Is It Better To Work Out In The Morning Or At Night?

Finding the time to work out is half the battle when it comes to keeping up with a fitness routine, and for better or for worse, that often means you get two choices: morning or evening. And while some people feel strongly about which way is right for them, the good news is that there’s no “best” time in general—just the one that’s best for you.

“I get this question all the time,” says Steve Ball, Ph.D., associate professor of nutrition and exercise physiology at the University of Missouri. “My answer? Any time is a good time to exercise. Find the time that works best for your schedule keeping in mind that lifetime fitness is achieved through consistency, not through working out at the perfect time. If any physiological differences exist, they are minimal and don’t outweigh personal preference.”

So, even though research has found some small differences between the calorie-burning and strength-building powers of working out at in the morning and working out at night, neither is necessarily better, and probably not worth basing your routine off of.

Benefits Of Morning Workouts:

1. Exercise can give you an energy boost.

Some people (myself included) find that working out in the morning gives them all-day energy. This effect is, in part, a mental benefit, but endorphins are also released, explains Ball (and those bad boys can give your energy an instant boost). Plus, an change in body temperature can help wake you up. Pair a workout with coffee, and you’re well on your way to your most alert morning ever.

2. Life is less likely to get in the way of an early workout.

While chances of a 7 A.M. breakfast date are pretty slim, post-work happy hours or late nights at the office have a way of derailing evening workout plans. If you have an unpredictable schedule at night, morning workouts are probably less likely to get canceled. “There is some research that shows morning exercisers have increased adherence [to their
workout routine],” says Ball. “If you exercise in the evening, life can often get in the way, and people tend to skip more often. Since consistency is a key to maintaining fitness, this [factor] shouldn’t be minimized.”

3. Gyms are often quieter in the morning, so you might have more space.

Hate waiting for a treadmill or a set of 15-pound dumbbells? Many gyms’ peak hours are right after the workday, according to Ball, so if the thought of working out in a crowded space stresses you out, earlier mornings might be a better bet. Try going at a few different times of day to feel out the situation, or ask your gym’s staff to see when the least busy times are.

4. You’re getting your workout over and done with and setting a healthy tone for your day.

If you dread the thought of going to the gym after a long workday, mornings might be a good option—this way, “your workout won’t hang over your head the entire day,” says celebrity fitness expert Lacey Stone of Lacey Stone Fitness. “And you will feel you accomplished something before you even go into work.” By getting your workout in early, that’s one less thing you have to think about making time for later.

A potential drawback: Not everyone feels wired after a workout and for some people exercising first thing can leave them feeling drained during the day.

Benefits Of Evening Workouts:

1. You can work away the stress of a busy day at the office.

Exercise helps reduce stress and releases feel-good endorphins, so sweating it out after a crazy day can help you unwind. Plus, this can be especially useful if you tend to be a stress snacker at night, says Stone. “If you had a bad day at the office, working out will help you take out some of your anxieties and frustrations, rather than eating or drinking them.”
2. You don’t have to worry about getting ready in a busy locker room afterwards.

Working out in the morning often means having to pack your bag to get ready before work (or building in time to go all the way home first)—and if your gym is busy, you may find yourself bumping into everyone else who has the same idea. If you work out in the evening, “you don’t have to stress about finding a shower or blow drying your hair with 10,000 other people in the bathroom. You can workout and go home,” says Stone. (Even though I’m a morning exerciser, this sounds like a huge perk.)

3. You’re probably already fueled up and ready to go.

“If you’re not accustomed to working out on an empty stomach, you might need to eat something [before a morning workout],” says Ball. If you work out in the evening, you can plan your workout around your existing snacks and meals, so you’re already ready to go. While not essential, a pre-workout snack might help you feel more fueled, so that means taking more time out of your morning (and possibly adding more calories to your day than you would normally have, which can derail your efforts if you’re trying to lose weight).

4. You may not need as long of a warm-up.

While a dynamic warm-up is an important part of a fitness routine no matter what time of day you work out, you might need a little more time in the morning to wake your body up than you do in the evening. “Simply put, you have been moving around all day versus laying still, so muscles are more ready for action in evening,” says Ball. Try the warm-up from this 30-minute workout.

A potential drawback: The energy kick you get from working out can be detrimental to your sleep if you exercise too close to bed time. Make sure to give yourself at least two hours to wind down before you hit the sheets.

Ultimately, it all comes down to when you have the most energy and what works best with your lifestyle. Not sure yet? “Start with a mix of morning and night,” suggests Ball. “If you are planning on working out four weekdays, go twice [in the morning] and twice in the evening. Find out what works for you and what you will stick with—that is the key.” Once you figure out what’s best for you, you can set up a consistent routine and start crushing your workouts day or night.
MU professors research clothing barriers for people with disabilities

BREA CUBIT, Jul 3, 2016

Generated from News Bureaus press release “Apparel Causes Additional Barriers for People Living with Disabilities”

COLUMBIA — Just like that, his way of life was transformed.

When Chuck Graham got into a car accident at the age of 16, he had to start using a wheelchair. Everyday tasks had to be done in new ways, including getting dressed and shopping for clothes. And it wasn't easy.

Graham is one of millions of Americans living with a disability who face apparel-related challenges.

"You can't try anything on, except for shirts and shoes," Graham said. "You can't try on pants, which makes things difficult. You have to go through the hassle of going out, picking something and bringing it home. Then, if you find out that it doesn't fit, you have to take it back out, get something else and all that."

Research from MU professors Allison Kabel and Kerri McBee-Black shows how people living with different disabilities lack access to functional clothing.

According to their analysis, the three main apparel-related barriers are categorized as mechanical and functional barriers, cultural barriers and sensory-sensitivity barriers.

"Mechanical barriers arise when someone can't physically do things like manage their buttons or zippers," Kabel, an assistant professor of health sciences, said. "A cultural barrier occurs when clothing, or the process of putting on and taking off the clothing, violates a cultural prohibition."
For example, if the available clothing does not keep to the culturally appropriate standard of modesty, this could result in a cultural barrier.

Sensory-sensitive barriers, which are especially apparent in people living with autism, occur when someone can't come in contact with certain textiles or clothing tags, she said.

Kabel and McBee-Black, a textile and apparel management professor, conducted the research by asking members of focus groups whether they've ever been in a situation when an issue with clothing creates embarrassment. Nearly everyone reported they had, Kabel said.

They also asked whether the participants had ever opted out of an activity because there was nothing appropriate to wear. Many children said they were unable to join groups such as scouting organizations, sports teams or marching bands because the uniforms had troublesome fasteners or textiles.

One option for people with disabilities is to have their clothing custom-made, but that can be expensive.

"There's a lot of opportunities for designers to create stuff that works around these issues, but they don't necessarily know that," Kabel said. "We're hoping that our work will call attention to that."

The lack of easily accessible adaptive clothing also reflects societal issues, McBee-Black said.

"For a lot of people, clothing defines who they are," she said. "It sets our moods, reflects status, and it has a cultural and social impact on how we define ourselves to the world. So it's a problem when people with disabilities aren't given the same opportunities to easily and fashionably express themselves through clothing."

Graham agreed. "I'd like to see mainstream designers create clothing lines that are attractive and fashionable and are also made for people with different needs," he said.
Due to societal norms, most people give little thought to buying and putting on clothes. That isolates people who lack that ability, McBee-Black said. She has made efforts in her classes to bring awareness to adaptive clothing.

*Every semester in McBee-Black’s Basic Concepts of Apparel Design and Production class, she assigns a group project in which students are required to create an apparel line. They're assigned a target market, an apparel category and a price point. The students must research their given market and design a collection that accommodates their audience. One of the categories she assigns each time is adaptive clothing.

"That's opened up the eyes of a lot of students," McBee-Black said. "Many of them had never considered it previously and were quite appalled at the lack of availability for that market. We're taking it one little step at a time, but I'm just trying to educate those who are going to be in the industry about this topic."

Both Kabel and McBee-Black said simply talking more about the issue will focus attention on the need for mass production of clothing for people with disabilities. That could lead to more universal designs that can be worn by everyone or specialized designs created for people with certain disabilities, Kabel said.

Some companies have added adaptive clothing to their brands.

Hanes sells shirts without tags, which are suitable for people with sensory sensitivities. Nike's new FLYEASE sneakers features a wrap-around zipper that opens the back of the shoe, allowing people to put them on with one hand.

In February, Tommy Hilfiger launched an adaptive clothing line for children with disabilities. The clothes look the same as the rest of his collection but have magnets, Velcro and other fastening techniques that make them easy to put on and take off.

While some progress has been made, there's always room for improvement, McBee-Black said.
"Everybody deserves to feel like they fit comfortably in the world," she said. "There's an infinite number of avenues that can be investigated through research to push for more change, and it's probably never going to end."

New policy aims to ensure students who transfer get credit
SUMMER BALLEN'TINE/ THE ASSOCIATED PRESS, Jul 3, 2016

JEFFERSON CITY — New statewide requirements for similar basic courses at Missouri public colleges and universities will help ensure students who switch schools get credit for completed classes, education officials say.

The law, which takes effect Aug. 28, especially could help students enrolled at community colleges, said bill sponsor Rep. Travis Fitzwater, a Holts Summit Republican.

"We want you to get your education, we want to encourage you to get your education and we don't want to put roadblocks in front of you," Fitzwater said.

All community colleges and universities must implement the policy, which requires them to adopt similar lower-level curricula of 42 credit hours, starting in fall 2018.

Leaders at the state's top community college and four-year university associations said most schools already have agreed to a similar program, but it is voluntary. According to the Higher Education Department, 12 four-year institutions and 13 community colleges have signed on to a transfer agreement.
The Columbia campus is the only University of Missouri System school that doesn't participate but has programs in place to help transfer students.

"Transfer as a whole works well in Missouri in most cases, but there can be instances where a student struggles or a particular class isn't accepted," said Jon Bauer, president of East Central College and chairman of a leadership council at the Missouri Community College Association.

He said the value of the legislation is in giving students confidence that general education classes will be transferrable across the board.

"This smooths the waters," he said.

Putting the force of law behind a statewide transfer policy means institutions can't opt out, according to Rusty Monhollon, assistant commissioner for academic affairs at the Higher Education Department.

Fitzwater said the goal also is to cut costs, both for students who won't have to pay to retake classes and taxpayers who fund a two-year community college scholarship for qualifying students who might then transfer to four-year schools.

It's up to the Coordinating Board of Higher Education to outline a recommended curriculum with the help of faculty from public schools by January 2018. The basic courses must cover math, life and physical sciences, humanities and fine arts, and social and behavioral sciences. Students who transfer might need to take additional lower-level classes outside of the 42-credit-hour curriculum depending on individual schools' degree requirements.

Colleges and universities still could deny credits but would need to notify students. Students can dispute that, and it will be up to the state's higher education commissioner to make a final decision as to whether students should receive transfer credits.

Private schools won't be impacted by the measure, but eight previously signed on to a similar agreement through the state Higher Education Department.
Op-Ed: Brexit and you: A 'Game of Thrones' analogy

In the days prior to June 23, most Americans probably knew little and cared less about this thing called Brexit. Whatever it was, it was happening across an ocean and dealt with a political matter that had nothing to do with the United States. Right?

Wrong. As everyone now knows, Brexit has already had a disastrous effect on the global economy, with stock markets plummeting around the world as panicked investors seek to avoid the repercussions of the British referendum (never mind that, in trying to avoid future repercussions, traders are actually causing the type of panic they hope to avoid — that kind of causal and temporal anomaly is best left to physicists and science fiction fans). Clearly, that shows this whole international trade/globalized community thing is a mistake and America should just protect its own borders. Right?

Wrong. Economic globalization is a fact of modern life. In fact, it was a fact of ancient life, if you think about all those fantastic roads the Romans built to encourage the movement of goods and people across the Empire, and the (pipe) dream of economic and cultural isolationism is precisely what created this whole mess in the first place.

No, the real lesson of Brexit is what can happen when an extremist wing of a particular party (in this case, the right wing of the Conservative party) takes the elder statesmen of a grand old party hostage by whipping up populist fervor through potentially and in some instances patently incorrect statements involving complicated, hot-button issues like immigration and international trade. Rather than finding a way to work through difficult policy issues, the decision was made to simply drop anchor and go it alone. Sound familiar?

It should. The Brexit debate and debacle is a mirror of the U.S. political situation, though our timeline is happily longer and we have the opportunity to learn from British mistakes. There is no shame in that. In fact, that’s what the American Revolution was all about, learning from British mistakes.

This country has real problems, and there are issues that need fixing. The world is a scary place, and it seems to be getting scarier all the time. However, cutting ties to the rest of the world is not the road to safety. Fans of “Game of Thrones” understand this philosophy intuitively — to survive the long, hard winter, you need to stay with the pack.

Being part of a pack means compromise. It means choosing leaders who will know where the prey is and where the predators are, as well as the ability to know the difference between the two. In many cases, the best leaders do not have the biggest bark or even the biggest bite — instead,
they have the skills to keep the pack together for everyone’s benefit. Pack leaders who cannot do that are taken out of the equation — some might even say they’re fired.

Brexit can teach us many things, if we are only wise enough to learn.

*S.I. Strong is a professor of law at the University of Missouri in Columbia.*

**THE CHRONICLE OF HIGHER EDUCATION**

**How We Overhauled Our Campuses Using New Markets Tax Credits**

By Eric Norman and Walter J. Branson JULY 05, 2016

**No MU Mention**

In today’s economic environment, a major challenge for higher-education institutions is finding viable sources for financing vital capital improvements. That was the case for our respective institutions — the Boston Conservatory and the Missouri University of Science and Technology — but, as different as they are, we both found a solution through the New Markets Tax Credit program, a federal initiative designed to stimulate investment and economic growth in low-income communities typically overlooked by conventional investors.

Some higher-education administrators assume that nonprofits are ineligible for the program because of their tax status; however, that’s a mistake. In fact, in this program it is the investor, not the nonprofit, that receives the credit, so a college’s tax status is not an issue.

In our cases, each of our campuses faced the need for infrastructure improvements that, once made, would not only improve facilities but also attract students and staff as well as stimulate the local economies. On the surface, our institutions are starkly different in many ways: student and faculty population, campus size and distribution, urban versus rural locales. Yet they shared
similar challenges to financing capital improvements, as do many of our peer institutions. But because both of our campuses operate in economically challenged, low-income communities, we were able to use New Markets Tax Credits to achieve our goals, with far-reaching positive impacts.

The Boston Conservatory, founded in 1867, is the oldest performing-arts conservatory of its kind in the country, and by the 2000s, the aging single-building campus faced serious structural issues and was falling out of code. We had to transform the building, yet the financing requirements outpaced what we could raise independently through a combination of donations and borrowing. We looked to New Markets Tax Credits to fill the gap in our available capital and see the renovation through to completion.

With a $30-million allocation, we were able to add nearly 40,000 square feet of state-of-the-art performance space, as well as upgrade the legacy structure. The result is a significantly improved learning, performing, and spectator experience for students, faculty, and audiences alike.

The overhaul of the conservatory in 2009 catapulted our ability to educate students and attract and retain faculty. It allowed us to provide our first orchestra pit, a rarity in contemporary live performances. We now have more studio space, acoustic refinement, and handicap accessibility. This allows us to open a new way of access, through low-cost performances for the local community and also by producing, for the first time, performances intended for families with children on the autism spectrum or with other sensory issues.

The project provided economic support to a distressed neighborhood whose poverty rate at the time exceeded 39 percent and whose unemployment rate is more than twice the national average.
Meanwhile, at Missouri University of Science and Technology, in Rolla, we had a different kind of capital project, but one no less crucial to our sustainability. Our antiquated steam-generated heating system was overdue for an overhaul. Because of our commitment to educating students in the global, green economy, we sought a sustainable path to replace the aging steam plant.

Created in 1945 and last upgraded in 1981, the steam-based system supplied heat to approximately 65 percent of the campus using three coal/woodchip-fueled boilers. It was old, inefficient and lacked sufficient pollution controls. Acquiring capital sources for this type of project is a challenge, but we learned that our project met the federal program’s requirements.

The university broke ground on its geothermal energy project in April 2012. The system allows energy to be stored in and reclaimed from well fields located throughout the campus. With $20 million from the program to finance the project, the new geothermal system serves as the primary heating source campuswide and delivers significant energy savings. In addition, more than 20,000 tons of carbon emissions will be avoided, and more than 10 million gallons of water will be conserved per year.

Beyond substantial environmental benefits, the project is part of a larger initiative that will save the university between $1 million and $2.8 million annually. This savings will help us maintain affordable tuition and fees and provide approximately 15 percent of the New Markets Tax Credit equity for scholarships and internship funding for low-income engineering students. The experience was so positive we are seeking other ways to use credits across the system.

Now that Congress has extended the program for five years, fellow institutions may find, as we did, these tax credits to be a source of financing that allows them to modernize and innovate for smart growth at the institutional level — and among the broader communities they serve.

*Eric Norman is vice president for finance and planning at the Boston Conservatory. Walter J. Branson, is vice chancellor for finance and administration at Missouri University of Science and Technology.*