Is it OK to work out on an empty stomach?

Waking up to make that 7 AM boxing class is enough of a challenge already. Getting out of bed with enough time to eat breakfast before running out the door? That might take a miracle.

Plenty of people work out on an empty stomach (often referred to as a “fasted state”), but whether or not that’s beneficial has been debated for decades, Steve Ball, Ph.D., associate professor of nutrition and exercise physiology at the University of Missouri, told SELF. Why? “It is complicated and one size doesn’t fit all.” Here’s what we do know:

Eating carbohydrates before a workout will give your body energy to power through.

Your body turns to carbohydrates when it needs energy. During prolonged exercise your body dips into its stores of glycogen for fuel, Kelly Pritchett, Ph.D., assistant professor in nutrition and exercise science at Central Washington University, told SELF.

“Glycogen is the storage form of carbohydrate in the body,” she explained.

By topping off your carbohydrate stores with a snack, you help ensure your body has adequate energy for a tough workout. This is why experts, including Pritchett, recommend eating “a meal high in carbohydrates, moderate protein, and low in fiber,” about two to three hours before working out.

“Physiologically speaking, it is not dangerous to exercise on an empty stomach,” Ball said.

But having a snack might give some exercisers the energy to work out harder than if they were to try on an empty stomach. “I would just ask yourself if you are getting the most bang for your buck during your workout,” Pritchett said.

Some people may not feel like they need food right before a workout, though, and that’s totally fine.

The type of workout you’re doing that day, your level of intensity, and your fitness goals can all change whether or not an empty stomach is sufficient, explained Pritchett. If you feel good throughout your workout and don’t have to sacrifice intensity, then you may be a person who
runs well without a pre-workout snack. But mentally, some people just do better with a little food in their stomachs, Ball said.

There has been some research showing the potential benefits of exercising, particularly doing cardio, in a fasted state in relation to fat burn and endurance.

However other research has shown that eating before training is more conducive to fat burn, Ball notes. Because of these contradictory findings, and since there are so many variables at play—including your starting fitness levels and diet, the type of workout you’re doing, and your ultimate goals—there is no conclusive answer. Ultimately, you need to just listen to your body to figure out what works best for you—both physically and mentally.

Either way, staying hydrated is essential for everyone. Working out when dehydrated may increase your risk for cramping (especially if you’re working out for long periods of time and losing a ton of fluids through sweat), and not getting enough H2O in general can make you feel sluggish and sleepy. It may take some experimentation to find the proper hydration needs for you, but registered dietitian Jessica Jones has previously recommended drinking one cup of water for every 15-30 minutes of intense physical activity.

**Bottom line: It all comes down to personal preference and doing what helps you perform your best.**

Potential benefits aside, there’s no danger in working out on an empty stomach—as long as it doesn’t prevent you from working at your full capacity or alter your ability to be mentally and physically present during your training session. If you get a just-as-good or better workout on an empty stomach, keep doing your thing.

“The post-exercise meal is much more critical,” Ball noted, so make sure you’re refueling with a protein-heavy snack after your sweat to help your muscles repair themselves and maximize the benefits of all the hard work you just did.
JEFFERSON CITY — A former state lawmaker is suing over the emails of an associate MU law professor and attorney general candidate.

Former Republican Rep. Kevin Elmer sued the university system and Republican candidate Josh Hawley on Wednesday, saying the university violated the Sunshine Law.

Elmer says he requested university records on Hawley last May to see whether he received support from the university to run for office. Elmer says he was overcharged and it was taking too long.


Hawley's spokesman says the lawsuit is meant to distract voters from what he described as problems with Schaefer.

A spokesman says MU is responding in a timely manner but that Elmer's request is extensive and one of 714 requests made last year.

University of Missouri sued over AG candidate’s emails

Kevin Elmer, a former state representative, is suing the University of Missouri and Republican Missouri attorney general candidate Josh Hawley over the release of emails to find out whether state resources have been used in Hawley’s campaign.

Hawley, an associate law professor at the university, is on leave while he runs. Elmer, a lawyer who served as a Republican member of the Missouri House of Representatives from 2011 to 2015 and currently is running for a judgeship in Christian County, brought the suit Wednesday in Boone County Circuit Court.

According to the suit, the university has been stonewalling Elmer’s open records request, first filed in May 2015. He said he paid almost $5,000 to the university for access to the information,
including emails sent and received on Hawley’s university computer over a two-year period, yet has not received all of them.

“For months, Elmer has been met with obstructive and delaying tactics, couched in a litany of intermittent non-responsive responses,” the suit states. “Only after threatening suit six months into the request did the bulk of the responsive documents start to be produced. However these documents are being produced at an unreasonably stilted pace and subject to vague and amorphous assertions of privilege.”

In addition to Hawley, the suit names as defendants the university’s custodian of records, Paula Barrett; the university curators; and law school dean Gary Myers. A spokesman said, “The University is responding with transparency and in a timely and lawful manner. For the Elmer request alone, the UM System is reviewing over 10,000 emails and more than 70,000 pages of documents, for a request that was but one in a year when the University received a record number of 714 Sunshine requests. The University is on pace to set another record for requests in 2016, and will continue to follow the law and respond as quickly as possible to all records requests.”

The suit asks for a jury trial and seeks unspecified dollar damages, attorney fees and other costs.

Lawsuit alleges University of Missouri, professor conspired to conceal information

By Alan Burdziak

Thursday, May 26, 2016 at 5:31 p

A former Republican lawmaker on Wednesday sued the University of Missouri Board of Curators, Associate Professor Joshua Hawley — a candidate for the Republican nomination for Missouri attorney general — and two other parties, alleging they violated the state’s Sunshine Law to hide Hawley’s use of state resources as part his campaign.

A spokesman for Hawley contends that the lawsuit is a distraction thought up by his rival, state Sen. Kurt Schaefer, R-Columbia, who also is seeking the nomination.

St. Louis attorney Jane Dueker filed the lawsuit on behalf of former Republican state Rep. Kevin Elmer of Nixa. It alleges the university has taken too long to produce email records pertaining to Hawley and his run for attorney general and that he was improperly given paid leave while he
raised more than $150,000 for his campaign. Elmer filed a request under the state’s open records law for a bevy of documents, including Hawley's emails, his phone records, all documents on his computer, several officials' emails pertaining to Hawley and his campaign and records of classes he taught as well as his time sheets.

Elmer filed his Sunshine request May 28, 2015, and claims he received only 25 percent of the documents he requested. The university charged Elmer close to $5,000 for the documents, the suit states.

Elmer sought emails from former UM System President Tim Wolfe, former MU Chancellor R. Bowen Loftin and Provost Garnett Stokes. UM System Custodian of Records Paula Barrett and Gary Myers, dean of the MU School of Law, also are listed as defendants in the suit.

Hawley did not immediately respond to messages seeking comment. Hawley's campaign spokesman, Scott Paradise, alleged Schaefer is behind the lawsuit.

“This is a frivolous lawsuit to distract voters from Senator Schaefer’s serious legal and ethical problems,” Paradise wrote in an email. "After abusing the power of his office to promote his own political career, Senator Schaefer is now trying to abuse the court system. He should be ashamed.”

Paradise did not provide any evidence that Schaefer is connected to the lawsuit. Schaefer did not immediately respond to a message seeking comment.

In the lawsuit, Elmer alleges Myers, Hawley and Barrett violated the Sunshine Law by conspiring to allow Hawley to decide what documents should be released.

“Only after threatening suit six months into the request did the bulk of the responsive documents start to be produced,” the lawsuit states. “These documents are being produced at an unreasonably stilted pace and subject to vague and amorphous assertions of privilege."

Starting in 2012, the lawsuit claims, Hawley started to keep fundraising records on his university computer as he considered a run for office. He also raised more than $150,000 for his campaign last year while he was still a full-time employee at MU and not on leave, according to the suit, a violation of university policy. Hawley has been on unpaid leave since Sept. 1.

Elmer claims the university and Hawley are trying to keep the information private until after the August primary and November general elections. The three-count lawsuit seeks the remainder of Hawley's emails and documents as well as damages of about $5,000 plus attorney fees.

Reached by phone, Dueker denied allegations that Schafer is behind Elmer's lawsuit but acknowledged that the two men know each other.

Elmer "supports Sen. Schaefer, but he is in no way connected with the campaign,” Dueker said. “None.”
The university has not given a specific time frame for when the documents will be released as required by law, Dueker said, adding that some emails already released have shown that Hawley used his university-provided computer for political business.

“I’m pretty sure there’s more, and the idea that he’s using his university computer for political activities is absolutely public record,” Dueker said. She said it shouldn't take a year for Elmer to get his requested documents.

UM System spokesman John Fougere said in an email that the only reason the university has not released all of the emails is because of the scope of Elmer's request.

It is "not merely an exercise in collecting and providing the documents," Fougere said. "It also includes a painstaking, exacting process of reviewing every single page to ensure that we are complying with all relevant state and federal laws."

Fougere said the university has responded to Elmer's request "with transparency and in a timely and lawful manner."

“For the Elmer request alone, the UM System is reviewing over 10,000 emails and more than 70,000 pages of documents, for a request that was but one in a year when the University received a record number of 714 Sunshine requests,” he wrote.

Schaefer has experienced his share of controversy lately. The Missouri Ethics Commission announced early this month that it would investigate whether Schaefer improperly used his office to pressure MU over employee leave policies to block Hawley from running for attorney general.

It was the second Sunshine Law-related lawsuit filed against the University of Missouri in about a week. California-based Beagle Freedom Project sued the university, Barrett and the curators for allegedly charging massive fees for records about animals used in research at the medical school. The animal rights group claimed the university was delaying and price gouging to keep the documents hidden.

**Attorney general candidate, MU law school dean sued over Sunshine law**
COLUMBIA, Mo. - A former state representative says he's still waiting for the records he requested from the University of Missouri and Josh Hawley, one year and nearly $5,000 later.

Kevin Elmer, a former Republican representative from Nixa in southwest Missouri, filed suit against Hawley, an MU law professor running for Missouri Attorney General. Elmer claims he filed an open records request with the University on May 28, 2015 for Hawley's emails, phone records and documents saved on his work computer. So far, Elmer claims he's only received a quarter of those emails, and only started receiving them in February.

The lawsuit claims the university allowed Hawley to first review his emails before letting the UM System's custodian of records, Paula Barrett, begin processing Elmer's request. While some email correspondences may be exempt from public record, such as personal student information, the lawsuit claims the university broke the law by allowing Hawley that review.

"To have the object of the Sunshine Law request actually determine what the custodian will actually review to produce is suspect, and it's illegal under the Sunshine Law," attorney Jane Dueker said, he filed the lawsuit on Elmer's behalf.

Dueker said the open records request would also illuminate if Hawley received any improper benefits from the school based on when he was granted unpaid leave to run. School employees must request and get unpaid leave of absence to run for public office. While the lawsuit said Hawley received this on September 1, 2015, Hawley's official attorney general election committee was filed to the Missouri Ethics Commission on July 24, 2015.

Dueker said whether or not Hawley used his work computer in that 39 days would show "if Mr. Hawley continued to use state resources in order to help his campaign or political activity. And to the extent that the University was aware or allowed that, specifically within the law school."

Dean Gary Myers raised concerns to the University nearly three weeks after Elmer's records request, according to the petition. Myers thought a request for Hawley's tenure application would threaten "the integrity of the University's tenure procedures," and hoped the system would keep in mind "these important institutional considerations" when sorting through the documents.

Myers did not respond to an email seeking comment Thursday.

Hawley campaign spokesperson Scott Paradise called it an attempt by Senator Kurt Schaefer, Hawley's opponent for the Republican attorney general nominee, to "muddy" the race ahead of the August primary.

"This is a frivolous to distract voters from Senator Schaefer's serious legal and ethical problems," he said in an emailed statement. "Senator Schaefer's dirty tricks are one more reminder why Missouri voters are disgusted with Jefferson City politicians. After abusing the power of his office to promote his own political career, Senator Schaefer is now trying to abuse the court system. He should be ashamed."
When asked why he thought Schaefer was behind Elmer's suit, Paradise said, "These are two Jefferson City politicians that served together as members of the very Jefferson City establishment that seems so threatened by Josh's outsider candidacy."

UM System spokesman John Fougere said Elmer's large request was one of a record 714 open records requests made in 2015.

"For the Elmer request alone, the UM System is reviewing over 10,000 emails and more than 70,000 pages of documents," Fougere said. "The University is on pace to set another record for requests in 2016, and will continue to follow the law and respond as quickly as possible to all records requests."

The lawsuit marks another legal turn in the race for Missouri's top law enforcer. The Washington, D.C.-based Foundation for Accountability and Civic Trust asked the Missouri Ethics Commission to investigate Schaefer's behavior with the UM System's Board of Curators in relation to Hawley's candidacy.

Diversity audit of University of Missouri should benefit the four-campus system

The diversity and inclusion audit will include focus groups and interviews with faculty, students, staff and leadership members.

The examination is expected to be done by the end of the calendar year

An audit of diversity and inclusion at the University of Missouri System is certain to turn up more than a few problems.

Racism on campus came to a head last fall when a hunger strike by graduate student Jonathan Butler resulted in black football players — supported by the coach — threatening a boycott. Inaction by university officials until then resulted in the resignation of the president of the four-campus university system and the chancellor of the Columbia campus. The football schedule was never interrupted.
An interim chancellor and interim president were appointed, and diversity is an undeniable focus now at MU.

The diversity and inclusion audit will include focus groups and interviews with students, faculty, staff and leadership members. No doubt people will have stories to tell.

Oftentimes because of segregation in the country and in the Show-Me State, white students have their first real, face-to-face encounters with African Americans, Latinos, Asian Americans and Native Americans on the four-campus University of Missouri system — sometimes as roommates in dormitories. It becomes an even more difficult match-up in Columbia, which as part of mid-Missouri is known as Little Dixie. That’s a strong historical link to the state’s slave-owning past.

With time and a lot of conversations, the differences among students and faculty members often are overcome. Then it starts all over again with a new batch of students.

The university has been pushed for decades to hire more people of color as faculty members and expand course and degree program offerings to be more inclusive.

The diversity and inclusion audit is sure to bring out that history and the university system’s accomplishments and setbacks. MU has a diversity website, listing events and resources for students and alumni.

Separate focus groups in the fall will be done with students and faculty.

The audit is expected to be done by the end of 2016.

The university earlier this year announced cost-cutting measures because of an enrollment drop expected for 2016-2017. The decline in students wanting to attend MU is tied to the racial unrest and the international news that generated.

While the audit might be a painful examination, it should reveal areas that the university can address to make the system more inclusive and accommodating of the diversity of students in this country and from abroad.

That will likely result in an increase in enrollment in the coming years for the four campuses in the system.
TARGET 8: Emails reveal MU season ticket holders' responses to boycott

COLUMBIA - Through a public records request, KOMU 8's Target 8 investigative team got ahold of more than 400 pages of emails sent and received by the MU athletic department in the period of time directly following campus protests. In November 2015, some members of the football team announced they were boycotting football until former UM System President Tim Wolfe was out of office.

The team made the decision to stand with student group ConcernedStudent1950 in demanding Wolfe's resignation stating he had not done enough in regards to racial tensions on campus.

Emails to athletic department officials show many ticket holders were not pleased with the boycott or Wolfe's resignation.

In an email addressed to Associate Athletic Director Tim Hickman, Scott Christensen wrote, "I discussed this topic with several others this morning and have decided if ANY of the 1950 movement demands are appeased or met I will pull my season tickets and spend my $$ with another university sports program. It is very dangerous to allow any radical group take a PUBLIC institution hostage for ANY reason."

The emails show Hickman forwarded the message to Athletic Director Mack Rhodes.

Another man sent a similar email to the athletic department.

Timothy Vaughn wrote that he had a 40-year history with Mizzou Athletics, stating he attends 60-85 sporting events a year.

As the message continued, he wrote that an innocent man losing his job, referring to Wolfe, will cause him to cut ties with the department.

Vaughn wrote, "I pledge from this day forward NOT TO contribute to the TSF, buy any tickets to a University of Missouri athletic event (even if free), to give away all my MU clothes (nearly
my entire wardrobe) after I have removed any Logos associated with University of Missouri logo on it. I have already bought my first Columbia College shirt and printed out their basketball, baseball, softball and track schedule. I might even buy Iowa State tickets next year (Ames is not that far away)."

Tony Wirkus is the director of event management from the department, and he sent a woman named Jill Dee an email asking her what size shirt she and her husband wanted.

Jill Dee and Dan Dee responded saying they do not want shirts because of what happened in the days previous.

They wrote that as alumni and parents of a current Mizzou student, they are embarrassed about the team and coaches’ actions, and as a result they would no longer purchase tickets or merchandise.

Throughout the hundreds of pages, there are dozens of emails very similar to the former three.

However, not all of the emails were negative.

One man named Clarence "Bucky" McGill wrote an email to department officials stating his support for the team and players. He wrote that he was a part of the 1960 Syracuse University football team and took part in a boycott with other black football players.

He wrote, "I was so moved by the way the coaching-staff, students, faculty and players seemed to join in great solidarity against obvious racism."

Others showed support for the team by writing emails of encouragement about moving on from a tough situation.

A large portion of the emails are media requests from TV stations, radio stations, magazines and newspapers across the country.

The department responded to a lot of the requests with prepared statements, but did not appear to agree to any individual interviews or air-time.
This common grilling tool could send you to the emergency room

With Memorial Day just around the corner, millions of Americans are preparing to fire up the grill to welcome summer.

But before you get cooking, it’s imperative to clear your grates of last year’s debris.

Stainless steel and wire grill brushes may be the best tool for getting the job done-- but did you know, if handled improperly, they can have dangerous consequences?

According to a newly released study from the University of Missouri’s School of Medicine, injuries resulting from wire-bristle grill brushes resulted in over 1,600 trips to the emergency room from 2002 to 2014, based on data projections extrapolated from the Consumer Product Safety Commission’s National Electronic Injury Surveillance System (NEISS).

“ Loose bristles can fall off the brush during cleaning and end up in the grilled food, which, if consumed, can lead to injuries in the mouth, throat and tonsils,” says the review which was written to alert doctors-- but could also have wide reaching consumer effects.

Though relatively uncommon—the data indicated fewer than 134 people a year are injured by grill brush ingestion-- these incidents can result in serious damage to the mouth, esophagus, stomach or other internal organs.

Chef Eric LeVine, who oversees the grilling of hundreds of burgers a day at his New Jersey restaurants, says a lot of these incidents are likely the result of distracted home cooks.


But accidents can happen to even the most experienced chef. FoxNews.com reached out to several industry experts to get their top tips on how to avoid grill brush-- and other barbecue-- disasters this summer.

1. **Don’t skimp on quality tools.**

   There are plenty of cooking tool brands out there but the classics never go out of style.

   “I like to use Weber Grill products. You pay a bit more, but in the long run, they are worth it since they perform better and last longer,” says Richard Doucette, executive chef and vice president food and beverage at Mohegan Sun. “My grill brush at home has 2 types of bristles. One course for heavy grime and one fine for quick clean ups.”
If you can’t spring for a Weber tool, several chefs told us that it’s important to look for something with a long-handle that only has stainless steel bristles-- and a scraper blade. But before you start using any tool, brand new or old, inspect it carefully for loose pieces.

2. Clean with care.

If you start grilling right on top of last year’s crusty residue, you’ll end up with bitter burgers and buns. But even if you have the world’s best brush, the wrong technique won’t help.

“The best time to clean is when the grill is still hot so you get the steam action going,” says Levine. He recommends using heat-resistant gloves while going to town on the grill. But he also has a special technique for those worried about stray bristles.

“Take one of your grill brushes, and wrap the end in a dampened, durable kitchen towel, then start scraping away. That way you get heat, bristles and cloth working together to clear residual ash.” Ideally the towel will also capture any stray bristles.

3. Know when to say goodbye.

We all have our favorite tools but when it comes to barbecue brushes, replacing them on a regular schedule is the safest route to avoiding injury. But how often should you replace a grill brush?

It depends on how often you fire up the coals.

“If you grill a lot, you should inspect your brush often,” says Doucette. “Very carefully, grab some of the bristles and give them a tug to see if any pull out easily. If they can, it’s time for a new brush.”

For those grilling at least twice a week (and consistently cleaning in between each barbecue session), consider replacing the grill brush every three or four months.

You can also extend the life of your grill brush with a little maintenance.

Says Doucette, “It’s also a good idea to run your brush through the dishwasher a few times during the grilling season to remove any caked on grease and keep the brush in good sanitary condition.”

4. Prepare meat properly.

Errant grill bristles could find their way into any type of food if you’re not paying attention but Stew Leonard, CEO of his eponymous food stores, says “searing and charring techniques [can make the protein] skin crisp to seal in juices and makes less porous which can help fend off debris.”
And to avoid flare-ups, excess fat should be trimmed from any cut of meat so it doesn’t it end sparking a fire.

5. **Cover up, pay attention and look closely.**

Americans have been conditioned to think of grilling as a totally chill pastime. But casually poking a hot dog with a fork in one hand and a Bud Light in the other isn’t how serious grillers should operate.

“There’s a reason aprons exist,” says LeVine. “The material covers areas that actually protects vital organs so don’t be grilling in a tattered t-shirt.”

Aside from taking personal safety precautions, home grillers should carefully inspect any food being served. It never hurts to check any burger patties or steaks for obvious metallic protrusions but when it comes to real grill safety, it's all about the prep work.

“Owning a grill is like having a car,” Levine laughs. “You have to maintain all the parts—check the oil occasionally—but you should always know what’s going on under the hood.”

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**MU agriculture dean to retire in December**

By THE TRIBUNE'S STAFF

Thursday, May 26, 2016 at 2:00 pm

*The dean of the University of Missouri’s College of Agriculture, Food & Natural Resources will retire at the end of the year.*

Thomas Payne wrote in an email to college faculty and staff he plans to step down at the end of December to spend more time with his family. Payne said he had planned to retire a year earlier, but he was asked to stay on after a turbulent fall semester for MU.

Payne has been an MU vice chancellor and dean of the college since 1999. He has a bachelor’s degree in zoology from the University of California, Santa Barbara and master’s and doctoral degrees in entomology and physiological psychology from the University of California, Riverside. He was an administrator at Ohio State University before he came to MU.

Payne said in the letter that he plans to stay in Columbia and “continue doing what I can to help advance CAFNR and MU.”
COLUMBIA — Palliative care is a medical approach that aims to improve the quality of life of patients and families coping with serious illnesses. It often gets too little attention until too late.

That lack of attention contributes to people dying in pain, and their loved ones suffering with them emotionally.

**Paul Tatum, an associate professor of clinical family and community medicine at MU, wants that unnecessary suffering to end. His personal experience watching his father die in agony validated his need to improve the quality of care for those near the end of life.**

Tatum serves on the Academy of Hospice and Palliative Medicine board of directors, the national medical director advisory council for Compassus: Hospice and Palliative Care and The Neighborhoods by Tiger Place. He recently won an award for his work: the 2016 Hastings Center Cunniff-Dixon Physician Award for Outstanding Care of Patients Near the End of Life, which included a $25,000 prize.

The Missourian spoke to Tatum at University Hospital on Wednesday about his work, the award and online resources for people wanting to plan better for the end of their lives.

*The interview was edited for brevity.*

**Why did you decide to focus on palliative care?**

I trained in primary care, and I decided through that that I had a love for taking care of older adults. I did another two years of geriatric training, and ... there were people who went through some end-of-life experiences, and I had some really good experiences working with hospice.
About halfway through the fellowship training, my father was diagnosed with a rare illness, and, in the course of his treatment, he had a really traumatic, horrible death where we were told that if we gave him morphine, it might kill him — even though there is lots of evidence that morphine doesn’t hasten death when used for good, end-of-life care. He suffered miserably, and he was dying over the course of two or three days. There were so many ways it could’ve been made better. After that, I came back to my training and decided I had to learn to do this better.

I spent a month training with the San Diego Hospice and Palliative Care Program, which was kind of a mini-fellowship, and I found my place. I found my career, who I wanted to be.

How does palliative care need to improve?

Eighty-six percent of people say they have no idea of what palliative care is, but if you actually tell them what it is, they say, "Well, of course I want that for myself, for my loved ones."

Physicians have this misconception of what palliative care is because it’s really a brand-new field. It’s only been recognized as a specialty for seven or eight years. The way to reach out, I think, comes from health care systems saying this is important, this is valuable and starting to recognize when people can benefit from it.

We’ve done a really nice job at MU. We’ve gone from having 200 to 300 consults a year to having about 900 consults a year on the inpatient side by recognizing much earlier that a person could benefit. Not that they’re dying, but that they need help with difficult symptoms or with emotional stress.

Nationally, we know ... if you deliver palliative care at the very beginning of serious illness you have less pain and suffering, you have less emotional suffering and you actually live longer.

I think part of it is empowering patients and families when they have serious illnesses to be able to talk about what really matters with their physician and health care team. We know that, if you do advance care planning, it makes a difference. We know that it doesn’t cause harm, and it actually can relieve suffering of families.
Hospice is an incredible benefit. It helps people die at home. Eighty-five percent of people on hospice were able to die at the place they want to be, and usually that’s home. Isn’t it remarkable that a third of people are only on hospice for a week or less? One of the things hospice does is it helps with all the emotional stress, all the family support that’s needed. How can they do that in seven days?

I think a lot of physicians will not necessarily bring hospice up until the very end, after a hospital stay. For family members to feel empowered to ask about hospice, we need to help start the conversation.

One of the big things is helping as people are getting sicker, being able to talk about these things openly, talking about what the goals are. Quality-of-life goals are just as important as disease-based goals.

**How does palliative care need to evolve as the population ages?**

Ten thousand new Americans enter Medicare every day as they hit 65 and older. I think, within that, we need to think about how to take care of caregivers. The burden of being a caregiver in America, which is not reimbursed by Medicare, is tremendous. I read a study by Ann (Wilde) Kelly that came out this year that suggested that 30 to 40 percent of people’s savings are wiped out by playing a caregiver role.

How we care for dementia has to change ... from kind of a medical model of care to really thinking about supportive care for dementia in environments like the greenhouse alternative, which allows people to be in more home-like environments.

A key gap for palliative care is it’s been hospital-based because there are huge needs in the hospital. The future — as we’re dealing with people with serious illness who have multiple chronic illnesses for a long time — is how we manage them when (doctor and patient are) both in the hospital, but also through the home when they’re not hospice eligible because care service for hospice is only for the last six months of life. How do we provide palliative care, not just when you’re in the hospital, but for outpatients?

**What are some of the most important questions for families preparing to talk to a physician about palliative care?**

If you didn’t really understand what the physician was saying, feeling free to ask for clarification and making sure you understand what you need to know are very important.
For some people, it’s very important to talk about prognosis. It’s hard, and I think the best way to get prognostic information is to ask for it and not wait for the physician to give it to you when it’s something that you need to help you make a decision.

For others, it’s important to talk about spiritual issues when they’re coping with serious illness. The health care system historically has not done as well with matching what patients want and feeling that it’s something to ask if that’s what you need. Hospitals have pastoral care people, but when that’s really important in serious illness, that’s an important part of the palliative care team.

**What resources would you recommend to families who want to begin the conversation about end-of-life care?**

If you don’t have time with your doctor to do it before the crisis, where does a loved one and a family member go? I think one of the best places for patients and families would be The Conversation Project. This is the work of Ellen Goodman, and she has a resource called "Preparing to Talk to Your Doctor." It has a checklist that you can go on to have everything you need to talk about with your physician at your visit.

Another resource that I highly recommend to patients and families because it’s written for patients is called "Prepare for Your Care." It’s the work of Rebecca Sudore, and you could have never used a computer in your life, and, with a couple of clicks, it runs you through videos where you can pick a person who is like you. It runs you through how these people thought about some of the difficult issues of advance care planning and then a five-step process about how to do it well, including how to talk to your loved ones about what matters.

One of the hardest things we see is when somebody’s near the end of life, and they’ve kind of set up a surrogate to represent them, but they never told their surrogate what they would want. That’s so hard on caregivers. You do this well, and it makes a family’s suffering so much easier and so much better.
Students vs. neoliberals: The unreported conflict at the heart of our campus culture wars

During the past academic year, an upsurge of student activism, a movement of millennials, has swept campuses across the country and attracted the attention of the media. From coast to coast, from the Ivy League to state universities to small liberal arts colleges, a wave of student activism has focused on stopping climate change, promoting a living wage, fighting mass incarceration practices, supporting immigrant rights, and of course campaigning for Bernie Sanders.

Both the media and the schools that have been the targets of some of these protests have seized upon certain aspects of the upsurge for criticism or praise, while ignoring others. Commentators, pundits, and reporters have frequently trivialized and mocked the passion of the students and the ways in which it has been directed, even as universities have tried to appropriate it by promoting what some have called "neoliberal multiculturalism." Think of this as a way, in particular, of taming the power of the present demands for racial justice and absorbing them into an increasingly market-oriented system of higher education.

In some of their most dramatic actions, students of color, inspired in part by the Black Lives Matter movement, have challenged the racial climate at their schools. In the process, they have launched a wave of campus activism, including sit-ins, hunger strikes, demonstrations, and petitions, as well as emotional, in-your-face demands of various sorts. One national coalition of student organizations, the Black Liberation Collective, has called for the percentage of black students and faculty on campus to approximate that of blacks in the society. It has also called for free tuition for black and Native American students, and demanded that schools divest from private prison corporations. Other student demands for racial justice have included promoting a living wage for college employees, reducing administrative salaries, lowering tuitions and fees, increasing financial aid, and reforming the practices of campus police. These are
not, however, the issues that have generally attracted the attention either of media commentators or the colleges themselves.

Instead, the spotlight has been on student demands for cultural changes at their institutions that focus on deep-seated assumptions about whiteness, sexuality, and ability. At some universities, students have personalized these demands, insisting on the removal of specific faculty members and administrators. Emphasizing a politics of what they call “recognition,” they have also demanded that significant on-campus figures issue public apologies or acknowledge that “black lives matter.” Some want universities to implement in-class “trigger warnings” when difficult material is being presented and to create “safe spaces” for marginalized students as a sanctuary from the daily struggle with the mainstream culture. By seizing upon and responding to these (and only these) student demands, university administrators around the country are attempting to domesticate and appropriate this new wave of activism.

In the meantime, right-wing commentators have depicted students as coddled, entitled, and enemies of free speech. The libertarian right has launched a broad media critique of the current wave of student activism. Commentators have been quick to dismiss student protesters as over-sensitive and entitled purveyors of “academic victimology.” They lament the “coddling of the American mind.” The Atlantic’s Conor Friedersdorf has termed students “misguided” in their protests against racist language, ideas, and assumptions, their targeting of “microaggression” (that is, unconscious offensive comments) and insensitivity, and their sometimes highly personal attacks against those they accuse. One of the most vocal critics of the new campus politics, the Foundation for Individual Rights in Education, argues that such rampant “liberalism” and “political correctness” violate academic freedom and freedom of speech. (In this, they are in accord with the liberal American Civil Liberties Union. Free speech advocates Daphne Patai and the ACLU’s Harvey Silvergate, for example, bemoan a new diversity requirement at the University of Massachusetts for its “politicization of education.”)

In a response that, under the circumstances, might at first seem surprising, college administrators have been been remarkably open to some of these student demands — often the very ones derided by the right. In this way, the commentators and the administrators have tended to shine a bright light on what is both personal and symbolic in the new politics of the student protesters, while ignoring or downplaying their more structural and economically challenging desires and demands.
The Neoliberal University

University administrators have been particularly amenable to student demands that fit with current trends in higher education. Today’s neoliberal university is increasingly facing market pressures like loss of state funding, privatization, rising tuition, and student debt, while promoting a business model that emphasizes the managerial control of faculty through constant “assessment,” emphasis on “accountability,” and rewards for “efficiency.” Meanwhile, in a society in which labor unions are constantly being weakened, the higher education labor force is similarly being — in the term of the moment — “flexibilized” through the weakening of tenure, that once ironclad guarantee of professorial lifetime employment, and the increased use of temporary adjunct faculty.

In this context, universities are scrambling to accommodate student activism for racial justice by incorporating the more individualized and personal side of it into increasingly depoliticized cultural studies programs and business-friendly, market-oriented academic ways of thinking. Not surprisingly, how today’s students frame their demands often reflects the environment in which they are being raised and educated. Postmodern theory, an approach which still reigns in so many liberal arts programs, encourages textual analysis that reveals hidden assumptions encoded in words; psychology has popularized the importance of individual trauma; and the neoliberal ideology that has come to permeate so many schools emphasizes individual behavior as the most important agent for social change. Add together these three strands of thought, now deeply embedded in a college education, and injustice becomes a matter of the wrongs individuals inflict on others at a deeply personal level. Deemphasized are the policies and structures that are built into how society (and the university) works.

For this reason, while schools have downplayed or ignored student demands for changes in admissions, tuition, union rights, pay scales, and management prerogatives, they have jumped into the heated debate the student movement has launched over “microaggressions” — pervasive, stereotypical remarks that assume whiteness as a norm and exoticize people of color, while taking for granted the white nature of institutions of higher learning. As part of the present wave of protest, students of color have, for instance, highlighted their daily experiences of casual and everyday racism — statements or questions like “where are you from?” (when the answer is: the same place you’re from) or “as a [fill in the blank], how do you feel about…” Student protests against such comments, especially when they are made by professors or school administrators, and the mindsets that go with them are precisely what the right is apt to
dismiss as political correctness run wild and university administrations are embracing as the essence of the present on-campus movement.

At Yale, the Intercultural Affairs Committee advised students to avoid racially offensive Halloween costumes. When a faculty member and resident house adviser circulated an email critiquing the paternalism of such an administrative mandate, student protests erupted calling for her removal. While Yale declined to remove her from her post as a house adviser, she stepped down from her teaching position. At Emory, students protested the “pain” they experienced at seeing “Trump 2016” graffiti on campus, and the university president assured them that he “heard [their] message… about values regarding diversity and respect that clash with Emory’s own.” Administrators are scrambling to implement new diversity initiatives and on-campus training programs — and hiring expensive private consulting firms to help them do so.

At the University of Missouri, the president and chancellor both resigned in the face of student protests including a hunger strike and a football team game boycott in the wake of racial incidents on campus including public racist slurs and symbols. So did the dean of students at Claremont McKenna College (CMC), when protest erupted over her reference to students (implicitly of color) who “don’t fit our CMC mold.”

Historian and activist Robin Kelley suggests that today’s protests, even as they “push for measures that would make campuses more hospitable to students of color: greater diversity, inclusion, safety, and affordability,” operate under a contradictory logic that is seldom articulated. To what extent, he wonders, does the student goal of “leaning in” and creating more spaces for people of color at the top of an unequal and unjust social order clash with the urge of the same protesters to challenge that unjust social order?

Kelley argues that the language of “trauma” and mental health that has come to dominate campuses also works to individualize and depoliticize the very idea of racial oppression. The words “trauma, PTSD, micro-aggression, and triggers,” he points out, “have virtually replaced oppression, repression, and subjugation.” He explains that, “while trauma can be an entrance into activism, it is not in itself a destination and may even trick activists into adopting the language of the neoliberal institutions they are at pains to reject.” This is why, he adds, for university administrators, diversity and cultural competency initiatives have become go-to solutions that “shift race from the public
sphere into the psyche" and strip the present round of demonstrations of some of their power.

**Cultural Politics and Inequality**

In recent years, cultural, or identity, politics has certainly challenged the ways that Marxist and other old and new left organizations of the past managed to ignore, or even help reproduce, racial and gender inequalities. It has questioned the value of class-only or class-first analysis on subjects as wide-ranging as the Cuban Revolution — did it successfully address racial inequality as it redistributed resources to the poor, or did it repress black identity by privileging class analysis? — and the Bernie Sanders campaign — will his social programs aimed at reducing economic inequality alleviate racial inequality by helping the poor, or will his class-based project leave the issue of racial inequality in the lurch? In other words, the question of whether a political project aimed at attacking the structures of economic inequality can also advance racial and gender equality is crucial to today’s campus politics.

Put another way, the question is: How political is the personal? Political scientist Adolph Reed argues that if class is left out, race politics on campus becomes “the politics of the left-wing of neoliberalism.” As he puts it, race-first politics of the sort being pushed today by university administrators promotes a “moral economy… in which 1% of the population controlled 90% of the resources could be just, provided that roughly 12% of the 1% were black, 12% were Latino, 50% were women, and whatever the appropriate proportions were LGBT people.”

The student movement that has swept across the nation has challenged colleges and universities on the basics of their way of (quite literally) doing business. The question for these institutions now is: Can student demands largely be tamed and embedded inside an administration-sanctioned agenda that in no way undermines how schools now operate in the world?

Feminist theorist Nancy Fraser has shown how feminist ideas of a previous generation were successfully “recuperated by neoliberalism” — that is, how they were repurposed as rationales for greater inequality. “Feminist ideas that once formed part of a radical worldview,” she argues, are now “increasingly expressed in individualist terms.” Feminist demands for workplace access and equal pay have, for example, been used to undermine worker gains for a “family wage,” while a feminist emphasis on gender
equality has similarly been used on campus to divert attention from growing class inequality.

Student demands for racial justice risk being absorbed into a comparable framework. University administrators have found many ways to use student demands for racial justice to strengthen their business model and so the micro-management of faculty. In one case seized upon by free-speech libertarians, the Brandeis administration placed an assistant provost in a classroom to monitor a professor after students accused him of using the word “wetback” in a Latin American politics class. More commonly, universities employ a plethora of consulting firms and create new administrative positions to manage “diversity” and “inclusion.” Workshops and training sessions proliferate, as do “safe spaces” and “trigger warnings.” Such a vision of “diversity” is then promoted as a means to prepare students to compete in the “global marketplace.”

There are even deeper ways in which a diversity agenda aligns with neoliberal politics. Literary theorist Walter Benn Michaels argues, for example, that diversity can give a veneer of social justice to ideas about market competition and meritocracy that in reality promote inequality. “The rule in neoliberal economies is that the difference between the rich and the poor gets wider rather than shrinks — but that no culture should be treated invidiously,” he explains. “It’s basically OK if economic differences widen as long as the increasingly successful elites come to look like the increasingly unsuccessful non-elites. So the model of social justice is not that the rich don’t make as much and the poor make more, the model of social justice is that the rich make whatever they make, but an appropriate percentage of them are minorities or women.” Or as Forbes Magazine put it, “Businesses need to vastly increase their ability to sense new opportunities, develop creative solutions, and move on them with much greater speed. The only way to accomplish these changes is through a revamped workplace culture that embraces diversity so that sensing, creativity, and speed are all vastly improved.”

Clearly, university administrators prefer student demands that can be coopted or absorbed into their current business model. Allowing the prevailing culture to define the parameters of their protest has left the burgeoning Millennial Movement in a precarious position. The more that students — with the support of college and university administrations — accept the individualized cultural path to social change while forgoing the possibility of anything greater than cosmetic changes to prevailing hierarchies, on campus and beyond, the more they face ridicule from those on the right who present them as fragile, coddled, privileged whiners.
Still, this young, vibrant movement has momentum and will continue to evolve. In this time of great social and political flux, it’s possible that its many constituencies — fighting for racial justice, economic justice, and climate justice — will use their growing clout to build on recent victories, no matter how limited.

Keep an eye on college campuses. The battle for the soul of American higher education being fought there today is going to matter for the wider world tomorrow. Whether that future will be defined by a culture of trigger warnings and safe spaces or by democratized education and radical efforts to fight inequality may be won or lost in the shadow of the Ivory Tower. The Millennial Movement matters. Our future is in their hands.

**THE CHRONICLE OF HIGHER EDUCATION**

**What Colleges Can Do to Diversify Their Curricula**

**No MU Mention**

For the last two weeks, a small group of students at Seattle University has held a sit-in outside the office of the dean of the institution’s Matteo Ricci College. Like many student protesters across the country in the past year, they’re demanding a resignation — of the small college’s dean, Jodi O. Kelly.

Also like other student groups, many of their demands center on issues of diversity — in short, fewer "dead white dudes" in the college’s curriculum, one protester told *The Seattle Times*. Some of the groups have called for specific diversity requirements for undergraduate curricula. Other demands are more open-ended, seeking curricula in all disciplines that better address modern inequalities.

Many college leaders are beginning to recognize the need to take action. A survey this year by the American Council on Education revealed that one in five college
presidents were overseeing curricular changes based on students’ demands for diversity.

As colleges and universities take on those concerns, many — including Seattle — are forming committees to rethink the role diversity should play in what they teach. What does that process look like?

It comes in many layers, says Paul C. Gorski, an associate professor in the School of Integrative Studies at George Mason University, in Virginia. Administrators walk a fine line when it comes to rewarding curricular changes without stepping on the toes of faculty members who choose courses and syllabi.

When approaching the task of diversifying a curriculum, Mr. Gorski says, one question looms large: "Do the courses in this general curriculum reflect the present reality and our students?"

If the answer is no — and a college lacks courses that dive into issues of racism, homophobia, or sexism — it may expose another layer: a lack of diversity in faculty expertise.

That problem can overlap with another common student demand: hiring more faculty members from marginalized backgrounds who could offer diverse perspectives. The problem, Mr. Gorski says, is that those faculty members are often brought into alienating environments.

"One of the worst things an institution can do is have a requirement and hire part-time faculty to teach them because what happens is it marginalizes the requirement and students pick this up right away," says Mitchell L. Chang, a professor of education and Asian-American studies at the University of California at Los Angeles.
An effort to diversify a curriculum needs to be faculty-driven, Mr. Gorski says. Even in a single classroom, professors can ask themselves: "Is it so bad to take out one of the Shakespeare writings and put in Maya Angelou or James Baldwin?"

But that can be a problem if the faculty doesn’t have or hasn’t been provided with the expertise to teach on those topics.

Mr. Chang, who has studied the effectiveness of diversity courses in reducing student bias, says that ideally "diversity literacy" would be sprinkled across all disciplines. But getting to that point is a huge undertaking for any institution.

‘Voluntary Wouldn’t Work’

Since the early 1990s, when a student protested that the curriculum lacked diversity, Northern Illinois University has convened a Committee on Multicultural Curriculum Transformation.

Each summer for more than two decades, the committee has helped more than 220 faculty members make their curricula more inclusive through workshops. But volunteers have steadily dwindled, and nearly half of those professors have since retired or left the university. "Voluntary wouldn’t work anymore," says Kristen Meyers, a former chair of the committee and director of the women’s-studies program. "It doesn’t transform the culture or department."

Vernese E. Edghill-Walden, the university’s chief diversity officer and senior associate vice president for academic diversity, says the voluntary program will end as the committee shifts to focus on a new human-diversity requirement for students.

The committee will develop criteria for the courses this summer and put in place the requirement in the fall of 2017.
Ms. Edghill-Walden says courses that might qualify include a women’s-studies class on gender in the workplace or a class on racism in America.

Similar demands sprouted in 2015 at Colorado College, which has created a curriculum executive committee. "We are trying to keep up with societal changes," says Sandra L. Wong, dean of the college and dean of the faculty. "We are trying to look into the future."

For the last year, the committee has held forums to gather how students view diversity and what they want to learn in the classroom. Ms. Wong says the demand is clear for critical-perspective courses on global cultures and inequality.

The group, made up of more than a dozen faculty members, students, and administrators, will not meet over the summer but will pick up the effort in the fall, with a goal of carrying out changes in 2016-17. But, Ms. Wong cautions, she can provide only pressure and incentives.

"Faculty have independent authorship of their own syllabi, and just stimulating awareness and consciousness around this is an important point," she says, adding that many faculty members may decide to diversify their syllabi over the summer.

As administrators convene such curriculum committees, Mr. Chang cautions against too much top-down action.

"You don’t want this kind of diversity policing," he says. "It seems to undermine the whole effort." People on committees should focus on developing a diversity strategy for curricula, he says.

The key question, Mr. Chang says, is what qualities do universities want their graduates to have? "If one of them is to prepare them to thrive in a diverse
democracy," he says, "I imagine this is one of many things they would want to invest in."

Shaun R. Harper, a professor in the Graduate School of Education at the University of Pennsylvania and executive director of its Center for the Study of Race and Equity in Education, has spoken to faculty members at Brown, Georgetown, and other universities about how to start conversations on diversifying their curricula. One thing to stress, he says, is moving the talk beyond blaming faculty resistance — a product of "the inexperience and lack of consciousness and competence to teach about these issues and knowing what to assign."

He recommends conducting external reviews of course syllabi to gain feedback on how course content could be made more culturally relevant.

Colleges and universities should use a "both/and approach," which incorporates diversity into specific courses as well as the curriculum as a whole, Mr. Harper says. Simply adding a diversity requirement, he says, isn’t enough.