom to organize everyday work. Although professionals have had an easier time claiming this right to direct their own work, to whom does this principle not apply? Everyone needs training and ongoing feedback, and everyone needs latitude to shape their own efforts.

The faculty’s central political problem is that their assertion of their tenure and governance rights is read as their tacit denial to everyone else. The problem starts with the “new faculty majority” of non-tenure-track professors on campus and spreads out from there. This sense of tenure as a special privilege (error one) is the cornerstone of the politically powerful stereotype of the elitist professors who proclaim their superiority to other people (error two) and can’t deal with regular people directly (error three). In making these mistakes, we have played into our opponents’ hands.

Rather than claiming academic freedom, tenure and fair governance as a special perk of our unique standing, we should hold them out as the general economic and social justice virtues that they are. Faculty have models of collaborative self-governance that we now rarely bother to develop, that we have allowed to serve an ever-smaller share of our colleagues, that are not taken seriously by many administrations, but that are designed to allow both intellectual originality and decent, honorable workplaces. Faculty must now model how shared governance, if spread to other workplaces, would improve society as a whole. And we are going to have to do it soon.

How Great Colleges Distinguish Themselves

By Eileen Filliben Edmunds and Richard K. Boyer

Back in 2008, The Chronicle of Higher Education and ModernThink LLC partnered to create the Great Colleges to Work For program. The top goal was to conduct research that would help leaders understand and leverage the key success
factors that differentiate great places to work in academe. In 2015 the program attracted 281 institutional applicants from across the country.

Out of all of the applicants this year, 86 colleges and universities were highlighted in one or more of 12 recognition categories. Each category represents a key driver of workplace quality (e.g., Collaborative Governance, Senior Leadership, Job Satisfaction, etc.). Forty-two of those 86 recognized colleges received accolades in multiple categories, thereby distinguishing themselves as the best of the best and earning a spot on the Honor Roll.

While it is true that even great colleges cannot please all of their people all of the time, the Honor Roll institutions have won the hearts, loyalties, and discretionary efforts of the vast majority of their faculty and staff members. Here we examine what distinguishes the recognized colleges, especially those on the Honor Roll, from the other 195 institutions.

In short, by investing in their people, great colleges create a culture of engagement. Faculty and staff members understand and support the institution’s mission, are provided with the tools and authority they need to contribute their best, and consistently go the extra mile for colleagues and students.

This investment in culture pays off. When responding to the statement “This institution’s culture is special — something you don’t find just anywhere,” the Honor Roll colleges indicated a much higher level of agreement (84 percent, a combination of “Strongly Agree” and “Agree” responses) than did the unrecognized colleges (64 percent). In addition, the unrecognized colleges had a dissent rate of 14 percent, nearly triple that of the Honor Roll institutions.

Cultures of engagement are distinct, differentiating, cohesive, and empowering. This year’s Honor Roll institutions proved that they excel in each of the four strategic pillars upon which great cultures are built: leadership, communication, alignment, and respect.

**Senior leadership:** When assessing their senior leaders, faculty and staff members look for two traits: credibility and capability.

Senior leaders establish credibility through interactions that build trust and through behaviors that are consistent, reliable, and reflect integrity. When responding to the statement “I believe what I am told by senior leadership,” Honor Roll scores indicated
a high level of agreement (77 percent) compared with scores from colleges that were not recognized in any categories (58 percent).

Faculty and staff members are also looking for leaders who show capability. They must demonstrate that they have the knowledge, skills, and experience to effectively lead the institution. Responding to the statement “This institution is well run,” employees of Honor Roll colleges answered far more favorably (80 percent positive) than unrecognized institutions (56 percent positive). Additionally, the dissent at the unrecognized institutions was more than triple that at Honor Roll institutions.

At Honor Roll colleges, the senior leaders delivered.

**Communication:** Employees rely on transparent and interactive communication to understand what’s going on, solve problems, get ideas across, and fuel progress.

Regarding transparency, it is vital that institutions remain open concerning both good and bad news, provide the context and rationale for decisions, and ensure that the campus community receives regular and timely updates. Honor Roll scores on the statement “There is regular and open communication among faculty, administration, and staff” were 73 percent positive, 22 percentage points higher than the scores at unrecognized colleges.

In addition to modeling transparency, it is important to foster interactive communication that creates opportunities for two-way exchanges. Healthy dialogue will help employees feel that they can provide input and be heard. Looking at the statement “At this institution, we discuss and debate issues respectfully to get better results,” Honor Roll responses were 73 percent positive, 21 percentage points higher than at unrecognized colleges.

Communication is a high priority in great workplaces.

**Alignment:** Great colleges demonstrate alignment in their people practices in two key areas: collaboration and contribution.

When collaborating, faculty and staff members are aligned to further a goal. They support and are supported by one another, enabling them to do their best work. They solicit input from one another and pay little attention to who gets credit for what. One of the greatest distinctions we saw on this year’s survey had to do with collaboration, specifically the statement “There’s a sense that we’re all on the same team at this institution.” At Honor Roll colleges, responses were 73 percent positive, 24 percentage points higher than at unrecognized colleges. Furthermore, the negative
responses from unrecognized colleges reached 22 percent, versus 8 percent from Honor Roll institutions.

Great colleges position people to contribute at their highest level. They have the right people in the right jobs and provide them with the training, tools, and resources to succeed. Responding to the statement “I am provided the resources I need to be effective in my job,” faculty and staff members at Honor Roll institutions were 76 percent positive; their peers at unrecognized institutions were 58 percent positive.

People within great workplaces collaborate and are supported to do their best work.

**Respect:** The hallmarks of respect within a workplace are fairness and acknowledgment.

Institutions with an intentional focus on building an equitable culture treat employees fairly regardless of personal attributes or position. When considering whether “This institution’s policies and practices ensure fair treatment for faculty, administration, and staff,” Honor Roll responses were 79 percent positive, compared with 60 percent positive from their unrecognized counterparts.

In addition to being treated fairly, people want to be acknowledged. Therefore it is important that rewards, recognition, and feedback are specific and regular, and that they motivate faculty and staff members to treat one another well and do their best work. Honor Roll institutions significantly outperformed their unrecognized peers in their responses to the statement “Our recognition and awards programs are meaningful to me.” Honor Roll colleges scored 65 percent positive; unrecognized colleges, 45 percent positive.

In great workplaces as in life, respect breeds respect.

An institution’s path to creating a culture of engagement does not have to be long or complicated. As your college continues on its journey toward greatness, we hope that it will leverage this report as the resource that it is. Learning from the best of the best — especially in the areas of leadership, communication, alignment, and respect — can provide great insight and motivation.

**Read more about the Chronicle’s eighth annual survey of “Great Colleges to Work For 2015” at:** [http://chronicle.com/article/News-Features/231635/](http://chronicle.com/article/News-Features/231635/)
Nine years ago, when Michigan began requiring high-school students to take an online course before graduating, it was the only state to do so. Since then, though, five other states — as well as some school districts — have followed suit.

The result is a growing group of students — in Michigan and around the country — who have experienced some form of online learning by the time they get to college. During the 2013-14 school year, 65,130 high-school students in Michigan reported taking an online course, according to a survey by Michigan Virtual University, a nonprofit corporation that provides online professional-development training. That's about 15,000 more students than took such a course the previous year.

Now those students are arriving on college campuses with greater expectations that technology will be an integral part of their academic experience. By exposing students to how technology is best used in the classroom, several Michigan educators say, the requirement has in part led those students to expect college classrooms to also make thorough use of technology.

And their standards are rising. At Michigan State University, students don't just want technology to feature in the classroom. They're looking for it to be incorporated in a more productive way, says William Hart-Davidson, associate dean of graduate studies and an expert in online learning.

In other words, students see going online as about more than just turning in homework, he says. Some students come to a campus better prepared to use learning-management systems; others are more able to juggle an online course with other classes on campus. Most of them are savvier about technology.
"They’ve become a bit more critical consumers," Mr. Hart-Davidson says.

**More Demands of Colleges**

Experience taking online courses can make students more successful when they take their first collegiate-level course online, says Adam L. Cloutier, director of teaching and learning support services at Henry Ford Community College, in Dearborn, Mich. They’re more focused and "better equipped to navigate the college system and our learning-management system," he says.

But they haven't necessarily become expert online learners. Students can fulfill Michigan's requirement by taking a true online course in high school or by incorporating "online learning experiences" into required courses. Those experiences could include working with a blog or a WebQuest, an inquiry done completely online. But not all online experiences are created equal, says Allison Powell, vice president for state and district services at the International Association for K-12 Online Learning, and many schools' attempts to build technology into their courses aren't well thought out.

"Kids know how to use technology, but they know how to use it for their social lives and for fun," Ms. Powell says. "They still need a lot of work on learning how to use it for being productive and to use it to learn."

So professors are trying to respond to students' interest in savvier uses of technology in the classroom without assuming too high a skill level. Across the state, they've adopted a range of approaches:

At Davenport University, in Grand Rapids, Mich., online courses have allowed students to connect with peers on other campuses and to take advantage of more courses, says Kriss Ferluga, faculty course developer for delivery systems. In the fall of 2011, 194 students took an online course through Davenport. This past fall, that number rose to 484 students.

Mr. Hart-Davidson, of Michigan State, says his students now expect online course-management systems to be integral parts of any course — as a repository for course materials and often as a place to take tests or quizzes.

But he has taken that a step further by using an application called Tone, which links up to his course-management system and notifies students on their mobile phones about coming assignments.
Professors may not be eager users of mobile technology, he points out, but many of his students use it regularly.

"There’s a gap there, which creates more of a problem," he says. "They’re in one set of systems, and we’re in another set. The two don’t talk to each other very well."

**Testing Tactics**

In the College of Arts and Letters, where Mr. Hart-Davidson teaches writing courses, students complete group work online. The university developed a software system that allows students to view peers’ papers outside of class. That frees up more time to discuss students’ writing in class, because they can read one another’s work beforehand, he says.

Professors at Ferris State University, in Big Rapids, Mich., use tools like Tegrity, which lets professors record videos or podcasts of their lectures for students to play on their own time, says Todd A. Stanislav, director of the Faculty Center for Teaching and Learning there. The center has encouraged faculty members to break up their lectures into chunks, which allows students to focus on particularly challenging topics, Mr. Stanislav says.

"If you have a video lecture on a single concept, you can tie other kinds of activities to that," he explains, adding that students can then take a quiz or write a short piece on the topic. "You have to get the students to think, as learners, about really being able to master a particular concept or skill."

Professors have also sought out ways to administer tests and quizzes online, and Mr. Stanislav says many have asked the center for help in designing online examinations and controlling the outside information students can view online while taking a test.

Efforts are afoot to build on the online-learning requirement in Michigan. State laws passed in the last decade have put more funding into schools for new technology, says Mark Smith, executive director of the Michigan Association for Computer Users in Learning.

Meanwhile, Michigan Virtual University hopes to persuade local colleges to encourage prospective students to take a full online course, not just a "learning experience," before applying. The virtual university’s president, Jamey Fitzpatrick, says he doesn’t think colleges have done enough to tell parents and students about opportunities to take online courses while on a campus.
"The vast majority of young people today going through high school know they need to take four years of math, four years of English," Mr. Fitzpatrick says. "They probably don’t know that they need to have this online-learning experience."

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Dating Violence Poses Unique Questions for Colleges
By Sarah Brown

NO MU MENTION

"A dispute between students."

Those words, said Olivia A. Ortiz, were used by campus administrators in 2012 to describe her allegations of abusive behavior, including several sexual assaults, by her then-boyfriend.

It was the University of Chicago senior's first relationship, and she said she didn’t know at first that the behavior constituted dating violence.

Ms. Ortiz, who filed a Title IX complaint against the university in 2013 for what she said was the mishandling of her sexual-assault case, said colleges aren’t talking enough about the nuances of dating violence. Students, she said, "don’t want to believe that someone so close to us can do that," while administrators "don’t want to believe that these students at prestigious universities would do that."

She called that phenomenon a "double disbelief."

The issue is becoming more significant for colleges thanks to federal regulations that took full effect this month. The new rules require institutions to include incidents of dating violence, domestic violence, and stalking in the crime reports that are mandated by the campus-safety law known as the Clery Act. The regulations interpreted the Violence Against Women Act, which was renewed by Congress in 2013, and also
imposed new requirements for training and prevention, among other changes.

The Education Department made the rules final last October, and July 1 marked the deadline for colleges to meet the standards or risk penalty, though officials told colleges a year ago they needed to make a "good-faith effort" to comply right away. Campus dating violence has received much less public attention than the tremendous scrutiny colleges have faced over their handling of sexual-assault cases. There is also less concrete data about how prevalent dating violence is. While some of the educational needs and resources are similar for both issues, administrators can’t take sexual-assault policies and "blanket" them over dating violence, said Alison G. Kiss, executive director of the Clery Center for Security on Campus.

Intimate-partner abuse poses its own questions for colleges. For instance, how should campuses enforce no-contact orders? How can investigators collect evidence when the abusive partner’s behavior is a long-term problem but can be sudden or sporadic?

Before the Clery changes, colleges were already required under Title IX, the federal gender-equity law, to conduct investigations into reports of dating violence and to provide accommodations for students in abusive relationships. The Clery provisions should help expand colleges’ focus from sexual violence to dating violence and, more broadly, gender-based violence, said Tara N. Richards, an assistant professor of criminal justice at the University of Baltimore who researches intimate-partner abuse.

Ms. Kiss said some institutions have had programs in place for years to support victims of dating violence and are now making their practices more consistent. For other campuses, it’s new territory.

"A lot of schools simply aren’t educating students that dating violence is a violation of school policy," said Dana Bolger, co-director of Know Your IX, a national student group that fights for stricter enforcement of Title IX.

Jeremy Manier, a spokesman for the University of Chicago, wrote in an email that the university had made "substantial" changes this year in its sexual-misconduct policy. Last year, he said, the university improved its disciplinary process and appointed a new associate dean of students to investigate cases that involve allegations of sexual assault, dating violence, and other conduct violations. But Ms. Ortiz said she remained skeptical about Chicago administrators’ commitment to seeking justice for victims and to dealing with dating violence as a specialized issue.
A Population at Risk

One of the most commonly cited statistics on sexual assault indicates that about one in five women is sexually assaulted in college, although that study was not designed to yield a national figure. On dating violence, the picture is even less clear, and the incidents also tend to be underreported.

One national survey, from 2007, found that women in the 16-to-24 age group were the population most at risk for intimate-partner violence.

In a 2011 poll on relationship abuse, which surveyed 508 men and women in college, 43 percent of the women reported having experienced physical, sexual, or controlling abuse from a partner, or having been harassed through technology.

The Clery requirements could help paint a more detailed picture of campus dating violence within a few years, said Lisa Maatz, a policy adviser for the American Association of University Women. Still, there are other limitations to the data.

Boise State University, in Idaho, has more than 22,000 students, and the institution included dating-violence crimes on its 2014 security report. But it listed just one incident of dating violence for 2011 and no incidents for 2012 or 2013.

Part of the reason: Most of Boise State’s students live off campus, said Annie N. Kerrick, the university’s Title IX coordinator.

Ms. Kerrick said she expects to see an uptick in the number of dating-violence and stalking reports made to campus administrators this year, once the institution ramps up its relationship-violence education.

She has noticed wide discrepancies among colleges on how quickly and thoroughly they adopted the Clery standards on dating violence, depending on the backgrounds of those institutions’ Title IX coordinators or Clery compliance officials and how much support their respective colleges gave them. Those variations could also skew the data.

"Some people are struggling," she said, "while some people from other institutions have been doing it for years."

Similar Problems, Separate Solutions

Dating violence and sexual assault intersect in many ways, and some of the resources colleges need to provide are similar, experts say.

For instance, a student victim of either crime is probably going to tell a fellow student. That student might not know how to respond. So campuses need to emphasize
bystander education, said Ruth M. Glenn, executive director of the National Coalition Against Domestic Violence.

But sexual assault and dating violence call for separate campus solutions, other experts note. One key difference is that dating violence doesn’t always correlate with sexual violence. The behavior might involve emotional or physical harm.

Students might be afraid to come forward because they don’t want their significant other to be punished or expelled. It might be emotionally difficult for students to isolate themselves from an abusive boyfriend or girlfriend, even if law enforcement has imposed a no-contact order.

Victims of dating violence also might need specific accommodations from their colleges, such as the ability to move quickly to a new dormitory or permission to miss class to obtain a no-contact order and free transportation to the courthouse, Ms. Bolger, of Know Your IX, said.

Dating violence also tends to involve a continuing series of events, and the behavior might come in cycles, whereas sexual assault is more often an isolated incident.

For those reasons, the investigative process that campuses use when a sexual assault is reported might not work for a relationship-violence allegation, Ms. Kiss, of the Clery Center, said. And the sanctions for students who are found responsible for sexual assault, which might involve writing a letter to the victim as an apology, are often not appropriate for abusive intimate partners, she said.

Laila Leigh, legal-services manager for Break the Cycle, a nonprofit group that advocates for healthy relationships, said she had noticed that smaller colleges and universities with fewer resources can have trouble applying their procedures to dating-violence cases. "They’re not sure how it’s different," she said.

Collaborating with local domestic-violence centers, Ms. Maatz said, is one step colleges can take to better support victims. Those agencies, she said, have long been eager for colleges to come to them.

Institutions need to make sure students know the signs of dating abuse, said Katie H. Hood, chief executive officer of the One Love Foundation, created in memory of the University of Virginia student Yeardley Love after she was beaten to death by her ex-boyfriend in 2010. Ms. Hood said the foundation is offering a workshop on relationship abuse that she hopes will reach at least 250 campuses in the coming months.
The bottom line, Ms. Bolger said, is that colleges need to take dating violence just as seriously as they take sexual assault.

"No one teaches you," she said, "that the most dangerous situation might be being in your dorm room with your partner, with someone you love and trust."

Health Care and Higher Ed

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By Kellie Woodhouse

NO MU MENTION

NASHVILLE, Tenn. -- In an era of increasing scrutiny and growing financial difficulty, health care and higher education face many of the same challenges: disruption, rising prices, consumer criticism, decreasing public funds and an increasing need for collaborations and mergers.

“There’s a huge amount of discussion in health care around quality,” said Emme Deland, senior vice president for strategy at New York-Presbyterian Hospital, during the National Association of College and University Business Officers' annual meeting here. “So I was thrilled to find that you're being asked the ... question ‘Is college worth it?’ It’s the same question that’s being asked of health care: What’s the value that we’re actually delivering?”

That’s a cogent question, Deland says, highlighting how when she received her M.B.A. from Columbia University in the late 1970s, the cost was about $4,000 a year. Her daughter recently entered the business school and the cost is exponentially more, at $60,000 a year.

She cited statistics from her strategy office that show the price of tuition and fees, on average, grew over 550 percent from 1985 to 2011 -- easily outpacing the roughly 350 percent rise in the price of health care during that time.
“We’re doing a really good job of increasing our charges faster than any other industry,” Deland said of higher education and health care.

Meanwhile, she acknowledged the massive enterprise of health care spending, including criticisms of wasteful spending. Health care is a roughly $2.9 trillion annual industry in the U.S., and some estimate that as much as $750 billion is being spent wastefully each year.

The rising price of health care and higher education, and cost of delivery, are far from the only things the two sectors have in common.

Both are learning how to live with less public money.

Just as state appropriations in public higher education have declined in recent decades, the Affordable Care Act is translating into less federal money for hospitals and health care systems. Deland estimates that New York-Presbyterian is poised to lose at least $1.5 billion in federal dollars over the next five years because of changes resulting from the ACA.

Meanwhile, both industries are being disrupted by new technologies -- especially online delivery systems. In higher education, that in part means MOOCs and online and interactive components to traditional courses (Deland said three of her friends have forgone graduate courses for MOOCs instead).

In health care, hospitals and systems are exploring telehealth delivery systems in which patients receive maintenance care, follow-up appointments and medical information through telecommunication devices like computers and smartphones. The practice has the power, according to Deland, to “truly revolutionize the delivery system of health care” and create much more consumer-friendly care.

Hospitals and health systems have also been merging and acquiring one another with increasing frequency. Deland said that in recent decades New York City went from having about 75 independent hospitals to six hospital systems.

And while the scale and scope of mergers in higher education is much smaller, universities and colleges are having to find more ways to work together and create efficiencies as they try to trim costs.

For both industries, adjusting to new challenges has been an uphill climb. The NACUBO conference is titled “The Tempo of Change,” in part because colleges and universities are grappling with how to adapt to an era of financial difficulty and increased scrutiny and in part as a play on Nashville's nickname, Music City.

Health care is learning to adapt to a similar reality, Deland said.

“In health care, that tempo has accelerated to almost epic proportions,” she offered, adding later: “Academic medical centers are profoundly good at sticking our heads in the sand because ‘we’re different, we’re special.’”
But in order to thrive in ever-changing environments, hospitals and universities have to tackle challenges with their eyes wide open.

“This is not a short road,” Deland readily admits.