Study: Bullying Affects Kids with Disabilities More Over Time

This story was a result of a press release from the MU News Bureau:

Bullying is a huge problem in many schools, and it's a heartbreaking fact that kids with disabilities are bullied much more than their peers. Bullying—and its impact on a child with disabilities over time—is the focus of a new study by Dr. Chad Rose, an assistant professor of special education at the University of Missouri. In the study, "Exploring the Involvement of Bullying Among Students With Disabilities Over Time," which was published in Exceptional Children, Dr. Rose talked to 6,500 kids in grades 3-12 over a three-year period. Sixteen percent of those kids had disabilities, including autism spectrum disorders, learning disabilities, and emotional disabilities. Dr. Rose concluded from this research that kids with disabilities continue to be bullied at a higher rate than peers, which he says points to a lack of social skills that would help them deal with such treatment.

"This study points out the necessity for special education programs to teach appropriate response skills to children with disabilities," Dr. Rose said. "Schools need to further develop these programs by tailoring social development goals for each individual student to ensure they are learning the social skills that will help them prevent bullying from occurring.... Teaching these students how to communicate more effectively with their peers and with teachers can help them react to bullying in more positive ways, as well as prevent it from occurring at all."

Important stuff, this, but how can it be enacted? How will teachers—who are already stretched thin by trying to teach Core materials and prepping students for test—find ways to help kids with disabilities learn to stand up to bullies? I'm not sure, but it's clear there is a need.

Perhaps a two-pronged approach is the right one here: Continue to build a culture of supportive, kind inclusion in schools and classrooms (which includes supporting diversity and difference) AND teach kids with disabilities more social skills. This should come from teachers, support staff, peers, parents, and there are even fun computer programs that can help kids learn social skills. The U.S. Department of Health and Human Services has a robust website full of suggestions for how to create safe environments for kids with special needs and it offers a tips sheet that can get conversations started on how to deal with bullies.
We'd love to hear from you: How are you helping your kids with disabilities deal with bullies now, and what steps are you taking to ensure the can handle bullying in the future?

Hank Waters: The chancellor

As an outspoken supporter of interim University of Missouri Chancellor Hank Foley who bears no direct responsibility for managing the UM System, it’s easy for me to simply say incoming President Mun Choi and the sitting UM curators should name Foley the permanent chancellor of the Columbia campus.

That’s the sort of shortcut a business CEO would take, and it could bring a good result. But if you are a brand-new university system president answering to the MU constituency and the political apparatus of the state, you will go through a full hiring process including a search committee advised by a credible professional search consultant — even if the consultant costs $140,000, the price the university will pay Isaacson, Miller, the firm that helped hire President Choi. It will take several months.

Choi explained the process properly. The new chancellor hire is more than a local event of interest to a few of us hereabouts. It has statewide implications, and even the local constituency must be assured the president and curators have done a thorough job of looking for the best person they can find, particularly because President Choi is a newcomer.

It makes sense to proceed as if there were no favorite son in the race. No matter what competition arises, Foley will have a potential edge and, no doubt, a bit of baggage. The interim chancellor who took the reins when the horse was running a bit wild is bound to have displeased a few constituents. Let a new search process sift as many candidates as legitimately arise.

Just because some of us might be willing to give Foley the nod, others might not. If we were in Choi’s place, we would go through the prescribed paces. Foley has the advantage, or burden, of having shown his stuff over quite a few challenging months. He knows the territory and wants the job, but he’s not the only person in the universe worth considering. On with the search.
The University of Missouri system will need to make a sustained commitment in both funding and personnel to improve its diversity and inclusion efforts, which in the past have lacked direction and a clear plan, a task force said in a report issued Wednesday.

A 21-page report by the UM System Diversity, Equity and Inclusion task force made specific recommendations for each of the campuses in Columbia, Rolla, Kansas City and St. Louis and the system headquarters, including such things as emphasizing diversity and inclusion in hiring and recruiting, improving communication throughout the system and instituting a way to keep track of accountability as it relates to standards. The report was in response to a 164-page audit issued Wednesday by the IBIS Consulting Group.

The Missouri Board of Curators commissioned the campus studies in November 2015, after former system President Tim Wolfe and R. Bowen Loftin, the former chancellor of the Columbia campus, resigned under pressure because of student protests over racial problems there.

Task force members said in the report that at the institution, "there had often been a lack of direction and a clear plan to ensure that (diversity, equity and inclusion) is integrated throughout the university. The success of each has often been predicated upon the commitment of a few dedicated individuals sprinkled throughout the university."

The report said system administrators and campus leaders will have to make a sustained commitment in funding and personnel to improve the diversity situation.

"Diversity, equity and inclusion efforts have been underfunded and under resourced and often viewed in isolation apart from other critical areas of the university," the report said. "With the hiring of (a Chief Diversity Officer for the system) along with renewed attention and a coordinated effort at system level in partnership with each of the campuses, it is expected that will no longer be the case."

Interim President Mike Middleton said in a news release that the audit was part of the system's efforts to create "sustainable solutions" to problems implementing diversity, equity and inclusion.
"We have made significant, tangible progress on the initiatives established one year ago by the Board of Curators, and (Wednesday's) release of the audit and recommendations for the university based on the audit's findings, represent another important step forward," Middleton said in the release.

The task force's recommendations for the Columbia campus include revising promotion and tenure standards to show that inclusion and diversity are valued; developing better mentoring programs for faculty, staff and students; making diversity, equity and inclusion recruitment and hiring goals part of the university's strategic plan; and supporting a Center for Teaching and Learning to offer training and support of faculty and administrators to define what diversity and inclusion means in the curriculum.

The task force also suggests establishing an oversight council and establishing incentives for diversity training and education.

Diversity, equity, inclusion: UM task force issues recommendations for improvement

The University of Missouri should emphasize diversity in its recruitment, train professors in the importance of diversity in their courses and increase outreach to improve diversity among faculty and staff, a system wide task force recommended on Wednesday.

Those proposals were among priority items included in the task force’s report. It was responding to a comprehensive audit of diversity, equity and inclusion practices at the university conducted by the consulting firm IBIS.

The task force on diversity, equity and inclusion was named by the university in November 2015 as part of the reaction to the racial unrest on the Columbia campus that led to the departure of system President Tim Wolfe and R. Bowen Loftin as chancellor at Mizzou.

It included representatives from all four of the university’s campuses, plus the system office and university extension. In its 21-page report, it said the school’s willingness to evaluate its efforts in diversity reflects “leadership and courage.”

It also noted that the problems that surfaced at Mizzou last year are not unique to higher education.
UM System releases diversity audit and response

The University of Missouri’s flagship campus should include diversity, equity and inclusion in its hiring goals and develop a checklist for inclusive recruiting practices, a UM System panel recommended in a report released Wednesday.

The 21-page report by the UM System Diversity, Equity and Inclusion Task Force was a response to a diversity and inclusion audit of the entire system by IBIS Consulting Group. IBIS’ 164-page report on its audit also was released Wednesday. The audit was part of a group of initiatives agreed upon by the University of Missouri Board of Curators on Nov. 9, 2015, the same day former UM System President Tim Wolfe resigned under pressure from students protesting over race issues on campus. The contract with IBIS was signed April 20, UM System spokesman John Fougere said.

The consultants conducted 100 focus groups that included 148 faculty members, 264 staff members and 93 students across the four system campuses and in the system administration, distributed surveys and reviewed policies, procedures and academic, professional and social offerings.

UM System interim President Mike Middleton said the audit is part of UM’s work to foster change and “sustainable solutions” to diversity, equity and inclusion challenges.

“We have made significant, tangible progress on the initiatives established one year ago by the Board of Curators, and today’s release of the audit and recommendations for the university based on the audit’s findings, represent another important step forward,” Middleton said in a news release that accompanied the audit report and task force response.

Among the major findings was that there is a discrepancy between campus demographics and academic units’ stated beliefs related to diversity, equity and inclusion. The number of candidates for faculty jobs from underrepresented groups is low, and the number of those candidates hired is even lower, according to the IBIS audit report. The same holds true for staff positions, the report said.

The report also said the number of tenure-track minority faculty is disproportionate to white faculty numbers and is especially low given the population and makeup of the student body. Tenure review committees also have race and gender imbalances, the report said. The report suggested ways to increase student body diversity, including removing obstacles to college
admissions, such as low test scores and “unsophisticated” applications from prospective first-generation students. The UM System also should focus on outreach programs to recruit a more diverse student body.

The UM System’s task force included student, staff and faculty representatives from all four campuses and from University of Missouri Health Care and MU Extension. The panel’s responses to the IBIS audit included job descriptions for faculty and staff that include diversity goals and expectations, more emphasis on candidates’ scholarship and less emphasis on the schools where they studied, creating a strategy to encourage hiring faculty who got their degrees from a UM System school and the creation of a Center for Teaching and Learning to offer training for faculty and administrators.

The panel also recommended creating more diversity and awareness among the system’s strategic communications staff and encouraging those staff members to consult diversity experts, particularly when working with racially charged topics.

“Dissatisfaction around the unrealized fulfillment of these three concepts is not a contemporary phenomenon,” the report said. “Universities and society have historically struggled with diversity, equity and inclusion reducing these qualities to discussions of race and gender alone while ignoring other important identities such as class, religion or sexual orientation, to name just a few.”

The report added:

“The university must create an environment where each constituent is not just welcomed, but able to thrive and succeed. By acknowledging the multiple identities of our constituents, the university will be giving voice or recognizing the value therein of each member of the community. By creating a plan of action or recommendations that can be measured, constituents will be able to hold the university accountable and in turn the university can track its own progress in and across these areas.”

The chair of the task force, Mizzou associate dean S. David Mitchell, called the recommendations “a strategy to address gaps in what is provided to our students, faculty and staff in terms of diversity and inclusion when benchmarked against best practices in comparable higher education institutions. This is another milestone in the effort to make our campuses more inclusive, welcoming and respectful for everyone in our university system.”

In his response to the report, interim system President Michael Middleton said he supports the recommendations.

“We have made significant, tangible progress on the initiatives established one year ago by the board of curators,” said Middleton. He was named to the interim position a few days after Wolfe’s resignation; a permanent president for the university, Mun Choi, takes office March 1.
“Today’s release of the audit and recommendations for the university based on the audit’s findings, represent another important step forward. I also am, and shall continue to be, heartened in seeing and sharing the success stories that rise out of our joined efforts to create the university we imagine.”

**Specific recommendations**

Introducing the recommendations, the task force report noted that the audit of diversity, equity and inclusion at the system level and on the university’s campuses is just the first step.

“The university can no longer simply measure its efforts with respect to diversity, equity and inclusion solely based upon compliance,” it said. “The university must achieve more than just competence in these areas. It has to strive for excellence as it does in its academic, athletic, health care, and other programs.

“To assess whether the university has achieved excellence in this area, it is necessary to provide a common language for discussion and a lens through which the university can view diversity, equity and inclusion.”

And, it added, support from the top, moral and otherwise, will be crucial for the recommendations to become reality.

“It is not enough for the System to create initiatives with the expectation of campus implementation without a consideration of funding support,” the task force said. “Far too often, campuses have been asked to expend limited resources on newly proposed initiatives while maintaining the quality and effectiveness of existing programs. And yet, campuses must also continue to invest in diversity, equity and inclusion.”

The recommendations are divided into sections, according to each campus and division of the university. For the St. Louis campus, they include:

- conducting a pay equity audit
- supporting diversifying the administration
- reviewing student recruitment and retention practices
- reviewing general education and cultural diversity requirements
- reviewing freshmen orientation through a diversity lens
- expanding the Chancellor’s Cultural Diversity Council
- conducting exit surveys for students, faculty and staff

Priorities for the system include:

- expanding recruitment beyond traditional networks
- developing a process to seek candidates to ensure a diverse pool of applicants
- supporting creation of inclusive courses and curriculum
- requiring unconscious bias training for participants of hiring teams
The panel concluded that improved performance in these areas has to be a priority for everyone at the university.

“While the Task Force has provided input at this stage,” its report said, “the larger responsibility for the university’s effort around diversity, equity, and inclusion are not the sole responsibility of the Task Force. It is a collective effort to which each member of our university has a responsibility.”

University of Missouri Receives Diversity Recommendations

A task force says the University of Missouri system should emphasize diversity in its recruiting and hiring practices, while also finding ways to fund those practices to make them sustainable.

A 21-page report by the UM System Diversity, Equity and Inclusion task force issued Wednesday made specific recommendations to improve diversity for all four campuses and the system's headquarters. The report was in response to a 164-page audit also issued Wednesday by the IBIS Consulting Group.

The Missouri Board of Curators commissioned the studies in November 2015, when former President Tim Wolfe resigned after student protests over racial problems on the Columbia campus.

Interim President Mike Middleton said in a news release the system has made significant progress on the initiatives and the audit was another important step.
UM System releases diversity audit and response

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The report also said the number of tenure-track minority faculty is disproportionate to white faculty numbers and is especially low given the population and makeup of the student body. Tenure review committees also have race and gender imbalances, the report said. The report suggested ways to increase student body diversity, including removing obstacles to college
admissions, such as low test scores and “unsophisticated” applications from prospective first-generation students. The UM System also should focus on outreach programs to recruit a more diverse student body.

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UM System diversity task force issues recommendations for MU

EMMA BEYER, 12 hrs ago

COLUMBIA — A University of Missouri System task force released recommendations on Wednesday about how MU can bolster diversity within four spheres: access and success, education and scholarship, campus climate, and institutional infrastructure.

The Diversity, Equity and Inclusion Task Force made recommendations in response to a 160-page audit conducted by IBIS, an independent consulting group. The UM System Board of Curators requested the audit in November 2015 following the resignation of former UM System President Tim Wolfe, who stepped down after MU students protested a perceived lack of response by administration to racism on campus.

The audit examined several key areas in which diversity could improve: leadership, recruitment and retention, curricular diversity, campus climate, and how resources are allocated. The audit
gathered information by conducting interviews with students, faculty and staff, and through focus groups. It examined policies and used an online survey.

From the audit, the task force members, who are faculty volunteers, identified the four areas in need of improvement. The task force suggested the following changes for MU specifically:

**Access and Success**

- Incorporate diverse student, faculty and staff recruitment and hiring goals into the UM System strategic plan. The university should identify the best practices to enhance retention for students, faculty and staff.
- Take into account diversity in research areas, new hiring and hiring searches.
- Job listings should emphasize the inclusion of diversity in the workplace.
- Expand mentoring programs for faculty and staff in order to foster a sense of belonging.

**Education and Scholarship**

- Establish research targeting the importance of diversity at MU.
- Support a Center for Teaching and Learning that offers diversity, equity and inclusion training to support faculty.

**Campus Climate/Relations**

- Establish an oversight council to make sure the diversity, equity and inclusion training is being implemented.

**Institutional Infrastructure**

- Create a system to measure changes in diversity.
- Diversify campus leadership positions and strategic communications staff.

With the implementation of new policy, the question remains how changes will be monitored and if change will affect campus as a whole, said S. David Mitchell, the task force's chair.
Moving forward, members of the task force will serve as an advising group to monitor if goals are being met.

"I am supportive of the task force's recommendations, and I am looking forward to the continued success of the Office of Diversity, Equity and Inclusion," Interim UM System President Mike Middleton said in an email Wednesday to staff, faculty and students. Middleton appointed Mitchell as chair of the task force.

Under a changing administration, Mitchell said he is optimistic that change will be positive for the campus. However, no one office or person is solely responsible for changes.

"Changing the culture of an institution is hard," Mitchell said. "We can’t move forward unless everyone is on board."

Diversity audit releases goals for UM System campuses


COLUMBIA — The University of Missouri System completed its diversity audit of equity and inclusion efforts throughout the system campuses.

The Diversity, Equity and Inclusion (DEI) Task Force released a list of recommendations on how to address issues it identified.
“This audit is part of a series of UM System initiatives to address DEI challenges while fostering real change and sustainable solutions,” Interim President Michael Middleton said in a release. “We have made significant, tangible progress on the initiatives established one year ago by the board of curators, and today’s release of the audit and recommendations for the university based on the audit’s findings, represent another important step forward.”

Below is a list of goals given for the Mizzou campus:

Access and Success

- Include Diversity, Equity & Inclusion (DEI) student, faculty, and staff recruitment and hiring goals into the University of Missouri strategic plan, consistent with the law and the University’s affirmative action program initiatives; ensure accountability, metrics and oversight.
- Identify best practices and ways to expand existing programs to enhance retention for students, faculty and staff with appropriate funding, accountability, oversight and metrics.
- Include representatives from Human Resources (HR), Graduate Studies, faculty, staff and students.
- Develop a check list for inclusive recruitment practices for faculty and staff searches, e.g. unconscious bias training, broad position descriptions etc., to be reviewed and approved by Provost prior to job offer. Work with HR to determine at which position grade levels that the checklist must be used for staff.
- Ensure effective communication between Promotion and Tenure (P & T) and search committees for faculty searches.
- Job description for faculty searches should include diverse research areas, methodologies and epistemology.
- Job description for staff should include inclusion and diversity goals and/or expectations.
- Recommend that search committees take the IAT assessments in at least two categories – race and gender; critically examine the composition of search committee members to reflect diversity of gender, age, tenure status, etc.
- Recommend that Promotion and Tenure standards be revised to value inclusion and diversity, including non-canonical research.
- Revise the bullet point in the Diversity Recruitment Best Practices to delete the “less prestigious” discourse as it reflects a power and privilege perspective of quality of candidates’ scholarship. Emphasis should be made on the substance of the candidates and not the reputation of the schools where they trained.
- Develop a “grow your own” strategy that works for a research-extensive institution, i.e. increase consideration of hiring new faculty granted degrees from MU or other UM institutions.
- Revive the Colleagues Circle mentoring program for new faculty; explore similar programs for staff, particularly for exempt and/or management positions.
- Develop better mentoring programs for faculty, staff and students, both same identity and cross-race/identity pairings. Mentoring communication needs to flow both ways. With faculty mentoring, not only should mentors provide information to mentees, but that mentees provide feedback on their struggles to publish/obtain funding such that mentors can forward that information onto P&T committees and other decision-making bodies.
• Continue to include diversity and inclusion on webpages with students’ recruitment and retention in mind and require this be included on individual academic department webpages.
• Disseminate information on diversity resources for incoming class of new students – explore using MUConnect to facilitate sharing this information with enrolled students.
• Provide faculty and staff, especially academic advisors, with information on affinity groups for students and have departments begin semester with email to all students in department of available affinity groups.
• To foster a sense of belonging, be more intentional about promoting affinity groups throughout campus, especially for students; encourage affinity groups to be thoughtful about their missions and purposes.
• Build the K-12 pipeline in Columbia and throughout the state.
• Support MU Academic Retention Services and its various programs and services.
• Recognize the value of service and teaching roles, particularly in tenure decisions.
• Ensure that the rate of participation among underrepresented students in the honors, study abroad and service learning programs are at rates consistent with their presence on campus. These areas can serve as recruitment and retention benchmarking indicators.
• Develop and implement more integrated recruitment and retention activities.

Education and Scholarship

• Establish a robust business and research case for diversity at MU; conduct a study with the clearly stated financial implications of strategic diversity for MU.
• Support a Center for Teaching and Learning that can:
  • “Offer training and support for faculty members and administrators in what it means to have DEI-related course content and curricula”;
  • “Offer training and support for faculty members and administrators in crosscultural competence, inclusive teaching methodologies, and how to create an inclusive teaching and learning environment. Share teaching approaches that include diversity as a lens for examining issues within a given course, such as directed readings or projects that incorporate issues of diversity into an established course structure”;
• Develop universal diversity modules that can be incorporated in different classes on Canvas. Ideally, this should be scalable or involve small-group breakouts after full-class discussion; and,
• Assist with implementing diversity and inclusion measures in teaching evaluations as a measure of accountability include (i.e. “incorporate assessments of how inclusive the classroom environment and dynamics were in the student evaluations of their classes at the end of each term.”
• Ask for diversity and inclusion teaching and scholarship information to be included in MyVita.
• Reward or incentivize faculty and staff on diversity and inclusion efforts.
• Develop rubrics and outcomes for diversity courses which can be adopted by faculty in different disciplines.
• Encourage the faculty production of articles, lectures, and new knowledge around issues of diversity” by expressly valuing such work in the promotion and tenure process.
Establish an oversight council for accountability of implementation of ongoing and integrated DEI training and orientation throughout campus that can:

- Consider Citizenship@Mizzou as a semester-long course; hire a coordinator to map out a more robust extended orientation that focuses on inclusion, diversity and core values;
- Incentivize diversity and inclusion training or professional development for faculty, staff and students; Fund and support programs such as Difficult Dialogues, Bystander Intervention and Courageous Conversations;
- Establish accountability measures for DEI as part of annual performance reviews (e.g. myPerformance) or student registration;
- Integrate diversity and inclusion co-curricular activities in both Summer Welcome and Fall Welcome and Graduate orientation, including outlining expectations for civil, respectful community at MU; and,
- Listen to and empower students.

Establish incentive measures for DEI training and education.

- Ensure that faculty and staff are compensated for their diversity and inclusion work and not just as an additional add-on to what they are already doing.
- Ensure that students get course credit for their diversity and inclusion activities.
- Establish regular and substantive communication with a student-led council of student leaders from student groups for the purposes of defining strategies for building connections and collaborations across student groups and organizations.
- Establish recognitions and rewards for groups who connect and collaborate across cross-cultural, cross-race, and cross-identity lines; involve System and campus leaders in this recognition, and feature the stories prominently on the websites.
- Continue to incorporate diversity and inclusion into FIGS and develop a FIG pilot that would “explore various models to elicit the participation of underrepresented students and expose white and diverse groups to each other.”

Institutional Infrastructure

- Establish a process of achieving an aligned DEI scorecard/dashboard throughout the organization. A scorecard decentralizes the vision and provides everyone with the opportunity to contribute to the vision at multiple levels of the institution. have each unit develop a portion of the scorecard from its own vantage point.
- Ensure that DEI is integrated into all key aspects of the system’s and campuses strategic plans, with timelines and accountability measures for the leadership and high level administrators and metrics that include levels of engagement and sense of inclusion for students, faculty, and staff.”
- Diversify the strategic communications staff and leadership team & provide inclusion and diversity training for communications staff.
- Diversify senior leadership across campus.
- Rely less on external consultants.
- Communicate extensively information and programs to show that we are making progress and to highlight work that went unrecognized.
- Have each department (academic and administrative) create specific DEI goals and plans tied to the strategic DEI plan for the campus.
Develop funding models that reallocate significant resources to support widespread organizational transformation.

MU publish new recommendations on diversity, equity and inclusion

COLUMBIA - The University of Missouri released official recommendations on Wednesday for how the institution can proceed in addressing issues about diversity and equity.

The recommendations include improving both the manner in which the university recruits faculty, staff and students, and the manner in which the university retains them. Another example of the recommendations is to expand the diversity of network as well as fostering better relationship with the community that surrounds each of the individual campuses.

“It's a set of recommendations, both long and short term, for each of the four campuses and one for the system as we move forward as an institution to address issues of diversity, equity and inclusion,“ Chair of the MU DEI Task Force Dr. S. David Mitchell said.

The recommendations are made based on a system-wide audit, another MU initiative which was finished after only one year's work. The audit is conducted by diversity consulting firm IBIS.

To add more direct recommendations the university's own task force for Diversity, Equity and Inclusion (DEI) published their additions on the audit Wednesday.

The recommendations are the first step in making changes; before the recommendations can be implemented they need to be approved by the institution's leadership.

“What is important about the audit and the task force's recommendations is that, you can't get to point of making positive change unless you know what exist,“ Mitchell said. “If we improve diversity, equity and inclusion at large, we are improving the institution for each of it's members.”
COLUMBIA, Mo. - **Health officials at the University of Missouri are still working to control a recent mumps outbreak on the Columbia campus.**

The Student Health Center announced Wednesday that it was recommending students get a third MMR (measles/mumps/rubella) vaccine rather than the required two.

"We continue to see cases and we want to try to stop this as quickly as possible," said MU spokesperson Christian Basi.

The center said the recommendation is based on discussions with public health officials and guidelines from the Centers for Disease Control.

Since the beginning of the fall semester, 193 confirmed and probable cases of the mumps have been identified. As of Wednesday, 169 of those patients were considered recovered, leaving 24 active cases.

According to the health center, all the infected students met the two-vaccine requirement.

There's no formal recommendations in place for a third vaccination, but the CDC does provide guidelines for health agencies to determine when a third MMR dose may be necessary. Those guidelines include when outbreaks occur with 90 percent of the population has had the two required MMR vaccines, sustained transmission is more than two weeks and there is a high attack rate of more than five cases per population of 1,000.

Basi said they're hoping students leaving campus for winter break next week will help put an end to the mumps outbreak.
Mumps booster urged amid University of Missouri outbreak

COLUMBIA, Mo. — The University of Missouri is urging students to obtain a booster mumps shot to protect against an outbreak that has grown to 193 confirmed and probable cases.

The school said all the students sickened since the beginning of the fall semester had received the required two doses of a vaccine that protects against mumps, as well as measles and rubella. University health officials said Wednesday that a third shot may offer more protection.

The school said most of the sickened students have recovered, with at least 169 of them well enough to return to class without risking infecting others.

Mumps is a viral infection that causes swelling in the salivary glands and cheeks. The university is among several across the nation that has grappled with outbreaks this year.
Mumps cases at MU rise to 193, university suggests third vaccine

COLUMBIA - The University of Missouri Student Health Center announced Wednesday it has identified 193 confirmed and probable mumps cases since the beginning of the fall 2016 semester. The Student Health Center said it recommends MU students get a third MMR vaccine.

The center said it made this decision based on discussions with public health officials and information from the Centers for Disease Control and Prevention.

169 out of the 193 mumps cases were "recovered," according to the Student Health Center.

Most students with mumps reported connections with fraternities, sororities or friends who had mumps or interactions in local bars. All of the students with mumps met the immunization policy requirement of two MMR vaccines.

The Student Health Center said it will continue to monitor reports of mumps during winter break and the start of the spring semester to figure out if it should take more steps to control the outbreak.
COLUMBIA — Although active mumps cases have begun to decline at MU, students and recent visitors are now being encouraged to receive a third measles, mumps and rubella vaccine.

A statement on the MU Student Health Center's website said the decision was made after talking with public health officials.

As of Wednesday, 193 mumps cases at MU had been identified, according to the health center's website. Of those cases, 24 are still active and 169 people are considered recovered, meaning they are no longer contagious and are back in class.

MU spokesman Christian Basi said students are currently the most at-risk population, and that's why they are being urged to get the third vaccine. So far, there have been no cases among faculty or staff.

Students who have already contracted mumps should now have immunity and shouldn't need the third shot, Basi said.

The vaccine costs $86 without insurance, Basi said, and the health center will work with all students regardless of health insurance status.

Students can call the health center and schedule an appointment to receive the third vaccine, or they can visit their home physician.
"Instead of waiting another 10 days and potentially be exposed to the virus, you can get that vaccine now," Basi said.

The health center found that the cases are evenly split between men and women, and the median age is 20. Most of the cases have some link to Greek organizations and interactions at local bars.

Students who get their third vaccine from a physician in their hometown or a non-MU Student Health center provider are asked to contact the health center with the date the vaccine was received at immunizations@health.missouri.edu.

DECEMBER 7, 2016 12:32 PM

Fundraising for Mizzou’s proposed football facility tops $70 million with seven-figure gift

BY TOD PALMER
tpalmer@kcstar.com

Another week brought another seven-figure donation for the University of Missouri’s proposed football facility in the south end zone at Memorial Stadium.

The Tigers’ athletic department announced Wednesday that a confidential donor made a gift of $1 million toward the project.

The latest donation pushes Mizzou over the $70 million mark in fundraising for the $75 million project.

“We are pleased to announce yet another significant gift from a very generous supporter,” Tigers athletic director Jim Sterk said in a statement. “Our fundraising success is the direct result of our donors’ belief in the direction our program is heading under the leadership of (first-year
football coach) Barry Odom. People believe in his vision and they are stepping up to help in important ways.”

Odom also expressed gratitude for the impressive generosity shown by donors for the project — which will help build a new training facility and weight room, cafeteria, locker rooms, coaches’ offices and recruiting area along with adding additional premium seating in the south end zone at the stadium.

“I've said this many times, but we have a great opportunity to do something very meaningful with this project,” Odom said in a release. “The momentum we’ve built, and continue to further build on, is really something special. I'm looking forward to seeing it continue.”

Fundraising for the project picked up steam in September, a month after Missouri hired Sterk as its new athletic director.

The Tigers announced a $10 million gift from the Kansas City Sports Trust on Sept. 8 and an $8 million gift six weeks later from an anonymous donor.

Mizzou also announced donations of $1.675 million and $1.4 million toward the project in recent months.

**MISSOURIAN**

**Missouri football receives another donation towards new Memorial Stadium facility**

MISSOURIAN STAFF, 17 hrs ago

COLUMBIA — The MU athletics department received a $1 million donation from an anonymous source Wednesday, according to a news release from the department. The money will fund the proposed plan to build a new south end zone facility at Memorial Stadium.

The athletics department has received several anonymous donations toward the new facility in recent months. The Kansas City Sports Trust, a group of donors that has periodically donated millions to Missouri football, gave $10 million toward the facility in early September.
On Oct. 19, another anonymous donor gave the department $8 million for funding the new football facility, and the athletics department received an anonymous donation of $1.4 million on Nov. 30.

Missouri has received more than $70 million in total for the project, according to the release.

"Our fundraising success is the direct result of our donors' belief in the direction our program is heading under the leadership of Barry Odom," MU athletics director Jim Sterk said in the release.

"The momentum we've built, and continue to further build on, is really something special."

**MISSOURIAN**

**Engineer and advocate Deanne Bell to speak at Jesse Auditorium**

HANNAH TURNER, 15 hrs ago

COLUMBIA — Deanne Bell, co-host of CNBC's "Make Me a Millionaire Inventor," will speak at 7:30 p.m. Wednesday in Jesse Auditorium.

An engineer, Bell has worked on opto-mechanics for military sensors and was a senior applications engineer for a computer-assisted design and drafting company. She also founded FutureEngineers.org and serves on the American Society of Mechanical Engineers Foundation board of directors.

"I’m going to be sharing my own journey," Bell said in an interview. "It’s a bit of a wild and zany journey."

**MU's engineering Freshman Interest Group is holding the event. Free tickets are available at the MSA/GPC Box Office and on Ticketmaster.com.**
Bell will speak about the Future Engineers National Innovation Challenges, a K-12 competition for students based on problem-solving, and how to celebrate current engineers in the field.

She is an outspoken advocate for women engineers. According to the College of Engineering, about 17 percent of MU engineering students are women this school year, up from 16.7 percent last year.

Boosting that number will take time, Bell said. She considers herself a "visible example" of a woman in engineering, and she said supporting other women and sparking an interest in potential future engineers will slowly grow the numbers.

"Just persevere," she said. "Do what you love. What I love is inventing and building and innovating."

Bell is a graduate of Washington University in St. Louis. She is an accomplished hiker, and has climbed the base of Mt. Everest and backpacked throughout Asia. She has also biked from Seattle to Los Angeles, according to her website.

Her speech will follow presentations from freshman engineering students.

**It Probably Won’t Save Your Life**

Although colleges and universities have spent tens of millions of dollars on complex emergency communications systems to try to make campuses safer, the technology has serious limitations, warns Bill Mahon.

**No MU Mention**

At 9:56 a.m. Monday, Nov. 28, Ohio State University students and employees received an active shooter alert, but there were two key pieces of information they did not know.
One: as students rushed in total panic to build walls of chairs and desks in front of classroom doors, they did not know the alert was inaccurate. Contrary to the words in the warning, no active shooter was on the campus. He had a knife.

Two: perhaps even more important, they had no idea the campus assailant they’d just been warned about had already died several minutes before they received the first vague danger warning at 9:54 a.m. and the second one about an active shooter at 9:56 a.m. He was shot dead by a university police officer at 9:53 a.m., about a minute after he started his attack. The danger was over when people received both of those Buckeye Alerts.

The attack at Ohio State University is a reminder that although colleges and universities have spent tens of millions of dollars during the past decade to put in place complex emergency communications systems, the technology has serious limitations. Because of the way most such attacks develop, communications will always be too slow and, at least initially, not very accurate.

Pennsylvania State University put in place one of the early text communications systems in higher education in 2006, the year before the attack at Virginia Tech. Back then it was simply another news delivery system to add to the many other advances we were making in digital communications.

I have watched as the technology has expanded, improved and been deployed to thousands of colleges and universities, hospitals, and other institutions around the nation.

Higher education systems should have such systems in place, and we should practice using them, but we need to lower our expectations for their impact. I am not aware of any such system saving lives in an active campus attack.

It is also worth remembering that although there have been some high-profile shootings on college campuses, the overall rate of campus homicides is a fraction of the rate found across the country in general. Statistically our students are far safer on the school side of College Avenue than they are on the town side.

In addition to aggressive improvements in communications, campus police around the nation have stepped up training, purchased new equipment, added officers and changed tactics. But in light of those improvements and the enormous sums being spent on new technology, it is important that students, employees and parents not be lulled into thinking technology will help keep them safe.

Imagine receiving a text message that essentially warns “Hurry up! It’s time to panic!”

And very little else. There are no details. No information on what is happening or where it is happening. No detailed description of the bad guys and what they are
doing. And no specific advice on how to stay safe and alive other than an often vague message like “Shelter in place!”

The key is being fast. And not at all surprising in an emergency like the one at Ohio State, accuracy and context often come later.

Unless that smartphone sitting in your pocket happens to deflect a bullet, I’m not sure mass-alert technology will be a life-saving tool during an active shooter event on campus. Here are some of the reasons they are not perfect solutions.

- **Bad guys have phones, too.** What if the bad guys are subscribers to your alert system and social media postings? That’s pretty likely if they are a student or work for the institution. Every message to the public can also alert them to what the college believes is going on. If you alert students to shootings on the west side of campus and tell them to move to the east side of campus, the bad guys can see that. If you tell students to shelter in place and turn out the lights, the bad guys can read that, too.

- **Shootings take seconds; phone calls take minutes.** When a 911 call is made, this happens: a dispatcher takes down the pertinent information and starts to think about it. Maybe they ask some questions. Then they share it with police to respond to the call for assistance. Then the dispatcher or someone working with them types up, or selects from a predetermined group of messages, a note to send out by text messaging and social media to perhaps tens of thousands of subscribers. While this several-minutes-long, well-thought-out and practiced official process takes place, another unofficial one is already well underway. A hundred students in the area of the shooting have already sent 100 different and probably contradictory text messages to their friends, posted to Facebook, tweeted about the event and put it on Snapchat. And more than a few are in the process of putting themselves in danger to get photos and videos of the assailant and the attack in progress. It’s time for them to be a social media star, to go viral and generate some clicks.

- **Not enough subscribers.** At some institutions, only a fraction of the student body and faculty and staff are signed up for the official text alerts. You can’t read what you don’t see.

- **Too many subscribers.** Other colleges have the opposite problem -- thousands of family members, news media and the general public are signed up. That can slow the process of pushing out the message quickly to the people who need it most and first.

- **Lack of facts.** Messages, especially initially, are often vague and perhaps even misleading. Police simply don’t have much detail. Consider the giant, terrifying stampede at JFK airport this year when someone thought they heard a gunshot. Thousands of people fled, throwing the terminal into chaos for hours. Those reports were wrong. Trying to follow the letter of the law as best they can, some
institutions send out multiple alerts every week, and most of them are related to sexual assaults. Those messages are often vague and tied to when the assault was reported, not to when it occurred. It is not unusual for a victim to struggle with the issue of whether to report an assault for several days or even weeks before going to campus police. If the assault happened four days ago, should an emergency text alert be sent to 50,000 people the hour it is finally reported? In many cases it is. Subscribers become cynical when they read the words “Emergency Alert” and then receive old news.

- **System overload.** When an earthquake centered in Virginia rumbled across the eastern United States around 2 p.m. on Aug. 23, 2011, Penn State was one of many institutions to immediately tap its text alert system. A couple things went wrong. Because scores of text alert systems on the East Coast all jumped into action at once, and the general public also rushed to the cellular system to talk and text with each other, the system ground to a slow crawl. A small group of Penn State officials sitting in a room together mapping out our response received the text alert we had ordered sent to students and employees over a 30-minute window. That’s a big difference in an unfolding emergency. And, of course, we could not assure any of our text alert subscribers that there would not be another aftershock five minutes later. We really had little useful information to share with them.

- **Slow delivery.** One company brags that it “sets the standard for rapid, reliable message delivery.” It says it can deliver messages at a rate of 10,000 a minute. But what if your large state university has 70,000 subscribers? Is it OK for the message to take seven minutes to reach thousands of phones? Many people can be shot and killed in seven minutes. And in the best-case scenario, a couple minutes will elapse between that first gunshot, the call to 911 and then somebody pushing the send button for an emergency text.

- **The news media.** In the middle of a crisis, what is the last thing you need? Yep, a dozen TV news vans and reporters live tweeting and transmitting video from the scene with a lot of frightened bystanders who have no factual information but are ready to speculate for Action News. When we had a sniper on Penn State’s campus shooting at students, the first rushed report from a major newswire service said two people were killed. It was actually one. And this was a professional communicator getting facts wrong. Our communications team lost time the rest of the morning trying to correct that information.

- **False positives.** Panicked callers dial 911 or university safety offices because they “saw something.” A man with a gun? It’s legal in most states and increasingly on college campuses. Someone “Middle Eastern-looking spoke Arabic into a cell phone”? Give me a break. The admissions office is spending a lot of money trying to get Middle Eastern students enrolled at your university. And yes, they have cell phones, like every other person in the country above the age
of 10. And they absolutely speak another language. Alert systems are put into action and the equivalent of campus SWAT teams respond to these false calls. The public also sends the messages virally on social media before the truth catches up with reality.

- **Turn off those phones!** One rule many faculty members include in their syllabi and repeat all semester in the classroom is that students should put their cell phones away until class is over. Officials make the same announcements before guest speakers start talking and concerts begin. As I said earlier, you can't read what you can't see.

- **Too much information.** One of the weakest links in most systems is how to sort through hundreds of simultaneous calls and social media postings and get police officers to the scene of an active shooter in the first seconds of a developing massacre.

- **Used for the wrong purpose.** We once had the head of one of our campuses send out a text alert to tell everyone he was missing his keys. No, really.

Even with all those problems, and others, I still think we need robust text alert and social media systems in place on college campuses. But it is important we dial down the expectations for such systems and understand their serious limitations. The real key in limiting a mass shooting on your campus is going to be your police department -- their training, size and equipment. At Ohio State, an officer was on the scene of the attack and quickly ended it.

Until something better comes along, I will continue to start the first day of class the way I always do -- once we go through the syllabus and everyone in class has introduced themselves, I talk to my students for a couple minutes about their safety. I tell them where the two closest exits from the building are located and how to try to barricade the half glass door to the classroom -- the one that opens outward and has no lock -- to buy themselves a couple extra seconds until the police arrive. And to keep that cell phone in their pocket over their heart. It may do more good there.

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**Bill Mahon** is a former vice president of university relations at Penn State, where he now teaches strategic communications in the College of Communications. He is a partner of University RepProtect, a suite of readiness services offered by public relations firm Ketchum.

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**Defining the Master's Degree**

With programs growing, graduate schools group tries to create a framework for curricula and expectations across diverse fields.
Lots of the talk about reforming graduate education centers on the Ph.D., namely, making it more innovative and compatible with a variety of possible career paths. But the overwhelming majority of graduate degrees conferred are master’s, which tend to have the opposite problem, if it can be called a problem at all: they’ve become so diverse it’s hard to know what exactly the degree means these days.

“The Emerging Master’s Degree” is a topic of conversation (and a panel) today at the annual meeting of the Council of Graduate Schools in Washington. A deans’ working group has proposed a framework for defining the master’s degree as shaped by demand, defined by competencies, distinguished by metrics and determined by the intersection of those elements. The idea isn’t to stall innovation: the council just wants to help its member institutions continue to evolve their program offerings within a more defined concept of what constitutes the contemporary master’s degree.

The group of 18 graduate school deans from a variety of institution types last year agreed to study the master’s degree, in all its forms, to develop a guide for their peers, explained Bob Augustine, dean of the Graduate School at Eastern Illinois University and senior vice president at CGS. “Demand for the master's continues to be strong, and we wanted to make sure that deans have the tools they need to guide master's degree development. … There hasn’t been a strong, comprehensive study of master's programs for a long time.”

Yet growth of jobs requiring a master's is only expected to grow through 2022, according to information from the Bureau of Labor Statistics.

Paul Gemperline, a dean of the Graduate School at East Carolina University who is also involved in the CGS initiative, said, “Thirty years ago, the master’s degree was kind of monolithic as an institution, with a few exceptions.” Yet over the last several decades, he said, “market demands on the degree have led it to evolve on many divergent paths. It’s evolved from, say, a thesis requirement to programs with capstone projects, comprehensive exams and internships to stackable graduate credentials.”

Such adaptations tend to arise from the niche needs of employment markets relevant to each degree, he said, and the competencies faculty members instill in students must evolve, as well. Those include disciplinary and interdisciplinary competencies, foundational and transferable skills (think communication or leadership), and professional competencies -- such as the ability to work with patients in a health care program.

Research competencies are crucial, as well, as they signal that the student has moved beyond the undergraduate-level expectation of consuming knowledge to
the graduate-level expectation of producing it, Gemperline said. That's not just for traditional research-based fields, either. So someone in a health care field might consider how to use research methodologies to improve the standard of patient care.

“There’s an evolution that we’re seeing, and these are guiding principles,” he added.

Dennis Grady, dean of the College of Graduate and Professional Studies at Radford University, who’s worked with CGS on the emerging master’s degree, agreed with Gemperline that it used to be “pretty clear how things worked -- it was 30-36 hours of classes and at the end of those classes you got your credential and walked away.” But now institutions such as Western Governors University and Southern New Hampshire University have moved away from classroom seat time as a way of measuring one’s progress, he said. Indeed, one of Western Governors’ sayings is “Show us what you know, not how long you’ve been there.”

While change is good, Grady said, it hasn’t always happened in a “deliberate and thoughtful way.” Acknowledging that 36 hours is an “unsatisfying way” to define the master’s degree, he added, “We’re starting to get a handle on the basic elements or aspects of the master’s degree to be able to differentiate it from the certificates and other types of credentials out on the marketplace now.”

The story continues: https://www.insidehighered.com/news/2016/12/08/graduate-school-group-seeks-framework-masters-degrees