COLUMBIA — **Black faculty employment at MU is like a revolving door.**

"We hire them and we lose them at the same pace that we hire them," Flore Zéphir said.

Zéphir is a full professor of French in the Department of Romance Languages and Literatures and director of the Afro-Romance Institute. She's worked at MU for nearly 28 years and went through the ranks to reach professorship. She was one of eight tenured full professors in 2015 and is the only black member on MU's Faculty Council — one out of 33.

"There have been several assistant professors hired, and a great number of them left before their fourth year," Zéphir said. "Something is wrong. What had happened in Columbia or in their department that made them leave as soon as they could?"

After a storm of racial protests that wracked campus last fall, MU is left to pick up the pieces and act on its promises to develop a more diversity-rich campus.

Research has shown that a diverse faculty body in race and ethnicity has a positive effect on student development and education. MU recently redeclared its focus on racial diversity and inclusion. One way it can do this is by retaining black faculty in high positions like full professorship or with tenure.
Obstacles exist: Black faculty spend more time mentoring students and faculty of color, participating on boards and committees, and making arguments for promotion.

For some black faculty, these challenges were enough for them to leave.

Last fall, student activist group Concerned Student 1950 demanded an increase in black faculty and staff at MU to 10 percent — up from the current 2.8 percent — by the 2017-2018 academic year. New and incumbent officials dedicated to improving diversity at MU have indicated their intention to recruit faculty of color.

But recruitment efforts will be moot if MU cannot retain them. Nine former faculty members expressed this sentiment in a letter addressed to administrators in November.

The number of black faculty at MU, which has hovered around 3 percent for the past decade, speaks to the importance of retaining as many black faculty members possible.

MU had nearly the same number of black full professors and nine fewer black tenured faculty in 2015 as it did nearly a decade ago, according to data from the MU Office of Institutional Research. In contrast, the total number of professors and tenured faculty has increased over the same period, with the exception of 2014 when the university offered faculty buyouts.

"If we ignore the narratives of faculty of color and do not listen to and learn from their experiences to effect institutional change in meaningful ways, this could have a profound impact on the recruitment and retention of faculty of color in higher education," Texas A&M researcher Christine A. Stanley wrote in her 2006 study, "Coloring the Academic Landscape: Faculty of Color Breaking the Silence in Predominantly White Colleges and Universities."

The list of benefits to having a diverse faculty body in higher education is long, according to various studies:

- **Role models** — Students succeed academically when they have role models and mentors with whom they can identify.
• Welcoming campus — Underrepresented students feel more welcome and less like "strangers in a strange land" on a campus with more diverse faculty.

• Range of perspectives — Students from majority groups benefit from learning and exchanging ideas in a multicultural environment with a range and a broader representation of perspectives.

• Academic success — Student success and effective learning takes place in a multiracial and multiethnic classroom and inclusive environment.

• Critical thinking — Multiracial and multiethnic classrooms challenge students' perspectives and foster critical thinking.

• Mentoring — Cross-race faculty mentoring enhances faculty relationships and administrative skills.

• Preparation for a diverse society — Faculty of color in higher education is essential to prepare students to be leaders in an increasingly diverse, global and complex world.

A classroom can also become an environment in which teachers become students and students become teachers.

"I teach classes I love," said Stephanie Shonekan, chair of the Department of Black Studies and an associate professor with a joint appointment in Black Studies and the School of Music. "Because of the kinds of classes I teach, I have students from urban cities to small towns to farms to suburbs to college towns. I enjoy that because I learn so much from them. I am always challenging them to take this opportunity to learn from all these different perspectives."

Zéphir said that when faculty of color enter academia, they want to encourage change.

"We're not just academics for the sake of being academics," Zéphir said. "We are in academia because we want to engage in a transformative process."

One aspect of retaining black faculty should address their perception of the community and where they stand within it. They should feel as though they are part of the community and their voices are heard. They should be in positions of power.
Both tenure and full professorship, for example, include some job security and additional opportunities to participate in influential decisions at the university, such as sitting on tenure panels or affecting curriculum decisions. Tenured faculty, in particular, are said to be "owners" and "intellectual leaders" of their colleges; they provide stability, expertise and direction to their universities and their academic programs, according to a Georgia Institute of Technology paper on the benefits and costs of tenure.

A majority of black professors at MU are assistant professors, the lowest rank for regular appointment faculty. With 30 of the 55 black faculty working as assistant professors in 2015, the university had more black assistant professors than black associate and full professors combined. Nearly 55 percent of black faculty work as assistant professors, which is higher than the 35 percent of their white counterparts.

This could be the result of hiring new black faculty, who start out on the assistant professor rung and work their way to a promotion. It could also mean some black faculty leave before they receive a promotion or decide not to pursue promotion because it seems out of reach, a common theme for minority and women faculty that was highlighted in a February Chronicle of Higher Education article.

Whatever the reasons, when black faculty are not in many influential positions, the consequences can be a group of people — faculty, staff and students — feeling marginalized, isolated and hesitant to communicate their concerns.

Noelle Witherspoon Arnold, a former MU faculty member in the Department of Educational Leadership and Policy Analysis, left the university last semester after five years there. She said part of her decision was that she noticed what she called alarming trends of women and faculty of color hitting a ceiling when it came to job promotions and salary increases.

"There were leadership opportunities in my department, and my department was extremely supportive. However, a lot of the leadership in the college were not people of color, and I just sort of felt like there was nowhere for me personally to go as far as advancing," Arnold said.
After the resignation of David Steward and Yvonne Sparks from the UM System Board of Curators in the fall, the systemwide governing body has no black representation. The MU Faculty Council has one black member, Zéphir. MU has no black deans. These are all positions that come with great responsibility and control at the university and systemwide levels, and their demographic is fairly homogeneous — white.

Among the frustrations listed in the November letter were: the responsibility on the shoulders of few faculty of color to mentor other faculty and students of color; additional burdens on faculty of color in attaining promotion and tenure; and the pulling of faculty of color in every direction for token representation in groups and on committees.

All of these grievances have been highlighted in a number of studies, including Stanley’s 2006 report.

"Many institutions value diversity, but they often do not look deep enough to ascertain how habitual policies and practices work to disadvantage certain social, racial, or cultural groups," the report said.

"Mentoring remains one of the key attributes for the continued recruitment and retention of faculty of color at predominantly White colleges and universities," Stanley's report states, and other research has confirmed it.

Faculty of color often mentor other faculty and students of color, whether those being mentored are appointed advisees or are those who simply feel lost at the university. Mentorships can be essential to academic success and job promotion and can offer faculty, staff and students a way to feel part of the community. It's an important responsibility that falls on the backs of the few black faculty and takes considerable time — time that could be spent on working toward promotion or tenure.

She now mentors a number of black students, those assigned to her and those who aren't.
"The amount of time spent just on advising, not formally but sort of mentoring and writing letters of recommendation and so on — I love to do it, but it's just additional time," she said.

Shonekan said she has mentors at MU who help her stay on track with her research, but her two strongest mentors are from universities outside of Missouri.

Arnold also looked for mentorship outside the university. "That's where I felt like I got the most help," she said. "That was where I felt my allies were." She said she mentored a lot of junior faculty and felt like a great responsibility fell on her to go the extra mile with students and faculty of color.

"I would meet students on the weekend at my office on a Saturday morning at 9 a.m., and some of these were students who weren't my advisees," Arnold said.

Zéphir guides and advises a number of students and faculty and takes great pride in her mentorship. Her own mentors gave her strong advice about how to reach tenure and professorship. She was told to have a clear research agenda and to strictly adhere to the agenda, not to be sidetracked. She said she thinks there are outstanding academics — black and otherwise — who become distracted or busy with other tasks and are unable to put themselves on the regimen that's necessary to be in a position for tenure or promotion. And mentoring can be a consuming task that may take time away from research.

Faculty of color frequently report challenges to their authority and expertise by students, who then complain to senior faculty and administrators. A number of studies have shown that women and faculty of color receive poorer evaluations from their students than their white, male counterparts. Studies also show that student evaluations are more accurate measures of student bias and grade expectations than of the teaching quality of the faculty member, yet they play a significant role in evaluating a faculty member for promotion or tenure.

Shonekan spent much of a recent morning carefully composing her response to an email from a student who was uncomfortable about a subject she was teaching in class. She said she was
happy he stepped up with his concerns but acknowledged that his email might come out in evaluations.

"But I can't let the evaluations and thinking about that, being fearful of that, stop me from continuing to do what I do, which is ask them to expand," Shonekan said.

Zéphir and Shonekan — whose specialities include the Haitian diaspora in the U.S. and ethnomusicology, respectively — also agreed that faculty of color have to make the case about why their research fields are valid.

"We do have to make special arguments about why our research is valuable or why our research means as much as any research that fits in any of those areas," Shonekan said of Association of American Universities (AAU) research journals and publications. She said she perceived black studies to fall outside of the AAU publications list.

Zéphir said that in her experience, faculty of color have the same amount of rigor in scholarships as their white counterparts.

For Arnold, her indication that MU did not value her to the same extent as her white male counterparts was when she asked the university to counter the offer she had received from another university. The College of Education administration at the time decided not to counter the offer, she said, and no reason was provided. She said she had seen white faculty in the department do the same and receive salary increases.

It was interesting that the university was focused on increasing faculty of color, but when it came down to taking action, MU did little to retain her or many other faculty of color, she said.

"To their credit, a lot of my colleagues in my department really fought for me," Arnold said. "My colleagues at (the Department of Educational Leadership and Policy Analysis) were like, 'How can we let somebody get away?' 'Why wouldn't we be doing everything we could?' and 'Why should we have to have a search when we just lost somebody who looks like what we say we want?"
MU is not alone in facing challenges related to diversity and inclusion. MU’s 2.9 percent of black faculty in 2013-14 was only slightly below the 3.4 percent average for similar public universities that academic year, according to a Chronicle of Higher Education study.

"Participation in service activities remains a critical area to which many faculty of color fall prey, and it is often a component that costs them greatly when they are being evaluated for promotion or tenure," Stanley said in her research.

Zéphir said black faculty may not be reaching the higher academic positions because they are pulled in many directions for many reasons.

Whether black faculty choose to participate in many activities for personal reasons or because they feel responsible in representing faculty of color, their valuable research time is also spent on these activities.

Zéphir herself is on a long list of committees, boards and councils.

In addition to her duties as chair and associate professor, Shonekan also belongs to the Black Liberation Collective and the Black Faculty and Staff Organization. She is working to get full professorship but said it's a challenge when you take on an administrative role.

"I am pushing myself," Shonekan said. "I wake up very early every morning, so by the end of the day I am so sleepy. But I wake up that early to try to get at least some reading done or some writing done."

Shonekan said that when her file goes up for review for promotion, she can't go with it and explain how her time was allocated. Although all academics will argue that getting tenure and full professorship is hard work, she said, "(Black faculty) just have to work harder in a different way."

Stephanie Shonekan is the chair of MU's Department of Black Studies and an associate professor with a joint appointment in Black Studies and the School of Music. Decorations in her office
show her heritage and the importance she sees in the black's community representation in children toys.

MU needs to make real financial dedications to inclusion and diversity, Shonekan and Arnold said.

Arnold said the hiring of Chuck Henson as MU's interim vice chancellor for inclusion, diversity and equity was fine, but "I would like to see Mizzou actually dedicate a large amount of funding specifically to diversity and inclusion and then earmarking that money for faculty retention. ... I think it's going to have to be a devotion of money and resources rather than just programming, because programming has happened and programming turns into a simple platitude."

Shonekan agreed that money offers were essential to retain faculty.

"We have to think about how to compensate faculty of color," she said. "It just is what it is, we live in a capitalist country. Money is part of the discussion."

She also acknowledged that Columbia, although it is a nice town, presents some challenges for black residents and especially single black residents. She said that she had a family so it wasn't an immediate concern for her but that she knew the community is a difficult and sometimes lonely place for black faculty. Zéphir echoed this.

"It's the region and it's what can we do in terms of offers, in terms of spousal accommodations ... There are all kinds of creative things that we can do," Shonekan said.

Zéphir said she believes some departments at MU have senior faculty members who come across as standoffish and unavailable, which could make black faculty feel unwelcome, unsure about their work and isolated.

She said that when students are referred to her, she takes care of them because they are people, not problems. They need guidance, and she has guidance to give.
"To me, there is nothing like the personal touch," she said. "And to me, I think that is a human quality that is sometimes lost."

MISSOURIAN

Part-time professors: Academia's 'working poor' juggle duties, expectations

RUTH SERVEN, Mar 18, 2016

COLUMBIA — Asked to describe herself, Robin Anderson paused to think.

She’s 29 and married. She’s blond.

“I’m a music teacher,” she said and laughed. “I got tired of the way people reacted when I say I’m a musician.”

She’s a music teacher who drives to the Columbia College campus in Jefferson City to teach music appreciation classes as an adjunct professor. She’s a music teacher who also leads the MU School of Music’s entrepreneurship and community music programs.

She’s a music teacher without health benefits who faced double knee surgery. She’s a music teacher who has created her own music career while working as an adjunct professor for several mid-Missouri schools.

Adjunct instructors are part-time professors who are not eligible for tenure. They make up about 40 percent of faculty in American higher education, according to a 2014 report by the U.S. House Committee on Education and the Workforce, based on a survey of 845 contingent faculty and professors.
Contingent, at-will employees are an answer to a prayer for universities facing tighter budgets. But contingent faculty often have no guaranteed benefits, job security or wages. According to the House committee report, they are the “working poor” of the university.

Contingent faculty, which include graduate student assistants, non-tenure-track professors and adjuncts, are typically hired on semester-by-semester or annual contracts. This type of professor has skyrocketed since the 1970s, from 20 percent to 75 percent of academia, and has taken on much of the teaching load for undergraduate and general education classes.

Adjuncts are often the most vulnerable type of contingent professor. Many schools limit their part-time professors to two or three classes a semester, forcing adjuncts to cobble together multiple part-time jobs and stunting their chances to do the research and writing necessary to land a full-time, tenure-track job.

At Westminster College in Fulton, Jennifer Spitulnik teaches two introductory writing classes. She says the English Department gives her the resources she needs to teach the classes. But because she has part-time status, she also works another part-time job at SyndicateMizzou, a research promotion unit at MU, to make ends meet.

To her, adjunct teaching feels like an expensive hobby. “The payment is $2,600 per three-credit course, for the entire semester, which is nothing,” Spitulnik said. “It’s basically gas money.”

Compensation for a three-credit class varies widely, depending on the institution and individual departments’ budgets. A typical adjunct in the College of Education at MU may make $4,500 per class while an adjunct in the School of Journalism may make $3,000. Teaching a humanities class at MU pays about $2,500.

Because adjuncts are not typically paid for travel time or office hours, they might not have the incentive to interact with students or other faculty outside class.

Spitulnik said she struggles to be available for office hours and faculty meetings because it’s time taken away from her other job and her family. A 2007 study by Paul Umbach in the Review
of Higher Education found that part-time faculty interact with students less frequently, use active and collaborative techniques less often, spend less time preparing for their classes and have lower academic expectations than their tenured and tenure-track peers.

Spitulnik worked in arts administration in Washington, D.C., before she began graduate school at MU in 2009. She said she and her adviser didn’t realize the impact the recession would have on the job market. No one knew there would be few academic jobs available when she finished her doctorate in May.

She said she applied to 90 jobs last year and is beginning the search again.

Last year, one in five part-time faculty members nationally lived below the line — pegged at $24,250 for a family of four — and one in four families of part-time faculty were enrolled in one or more public assistance programs, according to information provided by the Service Employees International Union, which is working to unionize faculty nationwide.

Jeni Hart, associate division director of the MU College of Education Department of Educational Leadership and Policy Analysis, said it’s becoming even harder for adjuncts to make ends meet and keep their careers alive.

“The job market is becoming more and more diffused because of the Affordable Care Act,” she said. “You may have someone who used to be able to get five classes at one institution, and that doesn’t happen anymore.”

The Affordable Care Act required universities to offer health care to most full-time employees. Many universities now limit their part-time professors to below three-quarters time — two or three three-credit classes a semester, for example — to avoid paying benefits. That forces adjuncts to pick up other part-time jobs to make sufficient income.

The union estimated that an adjunct living in St. Louis would need to teach up to six classes a year to pay for groceries for a family, one to three classes a year to cover the cost of child care, and eight to 13 classes to afford rent and utilities.
In response to these conditions, part-time professors at St. Louis-area schools have been organizing over the past two years. Adjuncts at Washington University and St. Louis Community College voted to form unions. St. Louis University and St. Charles Community College adjuncts are organizing, and a unionization vote failed at Webster University.

Stacie Manuel, the organizing coordinator for higher education in Missouri for the local chapter of the Service Employees International Union, which is affiliated with the new Washington University union, said the union wants to provide an example of fair compensation for contingent faculty and eventually raise standards for those professors across the state.

Nationally, the Service Employees International Union has organized more than 10,000 tenured and contingent faculty at more than 40 different schools since 2013. Unionization appears to increase adjunct compensation; when an institution has union representation, median pay per class rises by about $500, according to a national survey by the Coalition on the Academic Workforce.

But adjuncts are a disparate, transient group and hard to organize. Currently, there are no plans to unionize adjuncts at universities in central Missouri.

Adjuncts also have little reason to risk their jobs by organizing unions when there are questions about the quality of their teaching and their impact on student retention.

Studies have shown conflicting information on the impact of adjuncts’ teaching. A 1986 study by researcher Maureen Jackson showed that students generally rated adjuncts lower than full-time faculty on class evaluations. But a 2009 study by Canadian researchers Florian Hoffman and Philip Oreopoulos found no average differences in students’ dropout rates, grades or course selections by an instructor’s tenure or hourly or salary status.

Michael O’Brien, dean of the MU College of Arts and Science, said he and department chairs read student evaluations for every professor and that he would compare the quality of the part-time instructors’ teaching to that of any other professor. Arts and Science is the largest school at MU, offering more than 30 majors. Departments employ 83 part-time
faculty members, with an average annual rate of compensation of $17,400, according to the college.


UM System diversity task force looking for members

By Alan Burdziak

Friday, March 18, 2016 at 2:00 pm

The University of Missouri System’s Diversity, Equity and Inclusion Task Force has begun to accept applications from people systemwide who want to join the group.

The drive for applicants is the second phase of the task force’s goal to make recommendations about how to make the university more diverse and inclusive at its four campuses.

Task force chairman David Mitchell, associate dean for academic affairs at MU and a School of Law professor, said after a brief presentation Thursday night that the task force will include a representative of every stakeholder group in the UM System, including students, faculty and staff members. The first phase was appointing people to the task force, which currently has 20 members, from system offices and its four campuses, including chief diversity officers from each campus and intercampus faculty and student councils, he said.

When the group is complete, it will have about 30 members, Mitchell said. The task force was created after turmoil in the fall over racial tensions at MU and will examine quantitative and qualitative data an outside consulting firm will gather and provide, Mitchell said. The consulting firm has not been hired, but the UM System is in the final stages of doing so, he said.

With data from the firm and information the task force will procure on its own and after a series of conversations, forums and discussions, it will make recommendations to the system. The
Mitchell gave a brief presentation called “Understanding System Leadership” to about 20 people at the law school to dispel misconceptions about how UM is run. Whether or not people agree with the recent protests on campus, Mitchell said, they happened that and the entire community should get on board to address issues systemwide.

“We can either learn from our most recent past and our long past and try to improve it, or we can sit on our hands,” he said.

An initial timeline of six to seven months for the task force to complete its work is a moving target, Mitchell said. That timeline would have the group’s work completed by August, he said, and it is unclear whether that is possible.

“We can do things one of two ways,” he said. “We can do it quickly and poorly, or we can take our time and do it right. I prefer the latter.”

Frankie Minor, director of Residential Life at MU, attended the discussion and said he believes the task force’s work is a “good start” to fixing issues throughout the UM System, adding that a comprehensive review with an outside perspective is advantageous.

“These are important times for our institution, both campus and system, and it’s good to know there’s a plan to address some of those issues,” Minor said.

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Reported shots fired near MU were actually fireworks

By Ben Peters
COLUMBIA, Mo. — Columbia Police responded to a shots fired call near the intersection of Providence Road and Steward Road around midnight.

Officers determined that the sounds were from fireworks and that no shots were fired.

**MU Alert says it will be updated if there is any further information.**

Fireworks to blame for MU alert overnight

COLUMBIA, Mo. - University of Missouri officials said reports of gun shots near campus Sunday night turned out to be fireworks.

MU sent an alert to students about a reported shooting near Providence Avenue and Steward Road just before midnight Sunday.

MUPD released an update at 12:05 Monday stating Police had determined the gunshots heard near the Mizzou campus were fireworks.

The alert said an investigation determined the area was safe.

Candidates for governor blame lack of leadership for MU protests

The candidates promised to bring better jobs to the state, provide strong leadership, cut business regulations and fix infrastructure.

**Republican candidates at Thursday’s gubernatorial debate criticized what they called a lack of leadership on MU’s campus and in Ferguson, Missouri.**

The debate featured Marine Corp. officer John Brunner, Navy Seal Eric Greitens, attorney Catherine Hanaway and Lt. Gov. Peter Kinder. The event was held at 7 p.m. at the Missouri Theatre, and attendees filled most of the 1,200 seats.
The candidates said they would bring better jobs to the state and cut income taxes. They were also asked about infrastructure, the legalization of marijuana, minimum wage, race relations in the state and November’s protests at MU.

“There has to be an end to the politically correct foolishness on this campus,” Kinder said.

He cited what he saw as a lack of leadership on campus and at the state level as the reason for the fall’s events.

The other candidates agreed.

“The crisis right here on campus spun out of control because the governor wouldn’t come to the frontlines,” Greitens said.

Brunner called MU the “gem of Missouri” but said that “a little less time (should have been spent) out on the fields protesting.” He said conflicts should be handled by leaders, and that administrative positions should include fewer lawyers. He said he would recommend budget cuts if MU kept working with Columbia’s Planned Parenthood facility.

“It’s important that we have accountability,” Brunner said. “That’s all that the people of Missouri want.”

Hanaway said that if she were to be elected governor, “teachers will teach, scholarship-athletes will play and students will go to class without calls for muscle.”

The candidates said they felt that the lack of leadership at MU during November’s protests mirrored Gov. Jay Nixon’s response to the riots in Ferguson, Missouri.

Kinder called the Ferguson protests “the worst betrayal of leadership in the history of the state,” while Hanaway said the governor failed to develop a relationship with the Ferguson community prior to the protests and “created a sense of hysteria.” Hanaway and Greitens both agreed that Ferguson police officers were abandoned.

The candidates agreed on a number of factors, including cutting the state income tax to under 6 percent, decreasing regulations on business, supporting right-to-work laws, simplifying the tax code and objecting to legalizing recreational marijuana. They agreed that Missouri’s roads and infrastructure needed significant improvements.

They disagreed, however, about each other’s trustworthiness.

Hanaway and Kinder criticized Greitens for accepting a $1 million donation from a Silicon Valley venture capitalist who was recently accused of sexually abusing his partner for over 13 years and paying her $10 million in hush money.
“This is what happens when desperate politicians get very desperate,” Greitens said. “I like Catherine, but you just can’t trust her. She’s willing to convict people in the court of public opinion.”

MISSOURIAN

George Luber talks about global warming's impact on vulnerable communities

OLIVIA PETERKIN, Mar 19, 2016

COLUMBIA — When presenting information on the effect that carbon dioxide has on the increase in pollen count, George Luber joked that "this is not something to sneeze at."

For the past week, the MU Life Sciences and Society program has hosted speakers discussing the issue of "Confronting Climate Change" at its 12th annual symposium. Luber — an epidemiologist and the associate director of the Climate and Health Program at the Centers for Disease Control and Prevention — presented Saturday at Monsanto Auditorium, Bond Life Sciences Center. He talked about the health consequences of a changing climate and what climate change means for human health.

"I’m going to try to bring climate change into a different frame — and that is why you should care about it as a function of your health," Luber said at the beginning of his presentation.

Luber covered topics such as the rise of sea levels, the effect of natural disasters on vulnerable communities and the impact of carbon dioxide on crops. He began his presentation by talking to those who might be skeptical of human involvement in climate change.

"It isn’t hubris to think that we could alter the Earth’s atmosphere because we already have," he said. "Whether we can handle it or not is the big question."
According to the Third National Climate Assessment, which Luber referenced, the average U.S. temperature has increased by about 1.5 degrees Fahrenheit since 1895, with more than 80 percent of this increase having occurred since 1980. The report also stated that extreme weather events, including heat waves, floods and droughts, have become more frequent and intense.

In connecting these climate changes to human health concerns, Luber used the example of how increased carbon dioxide emissions and air pollution has resulted in an uptick in asthma and cardiovascular disease. Outside of the negative physical health effects of climate change, Luber discussed the importance of preparing cities and states for natural disaster recovery.

"Our infrastructure of the 20th century is going to be overwhelmed by the weather of the 21st century, especially with regards to managing these extreme events," he said. "We have to re-engineer our systems to understand that the new (weather) is going to be much more challenging than the old."

Concluding his presentation, Luber said addressing these issues needed to include framing climate change as a societal issue, focusing on the most vulnerable groups affected and assessing public health interventions.

"We really need to reframe our dialogue away from the polar bears and penguins and plants to those who are most vulnerable," he said. "We are already seeing these impacts of climate change in our own communities."

**Muslim community comes together to learn about relationships, faith**

By Caitlin Campbell
Saturday, March 19, 2016 at 12:00 am

At a conference Friday, dozens of Columbia residents learned about the importance of relationships and coming together in Islam.

**In eight rows of chairs lined up in the Reynolds Alumni Center on Friday evening, about 100 people listened intently to the opening lecture of the sixth annual “The Muslim Identity” conference at the University of Missouri.** Hosted by the Muslim Student Organization, the conference will continue through Saturday and include lectures from Muslim speakers and authors.

Mohamed Diini of Columbus, Ohio, kicked off the event with a speech about “Building Sacred Relationships.” Diini explained how Muslims could hold Allah as the most important part of their life and still make time to respect and love friends and family. Diini’s speech included a parable in Arabic to teach the audience about the importance of relationships.

The parable is about how Allah shows a man an insect feeding on a leaf; the insect then speaks to the man.

“Praise to Allah, the one who sees me even though I am so far from everyone else,” Diini said in Arabic, conveying how the small insect appreciated being paid attention to. “Praises to you who sees me despite my situation.”

Diini said people cannot be good Muslims if they are obsessed with pleasing Allah but do not treat others with respect.

“A sacred relationship is about putting Allah at the top but paying attention to those around you,” Diini said.

Fatma El-Walid, co-education chairwoman with the student organization, said the goal of the weekend lecture series was to allow people to come together and learn more about the community and Islam. In conjunction with Islam Awareness week, El-Walid said the events allow locals to unite and feel a sense of belonging.

“We’re hoping through the” educational lectures “to better ourselves in our faith,” she said.

El-Walid, a senior at MU, in November sued Associate Professor Michael Garcia for allegedly making discriminatory and sexist remarks toward her.

The lawsuit outlines two counts of violations under the Missouri Human Rights Act. The St. Louis chapter of the Council on American-Islamic Relations is working with El-Walid as she seeks damages in excess of $25,000.

Adam Mefrakis, co-education chairman with the Muslim Student Organization, said the local Muslim community comes from all over the world. He said the crowd of more than 100 attendees reflected the diversity of the community.
“The way to make them feel like they are part of a family is to have events like this … where we can come together,” Mefrakis said.

McKee Gymnasium will be replaced with a STEM-focused new building

MU is requesting $16.8 million in funds from the state to carry out this project and will add another $4.2 million from a separate funding source.

In a UM System Board of Curators meeting in January 2014, McKee Gymnasium was brought up in conversation for a proposed renovation projected to cost $15 million. At the time, the building held a Facilities Conditions Needs Index score of 0.8, meaning that the university determined 80 percent of the building required renovations.

More than two years later, the building still holds the same FCNI score of 0.8 and has not been renovated.

Currently, there are 40 facilities at MU with an FCNI greater than 0.4, which is the level MU indicates is necessary to constitute a building’s complete renovation, according to a UM System report. The FCNI is a calculation of the cost of maintenance, repairs and replacement of deficiencies of a given facility, divided by the overall cost of replacement of that facility.

Today, the new plan for McKee Gymnasium is to demolish the building entirely and erect a new facility that is dedicated toward STEM-focused labs and teaching facilities. The building, which completed construction in 1922 and was named after former MU head of women’s physical education Mary McKee, has been used primarily for holding classes in the nutrition and exercise physiology department.

McKee Gymnasium will be replaced on site with a new mixed-use building that will include interdisciplinary class labs, a student project lab, a nutrition and exercise physiology lab, two performing arts class labs, seminar rooms and faculty/staff work space. Currently, the facility accommodates approximately 700 students per week, but the new building will serve more.

Professor Dale Brigham, who currently works in McKee, said he hasn’t been told much about the plans for renovation, but the demolition is planned for summer 2017 if approved by the curators.

“I plan on staying put until the wrecking ball starts swinging,” Brigham said.
According to the 2016 Fiscal Year Capital Report for the UM System, the challenges to education McKee is facing are little to no renovation since original construction, small and overcrowded classroom environments, and building repairs that are too frequent and costly. The project to replace McKee, in conjunction with separate renovations to Lafferre, Waters, Stewart and Mumford halls, is 100 percent STEM-focused, according to the report.

The specific McKee demolition project would create 370 new jobs, produce $14.5 million in personal earnings and add $42.2 million to the local economy, according to the 2017 State Capital Appropriations Request by MU. MU is requesting $16.8 million in funds from the state to carry out this project, and will add another $4.2 million from a separate funding source.

This plan of renovations to all five of the buildings previously listed will create 1,930 new jobs, produce $77 million of personal earnings and add a $256 million increase in the area’s economy, according to the capital report.

“It is difficult to assess the economic impact until a budget is established,” Campus Facilities spokeswoman Karlan Seville said.

Although the specifics are far away from being concrete and confirmed, an increase in producing STEM graduates drives economic growth, according to a 2014 MU report on the case for increasing STEM programs. An average of 3.1 jobs are available per every one unemployed graduate with a STEM degree. Jobs that require STEM skills have stayed in demand despite economic downturn in past years, and MU plans on filling that demand one step at time by improving the university’s ability to give these programs adequate resources to produce more graduates, according to the report.

These renovations are also part of the MU stewardship model, which emphasizes full renovation or replacement of buildings to improve academic performance, improve building condition, and reduce the facility’s annual operating costs, Seville said.
MU Children's Hospital receives local donation

COLUMBIA - MU Children's Hospital received $185,674.69 in donations this week thanks to a fundraiser by some local schools and a local radio station.

Fulton Preschool and Blair Oaks Elementary School in Jefferson City partnered with Children's Miracle Network and helped raise some of the money. Students collected spare change from friends and family, and the schools raised about $500 each to donate.

The schools donated the money as part of a local radiothon fundraising effort.

Zimmer Radio held its 10th annual two-day Missouri Credit Union "Miracles for Kids" radiothon to raise money for the hospital.

All the money donated will benefit the MU Children's Hospital and help local patients.

THE CHRONICLE OF HIGHER EDUCATION

The Week: What You Need to Know About the Past 7 Days

You may have spent last week working on March Madness brackets — or choosing between a bracket completed according to institutions’ net prices (by Robert Kelchen, an assistant professor of education at Seton Hall University) and a bracket filled out according to how much controversy each university struggled with in the past year (by The Chronicle’s Andy Thomason). But the parties involved in the Education Department’s current round of negotiated rule making were hashing out how much easier it should be for students defrauded by colleges to get their student loans forgiven.

The negotiations, which were in their final round last week, brought department officials together with advocates for students and representatives of for-profit
colleges, among others. That gave Sen. Elizabeth Warren, the Massachusetts Democrat, a captive audience when she dropped by.

"We all know the story of the Corinthian tragedy," she said. "It built its business model to scoop up federal financial aid by any means necessary, including fraud. They roped in students by using false and misleading information and then saddled them with debt that would be impossible to repay."

"Multiple state and federal agencies have concluded, and a federal judge has ruled, that Corinthian lied, cheated, and stole," she said. "And now, unless the department acts, these students who were victims of Corinthian will be victimized again, stuck with thousands and tens of thousands of dollars in student-loan debt that they were conned into taking on."

Along with Rep. Maxine Waters, a California Democrat, Senator Warren praised the latest draft of the department’s proposed loan-repayment rule, which would prohibit colleges from requiring students to agree in advance to mandatory arbitration of loan claims. It would also drop a four-year statute of limitations on students’ claims that they’ve been defrauded, but would not eliminate limits on when claims can be brought. "A student who has been cheated has been cheated, even if the student managed to pay some or all of the debt that was fraudulently incurred," Ms. Warren said.

She said the final rule should do more to create a "streamlined pathway" to loan forgiveness that would let students use "a process for automatic, classwide debt relief." The rules, she said, shouldn’t require students to hire lawyers or prove that they were individually cheated if state or federal agencies had already collected evidence of institutional fraud. The department is currently evaluating claims from
thousands of former for-profit-college students, but has resolved only about 1,300 of the cases.

"The government was responsible for monitoring these schools," she said, and it should be the government’s job to prove that they defrauded their students. "The Corinthian story," she concluded, "makes me sick."

As of late last week, it was uncertain whether the negotiations would produce a settlement that representatives of for-profit colleges would agree to. If not, the Education Department will release rules on its own.

Trouble in the States

Public institutions in several states are having a rough spring. The continuing budget impasse between Democrats in the Illinois legislature and Gov. Bruce V. Rauner, a Republican, forced Eastern Illinois University to lay off 177 employees. A similar impasse in Pennsylvania — where Republicans control the legislature, and the governor, Tom Wolf, is a Democrat — has brought Temple University a letter from its accreditor, the Middle States Commission on Higher Education, asking whether the university can meet financial-health standards while it waits on $147 million in state aid.

In Alaska, the precipitous decline in oil prices has left the state budget in the red by $3.5 billion, and higher education is sure to be in line for big cuts. Faculty members aren’t waiting around to see how bad the damage will be, The New York Times reports, noting that the 45-person Institute of Arctic Biology at the University of Alaska at Fairbanks has already lost 10 members.

In Tennessee, meanwhile, both houses of the legislature are considering bills to cut $100,000 for the University of Tennessee’s Office for Diversity and Inclusion from
the state budget. And a proposal in California’s Assembly to cap out-of-state enrollment at 15.5 percent of undergraduates in the University of California system failed by one vote in a committee — good news for the university, which relies on higher out-of-state tuition to balance its books.

The Latest

- Melissa A. Click, the University of Missouri assistant professor of communication who was recorded angrily attempting to keep a student journalist away from protesters on a campus quadrangle last year, has lost an appeal of her dismissal by the university’s Board of Curators.

The story continues at http://chronicle.com/article/The-Week-What-You-Need-to/235759

MISSOURIAN

FACT CHECK: Rep. Kip Kendrick half right on voter ID statement

KATIE MOELLER/POLITIFACT MISSOURI, 14 hrs ago

"Requiring photo ID would keep about 200,000 Missourians from voting."
--Missouri state Rep. Kip Kendrick, Feb. 4, League of Women Voters Town Hall meeting

COLUMBIA — What documents should voters have to show to make it to the polls? The question continues to spark debate in state legislatures across the country, with new voter ID legislation coming to the forefront in a number of states.

The Missouri legislature is discussing measures that would narrow the acceptable forms of voter ID to non-expired photo identification issued by the state or federal government. The proposed
legislation would exclude currently acceptable forms of voter identification like student IDs, out-of-state driver’s licenses, or bank statements and utility bills.

State Rep. Kip Kendrick, D-Columbia, recently weighed in on the legislation’s potential for disenfranchising voters, saying “requiring photo ID would keep about 200,000 Missourians from voting.”

That number caught our attention. We decided to dig into the details of the proposed legislation, and take a closer look at just how many Missouri voters would be affected by photo ID requirements.

Kendrick said he got his estimate of those who would be kept from voting — “more than 200,000” — from Missouri Secretary of State Jason Kander. A report from Kander’s office corroborates Kendrick’s statement, showing 220,000 people potentially disenfranchised.

According to the Secretary of State’s office, that number came from comparing the list of registered voters in Missouri to the Department of Revenue’s accounting of those without driver’s licenses (about 150,000 people) and those with expired driver’s licenses (about 70,000).

Those numbers are at best a rough approximation. Marvin Overby, political science professor at MU, said he can think of two factors that would make the Secretary of State’s estimate too high.

“A number of people who don’t have driver’s licenses do have photo identification, it’s just in a non-driver’s license form,” Overby said. “And those in prison or on parole or probation can’t vote, regardless of their ID status.”

An even higher estimate of Missourians without non-expired photo identification — almost 400,000 people — actually is cited in the proposed legislation’s fiscal note.

The note sets aside up to $10.7 million to cover costs associated with providing new photo IDs. That’s because unless the House Budget and Senate Appropriations committees allocate the
necessary funding to provide photo ID at no charge for those currently without, the state would be barred from implementing the new requirements.

Kendrick’s source, Secretary of State Jason Kander’s report, doesn’t take this information into account. Kander’s report is two years old and refers to an older bill that did not require the state to bear the cost of providing supporting documentation necessary for photo ID — theoretically making the requirement of photo ID a poll tax.

But the current proposed legislation does hold the state responsible for providing birth certificates or other necessary documents free of charge for photo ID. In theory, this would reduce the chances that any new ID requirements might disenfranchise voters currently lacking photo identification.

The $10.7 million suggested in the proposed legislation’s fiscal note would cover other costs as well as providing supporting documentation for IDs, like manufacturing and postage for new photo IDs.

It also includes funding for an updated DMV website; new hires in the Department of Revenue, the Department of Health and Senior Service, and the Bureau of Vital records; and pre-election TV, radio, and print ads to let voters know of the change in ID requirements.

But it doesn’t mention any plans for in-person help for Missouri residents unfamiliar with navigating a bureaucracy — a lack of familiarity that could easily be a symptom of not needing to procure a photo ID in the past.

And for some, even a photo ID supplied for no charge isn’t free.

Missouri League of Women Voters President Elaine Blodgett said the costs associated with the new IDs go beyond creating a new document. “There’s an undue burden on women, who might have to get their birth certificates and marriage certificates and divorce certificates in order to get photo ID, if they’ve changed their names,” she said. “Also, simply getting to all the offices needed can be nearly impossible for some of our disabled or elderly voters.”
Kendrick told Politifact Missouri that older adults may have issues tracking down birth certificates because states don’t necessarily have the same standards for maintaining birth records. He also added a time qualifier to his earlier statement and said “if voter photo ID was in place right now, over 200,000 registered MO voters would not be able to vote.”

In addition, even with the plan outlined in the bill’s fiscal note, some voters may still remain unaware of the new requirements. If voters came to the polls without the correct ID, they could cast provisional ballots; but in the 2012 presidential election, fewer than 3 in 10 provisional ballots were counted because many voters did not return to verify their address or identity after casting a provisional ballot.

While requiring a photo ID could be expensive and might affect or inconvenience between 220,000 and 400,000 Missourians, it wouldn’t necessarily keep them from voting.

Unlike past bills, the legislation currently proposed does address the cost of supplying supporting documentation necessary for obtaining photo ID, making it difficult to say it would financially “keep people from voting.”

No one knows exactly how many Missourians would be affected by new photo ID requirements — but there is consensus that the number who would need new photo IDs is in the hundreds of thousands. We rate Kendrick’s statement Half True.

THE CHRONICLE OF HIGHER EDUCATION

The Math Mandarins

By Andrew Hacker MARCH 20, 2016
Given their impact, they are a relatively small group, by my count no more than 200. Most of them are senior professors of mathematics at top-tier universities best known for graduate programs and advanced research. Many hold office in scholarly societies and serve on public commissions, where they pronounce on the state of the discipline. So in addition to being erudite, they exert influence.
I call them the mandarins, since they have much in common with ancient China’s caste, not least for their aura of complacency and privilege. The mathematician Lynn Arthur Steen, of St. Olaf’s College, called them "the mathematics power elite," playing on C. Wright Mills’s trope for America’s corporate overseers. Paul Halmos saw them as a "self-perpetuating priesthood." They seek to dictate how a crucial realm of knowledge will be defined, taught, and studied at every level.

But doesn’t it make sense to defer to masters of a discipline? Every advanced society has professionals who know more about some things than the rest of us.

My concern is that mandarins aren’t content to stick to their scholarship. Rather, they take it as given that their intellects entitle them to dominate much of our educational system and set priorities for the greater society. While their apparent targets are students, their larger goal is to configure the coming generation of adults.

This explains their emphasis on requiring advanced mathematics for everyone. W. Stephen Wilson, of Johns Hopkins, urges "laying the foundation for college readiness in mathematics early, by grade six or seven." On first reading, this may seem reasonable. But does it really make sense for all four million of our seventh graders to master a stringent math sequence, ideally up through calculus by 12th grade or as close to that as possible? Even if they all take math through high-school graduation, aren’t there more useful types of math — statistics, for instance — for them to focus on?

The mandarins, in their domineering manner, have sought to grow a garden of intricate mathematical minds to carry the field into the future. In this, they’ve failed utterly, with a singular lack of success in attracting young people to their discipline. The number of math majors, from 1970 to 2013, has declined from 27,135 to 17,408. But the real drop is much greater because the number of bachelor’s degrees awarded
over all has more than doubled, from 839,730 to 1,840,164. Math majors in 2013 accounted for precisely 1 percent of all bachelor’s awards, less than a third of the discipline’s share in 1970. It’s hard to find another academic field that has plummeted this far. And the drop in graduate degrees has also been steep, master’s degrees falling from 5,145 in 1970 to 1,809 in 2013 and doctorates from 1,052 to 730.

Every mathematician I’ve met speaks with devotion to her or his calling. But conveying that devotion is harder.

"Mathematicians love mathematics and want other people to love it too," says Peter March, formerly of Ohio State University and now at Rutgers. "But our problem is to get a hook into students who aren’t already ‘into’ mathematics."

Says Ohio State’s Sia Wong: "In our teaching, we offer logical arguments, beautifully laid out, and then are disturbed that our students don’t appreciate our work."

Why haven’t mathematicians had more success? It’s not as if they don’t have ample opportunity. In tandem with composition, mathematics is a subject that virtually all high-school students and most undergraduates are required to take. No other field — not history or philosophy or chemistry — has such marquee visibility.

Maybe math professors have trouble conveying their love of the subject to students because they so rarely encounter them. Since so many students are assigned to introductory or remedial classes, the subject enjoys outsize enrollments even though it attracts few majors. Departments get generous budgets for handling all those conscripted sections. Moreover, the outlays are low because the teaching is done mostly by underpaid adjuncts and graduate assistants. As a result, much of the cash flow can be diverted to maintaining senior faculty members and giving them lighter classroom loads.
Using contingent faculty members frees regular professors from tasks many of them find distasteful, if not demeaning. Stephen Montgomery-Smith, of the University of Missouri at Columbia, says that instructing freshmen and sophomores would be a waste of his talents. "It’s nice having adjuncts to teach classes we don’t want to touch," he explains. "If I were doing college algebra, I would get bored out of my mind." A mandarin definition of academic freedom, then, is exemption from assignments they find dreary.

In 2013 the American Mathematical Society released a lengthy report on undergraduate instruction, with several tables showing who was teaching the introductory courses. Among the doctoral universities they sampled, like Cornell and UCLA, only 10 percent of such sections were taught by tenured faculty members or tenure-eligible junior professors. The remaining 90 percent were given over to lecturers on short appointments, part-time adjuncts, or graduate assistants. As a result, even freshmen considering math as a major were unlikely to meet a member of the full-time faculty.

The survey also included liberal-arts colleges, like Linfield in Oregon and Gettysburg in Pennsylvania. But I was surprised to learn that only 42 percent of their introductory sections were taught by regular faculty members. I say "only" because those colleges claim a commitment to teaching undergraduates. Yet even they hire lecturers or part-time staff members for more than half their sections.

Professors are expected to conduct research. That’s why they have lighter teaching loads, are awarded sabbaticals, and present papers at conferences. Even smaller colleges, which purport to give priority to teaching, increasingly look for publications when hiring and promoting professors. But all too much of scholarship today centers on writing for one’s colleagues on narrowly focused topics, often accompanied by unfathomable theories. Mathematicians at SUNY Potsdam examined whether doing
research buttressed teaching. "In mathematics," they found, "the two activities tend to adversely affect one another. The information with which a mathematics research project deals is usually inaccessible to undergraduates." A Williams College website described the research interest of one of its professors as "The Statistical Distribution of Zeros of Random Paraorthogonal Polynomials in the Unit Circle."

Of course, specialization pervades every academic discipline. Even so, a professor in urban ethnography can convey what she’s doing to a colleague in medieval history or comparative literature. Mathematicians, increasingly, can’t even explain their work to one another. Stanford’s Keith Devlin, in his lectures and writing, makes mathematics come alive as few of his colleagues can. Still, he says, mathematics "has reached a stage of such abstraction that many of its frontier problems cannot be understood even by the experts." He is echoed by Ian Stewart, of the University of Warwick, who says, "I have never even dared to try to explain noncommutative geometry or the cohomology of sheaves, even though both are at least as important as, say, chaos theory or fractals."

Even if more mandarins did teach undergrads, they’d view it as a chore. That probably wouldn’t help recruit more students to the field.

Early in 2012, a Council of Advisers on Science and Technology submitted a report to President Obama titled "Engage to Excel." Its main aim was to induce more young people to study science, technology, engineering, and mathematics, given increasing concern about the nation’s purported shortfalls in those areas. The advisers noted that there’s no paucity of young people who show an early interest in these fields. The real problem, they said, was that "fewer than 40 percent of students who enter college intending to major in a STEM field complete a STEM degree." The U.S. Department of Education found that 41 percent who begin in engineering programs either drop out
or switch to another field. A striking 59 percent of those who start in computer science
don’t finish in the field.

Buried in the report was what might seem an innocuous proposal. The mathematics
instruction required for science, technology, and engineering "could be improved by
having faculty from outside mathematics develop and teach mathematics courses."
Thus professors of engineering or computer science, along with faculties at
community colleges, could conceive and teach the mathematics needed in their varied
fields. It’s not as if they don’t know their algebra. What Obama’s advisers realized is
that the "T" component of STEM can extend to operating magnetic imaging and
installing entertainment centers, which are usually two-year programs. Insofar as
students need quantitative training, they should get it from instructors familiar with
each field’s needs.

But those advisers failed to reckon with the math mandarins. Quite quickly, one
journal reported, "a rumble of consternation erupted among mathematicians." Tara
Holm, a Cornell professor who headed the American Mathematical Society’s
committee on education, called the proposal "outrageous." Her view, shared by most
of her mandarin colleagues, was that only faculty members in accredited departments
of mathematics should be permitted to teach the subject, even in vocational programs.
It’s akin to surgeons who seek to keep nurse practitioners from stitching a minor gash.

The mandarins’ perspective is that anyone lacking their imprimatur is incapable of
teaching mathematics, from elementary grades up, as they conceive of and pursue it.
America’s educational troubles are vast, but the mandarins’ egos are greater still.

Andrew Hacker is a professor of political science and mathematics at Queens College
of the City University of New York and the author of The Math Myth, recently
published by New Press.
District concept on hold as MU museums settle into Business Loop locations

By Rudi Keller

Sunday, March 20, 2016 at 12:00 am

With financing in place for the new Center for Missouri History that will house the State Historical Society of Missouri, the first building of a planned museum district in downtown Columbia will be a reality sometime in 2019.

It is unlikely, however, that homes for the University of Missouri’s Museum of Art and Archaeology and the Museum of Anthropology in that same block will get beyond the concept stage anytime soon. The museum district concept was endorsed in 2013 by the Downtown Columbia Leadership Council and in 2014 by the Columbia Cultural Affairs Commission.

“It would be a wonderful location, but it would still require a decision that requires a long-term strategic plan and funding,” said Alex Barker, director of the Museum of Art and Archaeology. “This is a tough climate for funding. If the university had the funding, I doubt it would be the top priority.”

The museum moved to the Mizzou North campus on Business Loop 70 after Pickard Hall was closed in 2013 because of residual radioactive contamination from chemical labs operated until the 1930s. The Museum of Anthropology, which left Swallow Hall in 2014, has not reopened to the public but also will take over a portion of the former Ellis Fischel Hospital.

The $35 million Center for Missouri History will occupy the south half of the block bounded by Sixth, Seventh, Elm and Locust streets. The northwest quarter of the block is a parking lot, and the northeast quarter is occupied by the Heinkel Building. The university owns the property.

MU has no active plans to move the museums back downtown, said spokesman Christian Basi. Michael O’Brien, dean of MU’s College of Arts and Science, doubles as director of the Museum of Anthropology and likes the Mizzou North location, Basi said.

Swallow Hall is being renovated as the last phase of the $28 million Renew Mizzou project that included $8.5 million in updates to Jesse Hall. When the $16.9 million project is complete,
Swallow Hall will house the Department of Anthropology and the Department of Art History and Archaeology. The building will include display cases for artifacts from both museums, Basi said.

The future of Pickard Hall is still in doubt. The university is awaiting final Nuclear Regulatory Commission approval of a plan it submitted in March 2015 for a thorough analysis of the contamination, Basi said.

Records online indicate the commission staff required significant additional technical information after an acceptance review but do not give a timeline for completing the review.

The university told the commission it intends to look for contamination of original surfaces that are now covered, such as wood floors overlaid with concrete in the museum area, as well as in drain lines, groundwater, soil and other locations.

“This is an extensive investigation and” analysis “of the contamination,” Basi said. “Then we have to determine what is the best way to move forward.”

The Museum of Art and Archaeology is participating in an international project to research ancient Roman artifacts and has been analyzing 249 pieces of black gloss pottery from the fourth century to the first century B.C. Researchers are testing the materials to determine trade routes and studying wear patterns to understand uses.

“If we trace something everybody is using, it gives us a picture of what everyday life in Rome was like,” Barker said.

An exhibit of objects from the “Treasures of Rome” collection will open later this spring, he said.

A location downtown would be ideal, Barker said, and the museum misses spontaneous walk-in traffic that it enjoyed at its old location on Ninth Street. Visits from school groups and the public haven’t changed much from past years, he said.

“Is it a permanent home?” Barker said. “I really can’t say. It is a home for the foreseeable future.”