House Speaker says UM funding won't be targeted by legislature

While the University of Missouri will not be back in the hot seat when the General Assembly begins its next session Jan. 4, lawmakers still face “a challenging budget environment” and a lengthy list of funding needs, House Speaker Todd Richardson told Columbia Chamber of Commerce and local business leaders Tuesday.

Richardson, R-Poplar Bluff, spoke at State Community Bank, 300 Diego Drive, exactly one week after red state voters swept Republican Donald Trump into the White House and sent tremors across the political landscape, leading to control of the governor’s office and a continued supermajority of Republicans in charge of Missouri’s legislature.

As Richardson outlined priorities for the next session, he listed job training programs, labor reform — including passage of right-to-work legislation — tort reform and education reform as the keys to “delivering a vibrant, growing economy” to Missouri families and taxpayers.

The UM System was a frequent topic of Richardson’s remarks and questions from chamber and business leaders, who asked whether the unrest and administrative upheaval from the Columbia campus a year ago still weighed on lawmakers’ minds. MU faced the prospect of deep cuts in state funding in the last legislative session but wound up with a 4 percent increase.

It was far less than requested but also better than expected, MU interim Chancellor Hank Foley said.

Foley told Richardson he was grateful for the additional funding and that he was pleased to know MU would not be in the budget-cutting hot seat.

Lagging state revenue will play a role in the legislature’s ability to grant funding requests and to maintain current programs, Richardson said, but the campus turmoil from a year ago when top administrators resigned under pressure over racial tension will not be a factor for lawmakers when considering higher education funding.

“I don’t think they’ll be related to any of the issues that have happened in the past. We’re going to be forward-looking,” Richardson told reporters, noting the university’s “stability with having a new president” and MU’s position as an “economic driver” for Columbia, Boone County and the state.
Richardson also addressed the need for additional road and bridge funding and a backlog of projects he said will require state and local funding; making sure social welfare programs “don’t create a disincentive not to work;” finding “ways to decrease the tax burden on Missouri families ... in a way that grows the economy;” how to improve export opportunities for the state’s agriculture industry; and the prospect of working with Republican Gov.-elect Eric Greitens.

“I think the people of Missouri are going to fall in love with Eric Greitens,” he said. “I think you’re going to see a different level of working relationship” between the legislature and the governor’s office, a dynamic that often was contentious for eight years under Democratic Gov. Jay Nixon.

Tuesday’s event was sponsored by the chamber, which lobbied hard last year for a $2 million appropriation toward a $10 million job training and facility expansion of the MU Research Reactor at 1513 Research Park Drive.

Local officials pressed Richardson about the fate of the remaining $8 million needed for the project.

“It’s incredibly important that the reactor continue to operate” as a research center for cancer treatment, Richardson said, calling the reactor — which first went online in 1966 — “a real feather in the cap of the university.”

“We’re going to be ready to work with the university on how we continue to fund that,” he said. “We’ll have to see what the budget numbers look like. I know it’s something we’re interesting in partnering with.”

The project would add additional training classrooms and laboratories, allowing the reactor to promise prospective tenants at the Discovery Ridge Research Park trained people ready to work in the growing field of nuclear medicine.

During a tour of the reactor after Richardson’s speech, reactor Assistant Director Ken Brooks explained some of the ongoing research and how the reactor allows scientists to “take a research idea from benchtop to bedside.”

“People are alive today because of the research and facilities that are provided here,” Brooks said, noting the reactor continues to bring new medical technology and high-tech jobs to the area.
COLUMBIA — Emergency responders will take advantage of the Thanksgiving break next week to practice active assailant training at MU and an Ashland elementary school.

Boone County's Office of Emergency Management will hold the two trainings Monday. The first will occur between 2 and 4 p.m. at MU's Laws Hall, at Kentucky Boulevard and Tiger Avenue. The second will take place between 6 and 8 p.m. at Southern Boone County R-1 Elementary School on 809 Henry Clay Blvd. in Ashland.

The training was strategically planned to take place during both schools' breaks, said Elizabeth Thompson, training and exercise specialist for the Office of Emergency Management. However, people who are in the areas will notice a high volume of law enforcement officers, ambulance staff and fire department personnel in and around Laws Hall and Southern Boone Elementary School.

Citizens are urged to not call 911 unless there is a real emergency.

"Although both exercises are intended to simulate an actual event and will appear to be active in nature, neither event is real, and both are part of a well-planned effort to combine response agencies from across our community," Tom Hurley, deputy director of the Office of Emergency Management, said in a news release.

The trainings took eight months to plan, Thompson said, and are meant to simulate an active shooter on campus and in the school. The simulations will include an assailant entering a building and a 911 call. Fire, EMS and police will be at each location ready to assess and respond to the situation.

"Preparedness is the key to public safety, and we want everyone to know what to do if something like this happens," Steven Sapp, director of community relations for the city of Columbia, said.

The training is meant to be as realistic as possible and will include every emergency outlet in Boone County, as well as city departments in Columbia and Ashland.

Volunteers in full makeup will play victims in the simulations. Some will have simulated gunshot wounds that emergency responders must address.

About 30 volunteer actors will participate in the Columbia training and between 20 and 30 actors for the Ashland training, Thompson said.
"This training will enhance the experience for our first responders in case something like this might happen," Thompson said.

After the training events, the Office of Emergency Management will assess how each department responded and provide feedback.

"The most important part is when we come together and see what we did right or wrong," Sapp said.

After the Laws Hall simulation, some law enforcement agencies will continue the training exercise there from 4 to 10 p.m. People on campus, motorists and pedestrians in the area should expect to see a number of uniformed officers, including the Columbia Police Department's SWAT Team and Crisis Negotiation Team, according to a release from Columbia Police. The department's armored SWAT vehicle will also be on scene.

Thompson said the Columbia and Ashland simulations also help different departments get familiar with one another and could help them work together more efficiently in the event of a real situation.

"Trainings like these help first responders get more familiarized with these situations," Thompson said. "It also helps them manage their stress levels in intense situations."

Suspected fraternity, Legion of Black Collegians release joint statement of cooperation

Suspended University of Missouri fraternity Delta Upsilon and the Legion of Black Collegians on Tuesday issued a joint statement saying the two organizations are working together nearly two months after the fraternity was suspended because of reports of racist and sexist slurs directed at two female legion members.

The statement, which both organizations posted separately on Twitter, said they “have begun to develop a relationship. We are committed to creating a foundation that is conducive to a better understanding of one another and the changes that we can make collectively.” The statement also
said the organizations are “discussing specific steps and actions our groups can take to educate ourselves and the larger community.”

The statement did not provide any specifics. Legion of Black Collegians President Shelby Anderson said the organization has no comment at this time.

MU suspended Delta Upsilon in late September after members of the fraternity were reported to have shouted slurs at two black women from the Legion of Black Collegians who were walking by the fraternity’s house on Tiger Avenue. MU police responded but no crime was found to have been committed and no arrests were made.

The fraternity is serving its temporary suspension, which means it cannot participate in any student activities. Delta Upsilon’s national office also suspended the MU chapter.

University of Missouri reports 31 confirmed mumps cases

COLUMBIA, MO. A mumps outbreak at the University of Missouri continues to grow with 31 confirmed cases.
The university also said Wednesday that there are another 27 probable cases of people who have been in close contact with someone with confirmed mumps showing symptoms for at least two days. The university says it’s working with health officials to control the outbreak.

Mumps is a viral infection that causes swelling in the salivary glands and cheeks. Anyone with symptoms is asked to stay at home.

Mumps have been on the rise nationally this year. The Centers for Disease Control and Prevention says 2,345 mumps cases had been reported as of last month. That's more than twice as many as in all of 2015.

Other universities also have reported cases this year, including Harvard.

Similar stories ran on the following broadcasts:

KAIT- Jonesboro, AR
KHQA- Quincy, IL
KQTV- St. Joseph, MO

New Allergy Treatment at MU Health Allows People to “Brush” Off Allergies


Similar stories ran on the following broadcasts:

KGET- Bakersfield, CA
KNVN- Redding, CA
KPVI- Idaho Falls, ID
MU psychiatrist creates program to help identify and fight teen suicide

COLUMBIA- A report released by the Centers for Disease Control showed more American adolescents committed suicide than died in traffic accidents in 2014.

One MU psychiatrist believes bullying, social media and academic pressures have all contributed to the rise of teen suicide in the country.

"There are other things that kids are dealing with that can be overwhelming for them," said Dr. Laine Young-Walker, chief of the division of Child and Adolescent Psychiatry at the University of Missouri School of Medicine. "For some, it's the stress and pressure of academics and all of the things they feel like they have to do to be successful. It might also be some of the engagements they have socially with people in the school or in the community where they're picked on or bullied."

Young-Walker also points out how social media has contributed to when and how kids are bullied.

"Bullying happened on the playground, when you went out to recess you might have gotten bullied by another kid, picked on, teased, pushed," Young-Walker said. "And then when you went home, you didn't have to deal with it. But now with social media, people are putting
things on Facebook and Twitter and different media venues that are picking on, bullying kids that they can't turn off."

To help diagnose and treat mental illnesses in adolescents, Walker-Young helped start the MU Bridge Program: School-Based Psychiatry in 2015, which brings a child psychiatrist and a nurse case manager to schools for initial and, if needed, follow-up visits. The program is available in schools throughout Boone County.

"In Bridge we really are the child psychiatrists who are providing that psychiatric evaluation, that follow-up care, and that connection between the schools, the parents and the kids," Young-Walker said.

She says the goal of the Bridge Program is to increase access to care so adolescents don't get to a breaking point or consider suicide. The program also gets help to kids while they're still in elementary school, when mental illnesses can be identified as early as possible.

"There's a shortage of child psychiatrists across the country and Boone County is not exclusive of that," said Carol Schutz, nurse program manager for MU Bridge. "Many times there are long waits, sometimes six to eight weeks sometimes and the child needs to see a psychiatrist, many times they need to see one right away and not be subject to waiting so long, and not doing well in school, or being disruptive in the classroom, or feeling to anxious or depressed to attend school."

Additionally, Young-Walker says the number one thing is for parents to communicate with their children.

"Don't beat around the bush," Young-Walker said. "If you're concerned because they seem more sad and depressed, they're giving away things that they really love that they're giving to people, they're cutting back on commitments or engagement with people and you're worried, don't worry in silence, ask the question, 'Are you thinking about hurting yourself?'"

If you or someone you know is threatening to commit suicide, seek professional help at the nearest emergency room immediately.
MU Student Organizes Peace Walk Against Hate

Watch the story: http://mms.tveyes.com/PlaybackPortal.aspx?SavedEditID=71b6a530-885d-440e-a51e-bcb23b39c20a

Grad Students’ Financial Worries
Many have fears about meeting monthly obligations, study finds.

No MU Mention
Thirty-eight percent of master’s degree students and 36 percent of doctoral students worry about their ability to meet monthly expenses, found a research study from the Council of Graduate Schools and TIAA.

In addition, 60 percent of master’s students and 55 percent of doctoral students reported feeling stressed about their finances. On top of that, the majority of graduate students lack any sort of formal finance education. (The study is of master’s and research doctoral students, not students in professional fields such as law and medicine).

“Most students understand the long-term benefits of a graduate degree, and yet financial stresses often make it hard to focus on anything but the present,” said Suzanne Ortega, CGS president. “We want to make sure students have the information and skills they need to navigate their paths to graduation as successfully as possible.”

The report, published today, presented the findings of a three-year study that surveyed over 13,000 students at 15 institutions. The report showed that many graduate students are worried but uneducated in personal finance, and it
presents various ways that universities can educate graduate students about personal finance.

“Many students are asking, ‘Do I have to go straight into the work force to pay off my undergraduate debt? Is graduate school even viable at this point?’” said Daniel Denecke, CGS vice president of best practices and strategic initiatives and director of the research. “Many students are leaving without completing their degrees because of financial concerns.”

Among the findings:

- Forty-one percent of graduate students took out loans to finance their graduate education. But over half -- 52 percent -- of underrepresented minority students (which included American Indian/Alaska Native, black/African-American, Hispanic/Latino and Native Hawaiian/Pacific Islander students) were likely to take out loans.

- Students who took out loans for their undergraduate degrees were twice as likely to borrow in graduate school than students who were loan-free after their undergraduate education.

- While about half (51 percent) of students without loans reported stress about finances, almost three-fourths (71 percent) of students with loans were stressed.

- Over half of graduate students (57 percent in fall 2013 and 55 percent in fall 2014) had never had any education about finances.

The research also found that graduate students are eager to learn about personal finance. They were especially interested in topics related to investing, selecting employee benefits, paying income tax and other taxes, paying off debt, planning for retirement, and buying insurance.

“Graduate students are seeking information on more advanced issues now that they were responsible for their own finances,” Denecke said. “I think what we’ve discovered was the need for a whole new set of resources for graduate students.”

CGS and TIAA also worked with 34 colleges and universities to help graduate students with their financial literacy and to become more financially informed. CGS awarded grants to 15 universities and partnered with 19 other universities to create and experiment with these programs.

The core topics emphasized by universities were budgeting, saving and investing, student loans, debt management (which nearly half of graduate students named as an area of struggle), financing graduate education, and tax information.

But universities approached these educational programs in different ways.
The University of South Florida, for instance, included a financial resources presentation at its spring and fall orientations. Kansas State University worked with TIAA to put on a workshop that covered investments and retirement planning. At Iowa State University, graduate students hosted an interactive webinar called “Strategies for Success in Personal Finance.”

Other universities took more unconventional approaches.

Students at Loyola University Chicago decided to play -- the Office of Financial Aid put on a mock version of the Discovery Channel show *Cash Cab*, in which students answered questions about FAFSA and loans in order to receive prizes.

“One of the aspects that cuts across all programs and schools -- there’s no one-size-fits-all solution,” Denecke said. “Every university has international students, students with families to support and others. Universities need to figure out how to address diverse needs.”

CGS also launched a website -- **Gradsense.org** -- that provides online resources and finance calculators for all graduate students.

The full report, which includes suggestions and recommendations for universities, is available at the **CGS website**.

---

**Feeling Unsafe**

Student engagement survey finds black students are more than twice as likely as other students to feel "physically unsafe" on campus, and that black professors interact more with their students than do other professors.

**No MU Mention**

Findings released Thursday from the National Survey of Student Engagement suggest that one in seven black students feel physically unsafe on college campuses.

Overall, 93 percent of the 13,000 students who responded to the survey reported feeling physically safe at their institution, but that perception varied among different demographic groups. Among black students, 14 percent said they agreed or strongly disagreed with the statement “I feel physically safe at my institution.” One in 10 American Indian or Alaska Native students and 9 percent
of multiracial students also said they disagreed or strongly disagreed with that statement.

About 5 percent of white students reported feeling unsafe, as did 5 percent of Hispanic or Latino students, and 6 percent of Asian, Native Hawaiian or Pacific Islander students.

“The good news is that the vast majority of students do feel safe on campus,” Alexander McCormick, director of NSSE, said. “But there are still feelings of alienation and disconnectedness out there that we should be concerned about. There is an emotional cost and strain to not feeling safe or welcome that gets in the way of studying and engagement.”

The findings, based on responses to a survey administered this spring, come at a time when many minority students are reporting racial incidents on numerous campuses following the election of Donald Trump as president.

At the University of Pennsylvania last week, for example, black freshmen started to receive messages from GroupMe, a group text messaging service, from an account called “Daddy Trump” or “Heil Trump.” The messages included racist slurs, violent images and information about a “daily lynching.” The messages were sent from students in Oklahoma.

“One can’t help but wonder what the responses would be now, with some of the incidents after the election,” McCormick added.

In response to these incidents and Trump’s victory more generally, some professors postponed exams or canceled classes, and many colleges reminded students of the counseling services available to them. Noting that “partisan, inflammatory statements” can cause “real wounds,” Northwestern University’s vice president for student affairs, Patricia Telles-Irvin, said in an email that the university recognizes “the need for healing of those wounds,” and that officials “want to extend support to those students who are experiencing difficulty at this time.”

Education Secretary John B. King Jr. urged university leaders Tuesday to be sure that students do not feel harassed or intimidated in the wake of a divisive election that has left "many of our students feeling vulnerable." Speaking in Austin at the annual meeting of the Association of Public and Land-grant Universities, King said that all students -- regardless of race, gender, nationality, sexual orientation or gender identity -- deserve to be treated with respect. Higher education leaders need to send "a clear message," he said, that campuses will not tolerate harassment, that "diversity is a value" and that they will "respond aggressively to places where safety is violated."

Such efforts have been met with criticism from observers who say colleges too often coddle and shelter their students from the real world.
“Make no mistake,” Jonathan Zimmerman, an education and history professor at the University of Pennsylvania, wrote in the *New York Daily News* on Friday. “Our universities are teaching you to feel hurt or traumatized.”

Shaun Harper, executive director of the University of Pennsylvania’s Center for the Study of Race and Equity in Education, said educators would be mistaken to dismiss how students feel -- whether they feel safe, or feel valued, or feel like a member of the campus community -- if their goal is to improve students’ learning. This year’s NSSE findings touch on that idea, as well, suggesting that there’s a correlation between feelings of safety and belonging and student outcomes.

According to the report, students who reported that they felt safe, comfortable being themselves, valued and part of the community had more positive interactions with others on campus, perceived greater intuitional support and believed more strongly that their college promoted their growth and development.

Most students in the survey -- about 75 percent -- reported feeling “like part of the campus community,” but a significant percentage said they disagreed or strongly disagreed with that statement. Nearly 40 percent of American Indian or Alaska Native students reported feeling like they didn’t belong, as did 31 percent of multiracial students and about a quarter of black, Asian, Hispanic and white students.

Transgender students and students with a gender identity other than man or woman were twice as likely to disagree with positive statements about safety and belonging than their cisgender peers.

“Colleges and universities just don’t do a good enough job of intentionally building a community that affirms students and their identities,” Harper said. “If we don’t listen and take seriously what people are saying about their feelings, then bad things happen. People become disengaged and disconnected from the educational experience, which results in bad academic performance, which ultimately compels them to drop out. That’s a serious thing we have to pay attention to.”

**Support for Struggling Students**

As part of the 2016 Faculty Survey of Student Engagement, NSSE’s companion survey for faculty members, the researchers also asked 14,500 instructional staff about their teaching practices. The survey found that “Black or African-American men and women interacted most often with students in meaningful ways, while white and Asian men did so the least.”

The survey measured these practices by asking instructors how often they had discussion with students about career plans, course topics and academic progress, and how often they have worked with students on non-course-related activities such as committees and student organizations. The survey also included questions about providing “timely and detailed feedback” and “a variety
of teaching techniques,” such as clearly explaining course goals and providing feedback on in-progress course work.

That level of support can be especially important for minority and first-generation students, McCormick said.

One in five first-year students who responded to the NSSE’s survey of freshmen reported having difficulty learning course material and getting help with course work, findings that McCormick said should serve as a “wake-up call for colleges.” Another 26 percent of first-year students said they had difficulty learning course material, but that they did not have difficulty getting help.

The 21 percent of students who reported having difficulty with both had a lower average SAT score than students who reported not having difficulty getting help with their course work. Those students also spent one hour less on class preparation per week than their peers. About 43 percent of the first-year students who said they had difficulty learning course material and getting help with course work said they seriously considered leaving their institution.

First-generation, African-American and Hispanic or Latino students were more likely to have difficulty getting help with their course work than their peers.

“Part of this is that institutions have to teach students how to be successful, but they also have to teach them what our responsibilities are,” Charlie Nutt, executive director of the National Academic Advising Association, said. “We have to do that from day one, telling them that they are not alone and that here’s what an adviser does, here’s how to talk to a faculty member. For first-generation students, in particular, they may not have any clue how to approach