



MU News Bureau

Daily Clips Packet

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MISSOURIAN

New chancellor's past gives him vision for leading MU

BY EDWARD MCKINLEY

It was snowing hard in the middle of the night in the early 1980s. Alexander Cartwright, 18, had just finished his shift at Stuckey's, a roadside convenience store famous for pecan logs, novelties and a steep teal roof. A child of the Bahamas, he had recently moved to the Hawkeye State when his mother married a man there. Cartwright worked at Stuckey's to put himself through Kirkwood Community College in Cedar Rapids, Iowa.

As he drove through the snowstorm, the brutal wind cut to the bone.

“In the Bahamas, the only things you know about are sands, sun and the sea,” he said.

Looking back, Cartwright said he wouldn't trade the jolting transition for anything.

“I think that what Iowa gave me, and what the U.S. gave me, is way more than any warm weather can give anybody,” he said. “But it's a good thing my car made it home.”

What Cartwright got in his dozen years in Iowa — 10 of them in Iowa City studying at the University of Iowa — and in 22 years working at the State University of New York, was an understanding of the value of hard work and an unshakeable belief in each person's potential.

“We have to get people in the right positions,” he said in an interview this week. “People who work for me, and students ... if they can find what they're passionate about and what is a good fit to their skills, they can be exceptional. I believe that's in everybody. I believe that our job is to

make sure that we guide people and help them as much as we can so they can enjoy that opportunity.”

As MU’s new chancellor, Cartwright is motivated by the conviction that anyone coming from humble beginnings can accomplish amazing things— if they work hard and get the support they need. That’s what happened for him.

Cartwright, 52, grew up in a family without a lot of money. Because of the move to Iowa, he got a GED and then attended community college before transferring to the University of Iowa. He worked several jobs to pay for his education and said that as a nontraditional student and a little older than his classmates, he felt he often didn’t receive the institutional support many of his peers did. He was a Federal Pell Grant recipient and fought for other grants and scholarships so he could afford to continue to go to college.

While Cartwright was a student in Iowa, though, he was particularly encouraged to find what he was most passionate about and apply himself fully to it. Now, in MU’s top job, he wants to give back.

Growing a ‘winning culture’

He wants to make MU more affordable and available, more welcoming for students of all color and creed and more of a place where risk-taking, creativity and innovation are encouraged. He wants to do this through the creation of policies but also through instilling a campus-wide culture of teamwork, positivity and accountability — the same Midwestern attitude, as he called it, instilled in him while going to school in Iowa. He thinks of those years as particularly formative.

If he can make MU more of a place where each student and member of the staff or faculty is in a position to feel comfortable, engaged and valued, he said, then a “winning culture” will have been built in which the campus community will actively encourage creativity, risk-taking and hard work. By doing this, Missouri can meet both its land-grant mission — to provide a well-rounded education to the working class — and its duty as a major Research I university to fuel innovation in Missouri and the country, he said.

Cartwright has taken the helm at MU at a time when enrollment and state funding, the main sources of most public universities' revenue streams, have dropped severely. Negative perceptions of MU linger from the 2015 campus unrest that led to the resignations of the top campus and system officials. Hundreds of jobs have been cut; programs and departments have been merged, terminated or placed under scrutiny; and faculty, staff and students feel the weight of the times.

What makes this an especially tough problem for MU to tackle, Cartwright said, is that once morale is lost, it's hard to rebuild.

“To change morale, you have to start having results and show that you are doing some things that people value,” he said. “That’s the way to really change morale and have people understand that we’re all in this together and moving forward together.”

The first step in changing campus culture is trust in campus leadership, Cartwright said. If students, faculty and staff trust leadership, they'll know their work is important and is accomplishing something tangible. If everyone can buy into the attitude he describes, an unbelievable amount can be accomplished, he said.

Throughout the interview in his Jesse Hall office, Cartwright emphasized that the job of improving MU is a team effort and that he values the help of the entire campus community. He enthusiastically said he wants people to feel free to send him their ideas for MU's future. He said he's willing to fight for the best of them.

“My job is just to listen for good ideas,” he said.

Hands-on experience

Cartwright's vision for MU, born from shifts at Stuckey's and the other odd jobs he held, is to become more of a place that helps students deliver fully on their innate potential.

On Aug. 24, in his first month on the job, Cartwright signed into effect the Missouri Land Grant Compact, which will pay tuition and fees for thousands of low-income Missouri residents. The plan had been in the works for several months before he arrived, but he embraced the initiative because of the connection he feels to those students fighting to afford an education at a big Midwestern university.

When he went to the University of Iowa — first for a bachelor’s degree and then a doctorate in electrical and computer engineering — one of the jobs Cartwright worked was cleaning the hog confinement buildings. Before going into them, he and the other workers changed into a different set of clothes. He cleared the animals out and then used pressure washers to clean the hog houses. Afterward, no matter how hard he tried, he stank of hog.

“You shower and you change back into your clothes, but even with that you still couldn’t get it out of your hair or out of your skin,” Cartwright recalled.

His story of doing the dirty work necessary to pay for school means he understands how desperately students will fight for their education. But students also need plenty of helping hands and encouraging words.

At Iowa, Cartwright initially studied business accounting. Another of his jobs was working part time at a factory. One day, the owner sent word that he wanted to speak with Cartwright.

“I was like, ‘OK, this can’t be good,’” he said with a laugh. “I just remember thinking, ‘What is this about?’”

“He called me up to his office, and he said to me, ‘I’ve heard you’re doing really well in school, and I know from seeing you around here that you’re really good with your hands. Why are you going into accounting? Why aren’t you considering engineering?’ And I said, ‘Engineering? I don’t know what engineering is.’”

Cartwright said he first pursued accounting because he thought it was a sure, safe path to finding a job after college. He said he thinks students from a low-income background sometimes don’t

think they have the luxury to daydream about careers. By asking questions, the factory owner gave Cartwright a kind of permission to consider other options that were more in line with what he might want for his life.

Now, as chancellor, Cartwright has the ability to do, on a much larger scale, what the factory owner did for him.

Leveraging the system

Cartwright said that when he was a student he often found himself bored in his lecture halls, staring up at the ceiling. He felt he reached his academic potential when he took classes where he worked with his hands, collaborated with other people and engaged directly with problems. Such programs are expensive, he said, so the most successful ones at MU need more investment.

That folds easily into UM System President Mun Choi's rallying cry for investment into "programs of excellence" systemwide. A top-to-bottom academic review has been started by an MU task force to search for such programs, as well as places where further consolidations or cuts can be made.

Cartwright wants MU to be a university with a breadth of programs that interact with one another as much as possible to create a multidisciplinary approach. By doing this, students will be able to find something that draws on their talents and passions, and they'll apply their studies in unique interactions that could lead to exciting innovations. At a news conference last week, for example, he spoke of promising research showing exposure to arts, music and humanities for hospital patients can be helpful for their recovery times.

In joining the faculty of SUNY's University of Buffalo, Cartwright became part of the largest university system in the country. He eventually became the acting president of SUNY's research foundation and the provost for the 64-school system. Based on his experiences there, Cartwright said improved coordination and teamwork among the four UM System campuses would absolutely help MU improve.

The wrong way to think about system cooperation is thinking MU is losing focus on its status as the flagship institution, he said. The right way to think about it is that the four universities can combine their efforts for things they can all share, such as information technology or human resources. That frees up more of each campus' resources that can be directed to academic programs.

By sharing resources for the services they all use, Cartwright said, MU can invest its resources more effectively into its academic programs, allowing it to become a destination across the country and around the world.

ST. LOUIS POST-DISPATCH



Missouri State ousts Mizzou as top choice school among ACT test takers

By ASHLEY JOST

ST. LOUIS • For the first time in at least the last five years, Missouri State University has been dubbed the top choice school among Missouri ACT test takers who opted to list their college preferences.

According to a recently released report from ACT Inc., about 78 percent of the graduating class of 2017 who took the test opted into giving the company their No. 1 college choice. That's a little more than 53,000 students.

And of those students, 8.5 percent — or just more than 4,500 — said Missouri State was the school of their dreams.

At least since the graduating class of 2013, this is the first time Missouri State has ousted the University of Missouri-Columbia as students' first choice.

Numbers from the past five years would indicate, though, that it's not necessarily that interest in Missouri State has grown.

About 7.5 percent to 8.5 percent of students each of the last five years have called the Springfield school their top choice.

Instead, it looks as if the number of students who list Mizzou as their top pick has declined.

According to five years of data from ACT, 7.7 percent of the graduating class of 2017 put the state's flagship campus down as their No. 1 school, down from 13.8 percent of students in the graduating class of 2013.

The two institutions hold the top spots in most sought-after schools, with the University of Central Missouri, the Missouri University of Science and Technology and Southeast Missouri State pulling up spots three through five year over year — usually in that order.

THE KANSAS CITY STAR.

No. 1 college choice for Missouri high school grads? ACT says it's not Mizzou

By MARA ROSE WILLIAMS

Missouri State University — for the first time in at least the last five years — has topped MU as the No. 1 choice among students who took the ACT exam.

The ACT is the standardized college admission exam taken throughout the country. Last year, all of Missouri's high school graduates took the test. About 78 percent — or 53,000 students — of the graduating class of 2017 chose to reveal their top choice for college to the test-taking company. Of those, 8.5 percent — more than 4,500 — selected Missouri State in Springfield as their first choice.

About 7.7 percent chose the University of Missouri — the state's flagship — as their first choice. That's down from four years ago.

This is just the latest blow to MU, which has been struggling to recoup its reputation since 2015 when racially charged student-lead protests erupted on the Columbia campus. Two years earlier in 2013, nearly 14 percent of the ACT takers who opted to reveal their top school in the state said MU was their No. 1 choice.

The ACT helps colleges see which students score high enough to manage the academic rigor presented in their schools. Students choose which schools they want to receive their ACT scores and pick their top school they want to attend.

The top four schools picked as the first choice by Missouri ACT takers in 2017 were Missouri State, MU, University of Central Missouri, and University of Missouri-Kansas City.

Events of 2015 — which included the toppling of two top administrators — have had a tremendous impact on MU. Freshman enrollment has fallen by more than 35 percent since then and school administrators have attributed the decline, in part, to the racial upheaval two years ago.

Ed Colby, a spokesman for ACT Inc, said every member of the state’s most recent graduating class, or 68,480, took the ACT last year. “So essentially these numbers are very representative of what Missouri graduates were planning because 100 percent of them took the test.”

T COLUMBIA DAILY TRIBUNE

Sense of belonging key to students, faculty at University of Missouri

By RUDI KELLER

In Gilberto Perez’s first year at the University of Missouri, the protests that helped topple the system and campus administrations were followed by an online threat targeting black students.

Few students went to campuses and many businesses near the university closed. Hunter Park, now on probation for terroristic threatening, was arrested quickly at his Rolla residence. Perez, who grew up in Independence and is now a junior studying biochemistry, said he remembers it vividly.

“I felt it,” he said. “I was experiencing a really bad time.”

He hasn’t considered leaving MU, something 30 percent of the students on campus in fall 2016 told surveyors they had done, but he understands their reasons. The most common ones, according to the Rankin & Associates Consulting campus climate survey, were a lack of belonging and a sense the climate was not welcoming.

“That first year was very cold,” Perez said. “And then there was a lot of racial terms and discrimination in the election. Sometimes when you hear those things you feel very excluded.”

The numbers aren’t really too far off from those found for students at other institutions, consultants Emil Cunningham and Sue Rankin said Tuesday after a presentation of their findings. And the numbers for faculty and senior staff, while high at 60 percent and 52 percent, respectively, were anticipated.

“When there is that much change in higher education, regardless of where you are, people wonder whether this is the place they signed up for once the leadership is in place,” Cunningham said.

The issues for faculty and staff, however, aren't a feeling they don't belong. Their most commonly stated reasons for considering a move are low pay, 58.2 percent, and limited opportunities for advancement, 47.6 percent. The figures total more than 100 percent because people were allowed to choose more than one answer.

Victoria Johnson, an associate professor of sociology, said she wants more answers to the salary question. After leaving the Wednesday town hall session on the report, Johnson said she only heard nice words from people who have been at the university a short time.

“What I am concerned about with that presentation is that they talked about a lot of very important issues but dismissed the fact that the most important issue to faculty and staff was salary and compensation,” Johnson said. “There is a lot that is very positive about it but there is a really high turnover rate and it has been going on for a while and it needs to be taken seriously.”

Chancellor Alexander Cartwright, who has been on the job since Aug. 1, said at the town hall he takes the issues of pay and advancement seriously.

“Certainly, people want to feel they are part of the institution,” Cartwright said. “They want to feel that sense of belonging, but they also want to feel valued.”

Freshman Jada Page of Independence, who aspires to be a broadcast journalist, said the protests in 2015 made her think twice about MU.

“I didn't want to come to a school fearful of doing daily things,” Page said. “That had a serious effect on choosing this school, but I had to think about what my priorities were, which was getting the best education I could and thinking positively about situations and trying to avoid stuff like that.”

She's happy with her choice, she said. “I feel that Mizzou is fairly welcoming,” she said.

Kraeton Moll, another new student who transferred as a sophomore from Iowa State, said he also found the campus welcoming.

“I am definitely very comfortable,” he said. “I am a part of a fraternity and a manager for the baseball team so I am definitely trying to get involved any way I can.”

Shelby Anderson, a co-advisor of the Legion of Black Collegians, said that she felt homesick in her freshman year as an out-of-state student from Colorado. It is important for students to make a home where they are, she said.

“On any campus there are normalized cultures, especially predominantly white institutions, and you do have to, as a person of color, and as a person who identifies differently from a lot of other people, find your place,” she said.

Most incidents of hate or aggression on campus aren’t as overt as Park’s threats. Of the survey’s almost 10,000 respondents, 19 percent said they had been the target of hostility or exclusion and 33 percent said they had seen incidents. The share who had seen incidents rose to 48 percent for lesbian, gay or bisexual respondents, 50 percent for transgender respondents and 52 percent for black respondents.

But only 12 percent of those who experienced incidents and 8 percent of those who witnessed them reported to campus authorities and many of those were dissatisfied with the response. It is important to report incidents, Anderson said.

“Any report should cause a red flag, but I think as more and more students start to report, then the people that we need to see those and the constituents we need to see those will realize the issues that are on their campus and be able to have actual, factual evidence of hate,” she said.

UM System President Mun Choi said he expects reports of discrimination to be taken seriously. If people are afraid to report because of fear of retaliation, he will deal with that as well, he said.

“There is no place for retaliation,” Choi said. “If a person reports an incident where they feel harassed, excluded or assaulted, and then there is retaliation or retribution against that person, that is not a university we want to be a part of.”

MISSOURIAN

Emphasis on morale in second MU campus climate forum

BY YUTONG YUAN AND SAMANTHA KOESTER

Campus morale, especially among staff, was one of the dominant topics during a Q&A session Wednesday at an MU climate forum.

The forum was the second of two where highlights of the fall 2016 campus climate survey were shared. The survey was conducted a year after race- and graduate student rights-related protests rocked MU. It also was the height of the tense 2016 presidential election.

Results showed nearly 50 percent of all MU employee participants felt they had limited opportunities to advance in their departments. In addition, about 30 percent of employees felt they didn't fit in with their peers and the rest of campus.

“Morale is not what we want it to be,” Chancellor Alexander Cartwright told the 100 or so people gathered in Jesse Auditorium.

Cartwright, UM System President Mun Choi and Kevin McDonald, vice chancellor of inclusion, diversity and equity at MU, agreed they were concerned that low morale among faculty and staff would rub off on students, especially ones new to MU.

The survey was conducted at all four University of Missouri System campuses by Rankin & Associates Consulting. Results showed disparities in the experiences of the MU community based on gender identity, race and class position.

Two-thirds, or 66 percent, of the roughly 10,000 students, faculty and staff surveyed said they were comfortable or very comfortable. “That’s much lower than what we find across the country,” [Rankin’s Emil Cunningham said Tuesday at the first forum](#). The national average is 70 to 80 percent.

Rankin defined campus climate as “the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential,” according to information on MU’s website.

Forum attendees also expressed interest in being able to evaluate administrators, supervisors and peers. Choi said he was unaware of a mechanism in place for conducting a “360-degree evaluation” of all faculty and staff. It was something to consider, he said.

Both forums included questions on improving treatment of MU faculty and staff, Title IX and how administrators planned to foster a feeling of inclusivity among students.

Full survey results will be available Monday.



MU leaders eager for feedback after "sobering" campus climate survey

By: Alyssa Toomey

Watch the story: <http://www.abc17news.com/news/mu-leaders-eager-for-feedback-after-sobering-campus-climate-survey/620120970>

COLUMBIA, Mo. - University of Missouri leaders say the next step is having conversations with students, faculty and staff after the "sobering" results of a 2016 Campus Climate survey.

The survey found that 30% of students have seriously considered leaving, and only 66% of those surveyed (faculty, staff and students) feel comfortable on campus.

"When I took this job, I knew there would be challenges," MU Chancellor Alexander Cartwright told the audience at day two of the campus climate forum.

The survey also found that 19% said they have experienced exclusionary, hostile or intimidating conduct, and only 12% of those who experienced that conduct reported it.

However, Rankin & Associates, the group that conducted the survey in October 2016, said it's important to take the timing into consideration.

"It's important to acknowledge that this happened a year after everything went down," Dr. Emil Cunningham with Rankin & Associates said.

In terms of the overall climate, minority students were less likely to feel comfortable—a finding that's consistent nationwide. Here's a breakdown of overall climate comfort at the University of Missouri:

- undergraduate students more comfortable than graduate students
- first year students more comfortable than transfer
- NTT faculty more comfortable than TT faculty
- masters degree candidates more comfortable than doctoral degree candidates
- white respondents more comfortable than other racial groups
- heterosexual respondents more comfortable than LGBT respondents
- people with Christian identity more comfortable than other religious groups
- non U.S. citizen respondents more comfortable than citizen respondents
- not low income students more comfortable than low income students
- non employed students more comfortable than employed students

In the classroom setting, comfort significantly improved: 84% of faculty and students say they feel comfortable in the classroom. Furthermore, 77% of faculty and staff say they feel comfortable in work areas.

So, what's next for the university at a time of budget concerns and low morale?

"I think it's [the survey] given us enough information that we now know how to have the conversation with the entire community that will then allow us to start seeing solutions to solve some of the challenges we have," Dr. Cartwright said.

As ABC 17 News previously reported, the survey also found employee satisfaction to be an area of concern.

In fact, 38% of all employee respondents say they seriously considered leaving MU. The top reason for doing so was low salary/pay rate.

The same is true for student respondents: 38% say they seriously considered leaving MU with the top reasons why being a lack of sense of belonging and an unwelcoming climate.

"I had classmates like that 40 percent felt, didn't feel connected to campus, which is disheartening to me," sophomore undergraduate student Zachary Reader said.

Reader also said he's encouraged by university leaders' willingness to listen.

"I think administrators are eager and really really looking for those opportunities to listen to students now more than ever."

The full 700-page report will be posted online Monday.



MU Campus Climate Survey Results Show Room for Improvement

By HANNAH HAYNES

Administrators at the University of Missouri held two town forums on Sept. 12 and 13 to discuss the results of the Campus Climate Survey conducted in 2016. They say the survey reflects room for improvement.

The survey, conducted by the independent agency Rankin & Associates, included responses from nearly 10,000 MU students, faculty and staff. It shows that high percentages of students, faculty and staff at MU have “seriously considered leaving” the university, with more than 40 percent of students considering it in their first and second years each.

UM System President Mun Choi says the survey shows that the reasons for this are mostly interactions or experiences with peer groups and coworkers.

“While institutional policies are very important, it really is a climate survey of not the buildings in this university but the people,” Choi said. “We really have to think about how individually we’re going to be contributing. I believe that’s going to be a major emphasis for all of us.”

Lack of emotional and peer support was also cited as a major contributing factor. Chancellor Alexander Cartwright, along with Choi, said the school plans to spread awareness about different resources for students and staff on campus.

The survey also shows that only 66 percent of respondents said they were comfortable or very comfortable on campus, which is below the national average of 70 to 80 percent. The full 700-page report will be released Monday, Sept. 18.



Survey Studies Campus Climate at Mizzou

Watch the story: <http://mms.tveyes.com/PlaybackPortal.aspx?SavedEditID=1ea8c951-3d5a-4f14-ad9e-a848c1e9559e>

THE CONVERSATION

Daily Mail

DNN
DISASTER NEWS NETWORK™

The mental health impact of major disasters like Harvey and Irma

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Authors

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Generated from News Bureau press release: [Addressing Domestic Violence Should be Part of Recovery Plan During National Disasters](#)

When major disasters like Hurricanes Harvey and Irma hit, the first priority is to keep people safe. This process can involve dramatic evacuations, rescues and searches.

However, after the initial emergency passes, a much longer process of recovering and rebuilding begins. For individuals, families and communities, this can last months or even years. This work often begins at the same time as the national media starts packing up and public attention shifts to the next major news story.

At the University of Missouri's Disaster and Community Crisis Center, we study disaster recovery, rebuilding and resilience. Much of our research shows that natural disasters can have a meaningful impact on survivors' mental and behavioral health. These issues typically emerge as people try to recover and move forward after the devastation.

Health and disasters

Immediately after a natural disaster, it's normal to experience fear, anxiety, sadness or shock. However, if these symptoms continue for weeks to months following the event, they may indicate a more serious psychological issue.

The disaster mental health problem most commonly studied by psychologists and psychiatrists is post-traumatic stress disorder, which can occur after frightening events that threaten one's own life and the lives for family and friends.

Following a disaster, people might lose their jobs or be displaced from their homes. This can contribute to depression, particularly as survivors attempt to cope with loss related to the disaster. It's not easy to lose sentimental possessions or face economic uncertainties. People facing these challenges can feel hopeless or in despair.

Substance use can increase following disasters, but usually only for individuals who already used tobacco, alcohol or drugs before the disaster. In a study of Hurricane Katrina survivors who had been displaced to

Houston, Texas, approximately one-third reported increasing their tobacco, alcohol and marijuana use after the storm.

There's also evidence that domestic violence increases in communities experiencing a disaster. After Hurricane Katrina, another study found that, among women in Mississippi who were displaced from their homes, domestic violence rates increased dramatically. Perpetrators may feel a loss of control following the disaster and turn to abusive behavior to try to gain that control back in their personal relationships.

Disaster recovery

While many disaster survivors show resilience, studies have shown mental and behavioral health issues cropping up weeks, months and even years after a disaster.

Rebuilding can be a long process, with a series of ups and downs. Survivors may bounce back after a few months, or they may experience ongoing stressors, such as financial issues or problems finding permanent housing. Disaster anniversaries or other reminders – like a heavy rainstorm months after a hurricane – may also trigger reactions.

In addition, early disaster recovery efforts often focus on physical reconstruction. Psychological recovery may end up on the back burner.

Individuals and organizations working to help disaster survivors need to remember that disasters can affect many aspects of survivors' lives. As a result, several different community systems need to be working together as part of recovery efforts.

Researchers sometimes call the multi-agency disaster response and recovery network that is needed to help individuals cope with a disaster a “system of care.” A disaster system of care will include disaster groups like FEMA and Red Cross. It should also involve agencies representing public health, mental health, schools, local government, social services, local businesses and workforce development, faith-based organizations and local media.

For example, combating domestic violence after a disaster will require collaboration among disaster organizations, domestic violence groups, law enforcement, local media and more. Resources intended to help women and families experiencing domestic violence – such as legal aid or transportation assistance – should be included in disaster response programs.

Communities should also help disaster survivors get reconnected: to their friends and family, to new people in the community and to the place they may be temporarily staying while displaced. Social capital and support may be the most important resources for individuals coping with disasters. Community events, such as neighborhood dinners, might help foster connections. Social media platforms can help bring together neighbors who are displaced and waiting to return home.

Finally, a variety of mental health interventions – such as psychological first aid, crisis counseling and cognitive behavioral therapy – can help those who have experienced a disaster. These programs can be delivered through many community systems, including mental health agencies, schools and more.

If you're in the U.S. and seeking help, a free Disaster Distress Helpline is available for disaster survivors.

the **maneater**

[MU researchers develop framework for assisting domestic violence victims in disasters](#)

Generated from News Bureau press release: [Addressing Domestic Violence Should be Part of Recovery Plan During National Disasters](#)

By SARAH PETERSON

Researchers from the MU Disaster and Community Crisis Center have developed a framework to help victims of domestic violence in disaster settings.

“Disasters are so huge; they’re so overwhelming,” said Nathan First, clinical instructor in the Department of Educational, School & Counseling Psychology. “Domestic violence isn’t often the first thing that

someone thinks of, but it's something that particularly first responders and providers need to be aware of, that the risk of DV [domestic violence] is higher.”

DCC is an interdisciplinary center that focuses on helping communities and individuals prepare for and recover from disasters and crises.

Nathan, along with coauthors J. Brian Houston, associate professor of communication and director of DCC, and Jennifer First, doctoral candidate in the School of Social Work and research assistant for DCC, reviewed decades of research concerning the link between disasters and domestic violence. The research indicated that disasters result in both more frequent rates and higher severity of domestic violence.

“It's something that is often hidden,” Jennifer said. “It's another type of hidden disaster, when it should be something that we should draw more awareness to.”

One possible explanation for the correlation between disasters and domestic violence is that conditions caused by disasters, such as housing difficulties, financial difficulties or unemployment, are stressors that have been associated with increased rates of domestic violence.

These stressors can affect the perpetrators, causing more violent behavior, or they can force potential victims into risky situations and dependence on perpetrators. Furthermore, survivors of disasters can be especially vulnerable to the psychological impact of domestic violence.

“There are increased stressors on the victims of domestic violence that can actually compound the psychological or psychosocial effects of the domestic violence,” Nathan said. “So for instance, somebody who has experienced a disaster and also DV [domestic violence] is more likely to experience PTSD.”

The researchers used their analysis of past research to create a framework, which provides domestic violence professionals with information on how to respond in disaster settings.

“Disaster professionals and then domestic violence professionals, they're often not working together because they're focused on their areas, obviously,” Jennifer said. “So the goal was to try to bring them together by giving each of those areas insight into the other.”

The framework provides strategies and objectives for responding to domestic violence in four phases of a disaster: mitigation, preparedness, response and recovery.

The mitigation phase involves identifying risks and hazards in order to reduce the potential impact of a disaster. The framework suggests that domestic violence professionals develop connections with organizations and systems that respond to disasters and advocate to create a domestic violence focus within such systems.

Preparedness involves helping people prepare to respond to a disaster if one should occur. Actions to be taken include promoting domestic violence and disaster awareness as well as helping people create plans to remain physically and emotionally safe in a threatening situation.

Response occurs during and immediately following a disaster incident. According to the framework, domestic violence professionals should ensure basic needs are met and provide comfort and support.

The final phase, recovery, takes place as communities rebuild following a disaster. At this point, victims of domestic violence should be connected to long-term services that promote psychosocial recovery.

The framework was published in an article in *Affilia: Journal of Women and Social Work* in May 2017.

Nathan said his hope is that the framework will increase awareness of the connections between domestic violence and disasters, but he believes that there is still more to be done in this area.

“There are certainly some researchers that have looked into the connections before, but in terms of developing a concerted response to the challenge, I think there is certainly more work to be done,” Nathan said. “We were really just stepping a toe out into that.”

MISSOURIAN

Coalition of Graduate Workers encourage political action following DACA rescindment

BY MEGAN SCHALTEGGER

The MU Coalition of Graduate Workers gathered at Francis Quadrangle Wednesday afternoon to encourage political action following President Donald Trump’s decision to rescind the Obama-era Deferred Action for Childhood Arrivals program.

The DACA cancellation could mean the deportation of thousands of young people who were brought to America as children and who did not consciously or willingly break immigration law.

Participants crowded in front of the MU Columns, proudly displaying their “immigrant rights are human rights” and “education not deportation” signs for a group photo. Their shouts echoed across the quad as they posed.

“The photo is basically a symbol of solidarity with DACA students, colleagues and fellow graduate workers and students,” Coalition of Graduate Workers outreach officer Joseph Moore said.

The coalition then distributed scripts to participants, who were encouraged to call Sen. Claire McCaskill, Sen. Roy Blunt and Rep. Vicky Hartzler to voice their opposition against the DACA decision in hopes of pushing the DREAM Act forward.

The purpose of DACA is to allow qualified and undocumented minors to apply for work permits and defer potential deportation, Moore said. The DREAM Act, which would grant legal status to some undocumented immigrants brought to the U.S. as children, would keep this alive.

“(It) would codify DACA into law because it was originally passed as an executive order,” Moore said.

However, calling a representative is just the first step, Moore said.

“People need to organize, they need to mobilize, they need to participate in politics outside the normal sort of framework of calling your congressperson or voting,” he said.

“They need some kind of pathway to participate in the economy, to have work, to study without living under this constant umbrella of fear of being ripped away from their families,” he said.

“They may not even speak the language of their native country. To them, the United States is their country and now we’re telling them, ‘Well, no it’s not. We don’t want you here anymore.’”

Moore pushed back against stereotypes of DACA recipients and expressed his concern that xenophobia and nativism has driven criticism of the program.

“In order to even apply for DACA, you have to be without any felonies, you have to have no serious misdemeanors. So, we’re not talking about criminals,” he said. “When you actually look at economic studies that have examined the impact of Dreamers on the economy, it’s overwhelmingly positive.”

Fellow graduate student Arianne Messerman agreed.

“Throughout my experiences in education and higher education, I’ve come into contact with a number of DACA students and been fortunate enough to work with these people,” Messerman said. “They’re amazing individuals that contribute an enormous amount to our society.”

Messerman said she plans to continue her efforts by vocalizing support and speaking up so that the university, the state and the entirety of the country becomes a safe home for DACA participants.



Local organizations team up for DREAM Act solidarity photo

By: Gabrielle Hayes

Watch the story: <http://www.komu.com/news/local-organizations-team-up-for-dream-act-solidarity-photo>

COLUMBIA - President Trump's decision to end the Deferred Action for Childhood Arrivals program, also known as DACA, has spurred conversation and calls for action in Columbia.

DACA, put into place by President Obama in 2012, allowed children who came here illegally to stay in the United States.

On Wednesday, multiple graduate student groups and MU students gathered in front of Jesse Hall on MU's campus for what they called a "solidarity photo" with people potentially affected by the decision.

Joseph Moore is the outreach officer for the Coalition of Graduate Workers, one of six groups who cosponsored the event.

"We're here in support of DACA recipients who are our friends, our colleagues, students here at the university, and graduate students at the university," Moore said.

But support for those affected by the ending of DACA didn't end there.

The event was also advertised as Call Congress Day. Organizers encouraged supporters to call their representatives and ask that they support the DREAM Act. According to the American Immigration Council, the DREAM Act creates a pathway to citizenship for undocumented youth.

"I think doing this is important because a lot of causes just end at protests but what we're doing is calling people to mobilize", said David Aguayo, a graduate student at MU.

"These have to be multilateral steps. It's not just about the university taking action it's about people in the community taking action as well."

Earlier this month, Attorney General Jeff Sessions announced the Trump administration will ask Congress to review the policy and have a solution in six months.

His statement read in part:

"To have a lawful system of immigration that serves the national interest, we cannot admit everyone who would like to come here. That is an open border policy and the American people have rightly rejected it.

Therefore, the nation must set and enforce a limit on how many immigrants we admit each year and that means all cannot be accepted.

This does not mean they are bad people or that our nation disrespects or demeans them in any way. It means we are properly enforcing our laws as Congress has passed them."



MUPD arrests man after reports of road rage and gunshots fired

By: Kirstie Crawford

COLUMBIA, Mo. - A 17-year-old from Columbia is facing charges of unlawful use of a weapon, second-degree property damages and more after University police received a call about a road rage incident around 1:15 p.m. Tuesday.

MU police say the call also included reports of the driver with road rage shooting at a vehicle.

When officers responded, they found a vehicle with two holes in the back window.

MU police say they located the vehicle matching the description of one involved in the road rage incident, and attempted to pull the vehicle over near Mick Deaver Memorial Drive, but the driver continued traveling.

MU police said they were able to stop the car at Champions Drive and Providence Point, where they identified the driver as Noah Futura, 17, of Columbia.

Police said they found a BB gun and drug paraphernalia inside Futura's vehicle.

Futura is also facing charges of fourth-degree assault and unlawful possession of drug paraphernalia.



Playing nice with your child's teacher

Story generated by MU News Bureau release: [Students More Likely to Succeed if Teachers have Positive Perceptions of Parents](#)

By WENCY LEUNG

As a mother of two, Beverly Beuermann-King has butted heads with her children's teachers on multiple occasions.

Her oldest son, now 20, was a quick learner, but teachers often considered him a distraction to others because he tended to be the first to finish his classwork.

"Teachers would get annoyed because he would be talking and he would be fidgeting and he would be moving around," says Beuermann-King, who lives in Little Britain, Ont.

Meanwhile, teachers would often underestimate the abilities of her younger son, now 18, because he was reluctant to participate in class. Beuermann-King recalls being surprised when he received a report card saying he couldn't read when she knew he could, in fact, read very well; he was just afraid to do it at school.

It can be easy for parents to take these kinds of teachers' assessments to heart, she says.

"We get our parental backs up and we want to step in and protect, as opposed to looking and saying, 'Okay, what is it that the child is doing that may not be facilitating a good relationship? And what is it that the teacher might not understand about our child?'" says Beuermann-King, who now offers advice on how to navigate parent-teacher relationships through her workshops as a stress and wellness specialist.

The parent-teacher relationship can be littered with land mines. Parents may feel teachers treat their children unfairly, or that their parenting methods are under attack. Teachers may feel parents jump to their children's defence too quickly, failing to trust them and treating them as adversaries.

Yet, the quantity and quality of parent-teacher interactions can make a difference in how well a child fares at school, according to researchers at the University of Missouri.

In a study published earlier this year in the journal *School Psychology Quarterly*, professor Keith Herman of the university's College of Education and his team noted teachers' perceptions of parental involvement were an indicator of children's academic and social success. Herman says previous research has suggested one could predict students' long-term outcomes, such as high-school grades and whether they graduate, based on how highly their teachers rated their parents' involvement in their education.

Herman explained he found teachers tended to rate parents' involvement as low and of poor quality when the teachers had infrequent contact with parents, particularly those of children who had academic and behavioural problems or came from racial minority and lower socioeconomic backgrounds. When children were doing well in school, teachers were more likely to say parents had high-quality involvement, even if they saw the parents infrequently.

"The teacher is making a judgment about the parent, secondarily about the child, and this likely influences their daily interactions with the child," he says.

Herman suggests teachers be given opportunities to reflect on their potential biases and that parents ensure they interact with teachers where possible.

"For a parent, if a child is struggling at school either academic or behaviourally, having a presence and showing up tends to be well-received by teachers," he says.

But beyond simply being seen around the schoolyard, how can parents develop a positive relationship with their children's teachers?

[Story continues.](#)

MISSOURIAN

MU researchers find tweeting at debates boosts learning

BY JOE SIESS

Generated from News Bureau press release: Viewers Who Tweet During Presidential Debates Learn More about Political Issues, MU Study Finds

Twitter and politics might seem like a dicey mix given President Donald Trump's controversial love affair with the social media network, but a recent study by a team of researchers with the MU Political Communication Institute exposed the silver lining to a relatively new phenomenon.

A team including Mitchell McKinney, a political communication professor at MU, and Ben Warner, an associate communication professor, recently published research on the effects of tweeting during presidential debates. They discovered that people who tweet during the debates typically form and retain new political knowledge and essentially learn more.

McKinney said "our traditional ways of connecting with politics, and (the) ways in which we communicate about politics ... has fundamentally changed."

That doesn't necessarily mean bad news for the future of the political process in America, though, he said.

"Democracy will survive the 'twitterization' of our political discourse," McKinney added.

The premise of the Twitter and debate watching study was based on the theory of motivated reasoning, which maintains that people can be primed to process new information in ways that either deliberately solidify their existing knowledge and opinions (a directional goal) or allow them to set aside biases in an effort to process new knowledge accurately (an accuracy goal).

"Twitter can demonstrate, in real time, the salience of political issues, the successes or failures of public-sphere arguments, or even the logic and underlying reasoning of the tweet's authors," the study suggests.

For Warner, social media possesses both a bright side and a dark side. While social media is capable of providing a diverse, information-rich social environment, it is important to question the quality of that information, Warner said.

Warner added that a perfect example of the dark side of social media occurred during the 2016 presidential elections, in which “the Russian government devoted considerable resources with the apparent objective of disrupting the 2016 elections.”

Warner added, however, that social media networks tend to be a lot broader and a lot more diverse than one’s immediate social network.

Regarding Twitter, “not all tweeting is created equal,” McKinney said in a news release about the research.

The study indicates two types of tweeting: issue tweeting, in which a viewer tweets about a certain issue presented during the debate, and image tweeting, in which the viewer tweets about a candidate’s image and debate performance.

While the study cited academic literature that showed tweeting distracted people, Warner said his team’s research “suggests that it depends on what you are tweeting about.”

“Our research is looking at people who are tweeting about the debate, and especially the people who are tweeting about issues are remembering more and doing better on our post-debate quizzes,” Warner added.

Warner said that a person using Twitter as a way to avoid paying attention to a debate is obviously not going to learn anything, but if one is using twitter as a social watching tool, the whole dynamic changes.

The researchers recruited undergraduate students from courses ranging from introductory public speaking to advanced communication and journalism for the study. Of the 319 students engaged,

115 were male and 204 were female. The students were tested to identify their political leanings before being instructed to view their political party's corresponding presidential debate.

The study focused on the presidential primary debates during the 2016 election cycle.

The students were split into three groups and given different Twitter instructions: 104 were told to tweet their thoughts as they came into their heads, 106 were told to tweet with a directional goal in mind (to generate tweets that supported their chosen candidate), and 109 were told to tweet with an accuracy goal in mind (to tweet from an objective stance without advocating for a chosen candidate).

The main question McKinney and his team tried to answer was whether tweeting during debates is a distraction. They found that regardless of political leaning, people who tweeted more often while watching the debate actually learned more about the candidates' stances.

Warner said the study logged slightly more issue tweeting among people watching the Democratic rather than the Republican debate. He said that's probably because the Democratic debate featured only two candidates and that they focused on more substantive issues.

The study also found that issue tweeting correlated more highly with enhanced learning than image tweeting, and "these results show that social watching and tweeting can actually facilitate greater acquisition of political knowledge when viewing a debate," McKinney said.

McKinney began analyzing the public response to presidential debates years before the advent of Twitter, but the marriage of social media and politics brought about new questions in need of answers, he said.

The fact that many voters these days don't "usually just sit and watch" debates without engaging with some form of social media raises a lot of questions, McKinney said. "What are they doing with their social media communication? What are they saying? What is the content of their messages? What are they talking about? And what affect might it have on debate watchers?"

Contrary to the researcher's initial expectations, the results showed that tweets prompted by a directional prime (to support one's chosen candidate) led to more issue tweeting, while tweets prompted by an accuracy goal or prime (to tweet from an objective position without supporting one's chosen candidate) resulted in a higher rate of image-based tweeting.

The implications suggest that social media engagement while processing a televised message such as a presidential debate may lead to greater learning of the political message, yet issue, rather than image-based, tweeting may actually enhance learning.



MU Expert Explains Ball Lightning

Watch the story: <http://mms.tveyes.com/PlaybackPortal.aspx?SavedEditID=f1f87ef1-b25d-4631-b5e4-548a69c78c3f>

the maneater

New Hall remains unfinished in more ways than just its name

By SKYLER ROSSI

Among the questions that freshmen are asked the first few weeks of school, “Which dorm do you live in?” proves to be one of the more popular ones. Answers usually include rattling off the

hall's name and complaining how far it is from the Student Center or how noisy the floormates are. But for New Hall residents, the answer to that question hasn't been so simple.

MU's newest hall has yet to be named. Even though the MU Residence Halls Association has had a name ready for months, the residence hall started the school year as New Hall.

"There was a huge time crunch to get the hall ready," New Hall President Ryan Giesing said. "So, yes we are able to host students and have them live here, but we are not to the standard that the other halls are at."

According to RHA President Maggie Recca, New Hall is missing resources due to rushed construction plans.

Currently, New Hall is sharing a front desk and printers with Brooks Hall. While there are plenty of halls on campus designed to share a front desk, New Hall wasn't designed to.

MU News Bureau Director Christian Basi did not comment on the future construction plans of the desk.

Giesing plans on addressing these issues throughout the year by offering open, bi-weekly meetings where residents can address their concerns.

"We're going to be a very transparent government," Giesing said. "People are going to be informed of the changes and the concerns. If someone has a problem, I hope that we address that in the best manner possible."

Many residents hope to play a role in the naming of the building.

"Since it's our first year living in [New Hall] and we're the first group of kids living it in, hopefully we can all contribute to the name," New Hall resident Jefferson Daubitz said.

RHA recommended several names last year. One of the most popular was after Lucile Bluford, a black journalist who was repeatedly denied admission to the MU School of Journalism based solely on her race.

"[Bluford] helped our university make great steps towards being more inclusive, increasing our diversity and just stepping into a new and better generation," Recca said. "She was an outstanding example of a strong woman of color, so I definitely would prefer that it was her."

Regardless of persistence from RHA members and students in support of the name, the decision ultimately comes down to the UM System Board of Curators.

"Some of the curators did not like it because she didn't actually graduate from the University of Missouri," Recca said. "However, she didn't graduate because she wasn't admitted because of her race. We thought that it would be a great tribute to her."

Former RHA President Matt Bourke said that he's very disappointed with the lack of decision on the name.

"I think that it shows a lot of the bureaucratic difficulties that UM System faces as a whole," Bourke said. "I think that it also explains that it's still kind of hard for this university to accept some of our shortcomings and move on from our history while acknowledging that history."

New Hall and Brooks Hall are part of the "Dobbs Replacement Project," a new building plan set to be finished in the next couple of years. These plans include building five new residence halls and the Restaurants at Southwest, which opened at the beginning of the school year. RHA is working with the curators to make the naming process more effective for the future of these other buildings.

"I hope that RHA, and myself on behalf of RHA, will be able to contribute to creating that process to ensure that we don't have another hall one day named New Hall," Recca said.

Giesing said that his only concern regarding the new name is to avoid naming the building after a faceless donor.

"I don't like the whole race of 'my pocket book is bigger than yours, so therefore I'm going to have my name on something' because that, in my opinion, is not what this university should be about," Giesing said.

Recca agreed. She said that RHA would much prefer the building to be named after someone who mattered to the university. In the meantime, New Hall residents are trying to find meaning in their community rather than the name of the building.

"I feel that we're the ones that make our own identity," New Hall resident Donte Hopkins said. "It's not a place that you live but the people around you and the environment you create that can help you make your identity. The name of the building can be whatever you want it to be, as long as you make a community with the people around you."

T COLUMBIA DAILY
TRIBUNE

[Drink special regulations might leave thrifty drinkers thirsty](#)

By **CAITLIN CAMPBELL**

Columbia soon may get a last call for popular drink specials such as 1-cent pitchers, \$1 shots, \$5 “bottomless cups” and trivia nights with alcohol for prizes.

The city’s Substance Abuse Advisory Commission plans next month to approve a final list of new liquor special regulations that it will send to the Columbia City Council for consideration. Some of the regulations would prohibit bars from giving out free drinks, ban specials that offer unlimited drinks for a fixed price, set a minimum price for all drinks and regulate any games or contests involving alcohol.

On Wednesday, six members of the commission fine-tuned the proposals and discussed what minimum price might be appropriate for alcoholic beverages. Some commissioners suggested a minimum price of \$2 per drink, while others suggested a prohibition on selling any alcohol for a cheaper price than soft drinks.

“I think that it would be fairly important for us to include an amount” such as \$2, said Commissioner Kim Dude, who is also the founder of the University of Missouri’s Wellness Resource Center. “The council could say, ‘Oh, let’s make it 25 cents,’ but that’s not enough.”

Other proposals would stop drink specials by 11 p.m. and suggest implementing “alcohol outlet density policies.” Those policies might limit the number of liquor licenses given out within a specific geographic area.

The city council asked the group more than a year ago to take a closer look at regulations for drink specials that might curb alcohol-related problems in downtown Columbia, said commission Chairwoman Molly Borgmeyer. Officials believe specials can encourage binge drinking, which results in dangerous behavior such as drunk driving, violence, robbery, vandalism, crowd congestion and noise complaints.

According to members of the commission, a 2015 Responsible Hospitality Institute study of downtown found the area needs better alcohol regulations and enforcement. Downtown faces “nighttime challenges” with underage drinking, over-service of inebriated patrons and impaired drivers and pedestrians, according to the study. Many people drink too much alcohol because bars offer large quantities for cheap prices, allow entry to minors and serve patrons despite visible signs of intoxication, the study said.

The 2015 report also blames the University of Missouri for some of the downtown area’s problems with alcohol. A few ways the university could help cut down on student over-consumption include offering more classes and exams on Fridays and beefing up punishments for off-campus student misconduct, the report suggests.

Dude said the university is looking into those ideas. The number of students drinking too much alcohol and misbehaving decreased the past decade, she said, but within the past few years officials have noticed that trend changing.

“There’s no doubt in my mind” new regulations “like mandatory server training” have “made a difference,” Dude said. “Part of the problem is just that fake IDs are so incredibly good these days. We are seeing more” students using them than in the past.

Commissioner Gary Smith suggested adding a provision to address bars serving free drinks to athletes. Some bars offer specials to draw specific crowds, such as an athletic team, to their businesses, he said.

Borgmeyer said athletes are not supposed to accept free drinks because of NCAA regulations.

“I think that’s more of a college issue to deal with,” she said.



LSU Celebrates Mascot’s 1st Birthday; Commits to Tiger Conservation Efforts with Mizzou, Auburn and Clemson

Watch the story: <http://mms.tveyes.com/PlaybackPortal.aspx?SavedEditID=4e93b72f-ad45-4a11-ac2b-6023f1764c44>

CHICAGO MAGAZINE

Illinois Is Still Losing People—and College Students

While other states are poaching our high-school students with high-value, low-cost higher education, the state has cut funding for its economic and intellectual anchors with predictable results.

By WHET MOSER

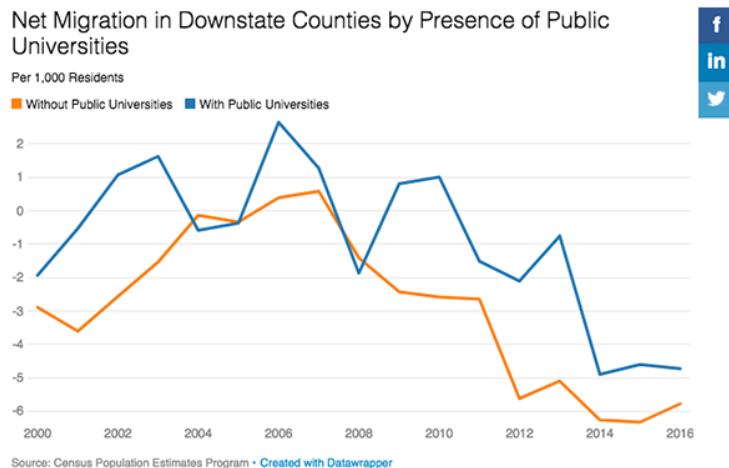
The Center for Tax and Budget Accountability recently published [a good piece on why Illinois is losing residents](#) (and it's losing a lot). But "losing" suggests that people *leaving* Illinois is the problem.

And that's what the CTBA post clarifies. Compared to other states, Illinois is in the middle of the pack in terms of the number of people leaving, or out-migration. It's *in-migration* that's the problem, where Illinois is third from the bottom. While 27 people per thousand left in 2015, only 22 people per thousand moved in.

The problem's gotten worse throughout the state as well. Cook County has had net out-migration every year since 1990; downstate hovered around zero from 1990 to 2007; the collar counties had high in-migration until 2006. Beginning around 2006, net migration in all three areas regressed to near zero, as the Great Recession made it harder and less appealing to move at all, whether in or out.

Since the economy's recovered, all three areas, including the former growth region of the collar counties, have declined.

What's going on? CTBA goes through a number of causes, but one in particular caught my eye: migration trends downstate where there are public universities.



While typically these college-adjacent areas (the blue line in the graph) are more immune to population loss than those without nearby public universities (the orange line), both have fallen quite low in the last seven years.

Chicago has covered this trend before. In January, well into the budget crisis, Judith Crown covered the out-migration of Illinois high schoolers to neighboring states, finding that a problem which predated the crisis had gotten worse.

At the root of all this are cuts in state funding that have forced Illinois schools to raise base tuition and fees. At Urbana, in-state rates rose 59 percent over the past 10 years, to a minimum of \$15,700 and a maximum of \$20,700 (not including room and board), depending on the major. At the same time, financial aid through the state's Monetary Award Program, which provides need-based grants to residents, doesn't go as far as it used to. It's not even clear from term to term whether funds will be available: In a survey released in December by the Illinois Student Assistance Commission, 47 percent of Illinois schools said they couldn't guarantee that students would continue to receive in the spring semester awards they got in the fall.

Meanwhile, schools like the University of Iowa and the University of Missouri were making their schools just as or more affordable to attend for Illinois residents, wiping out the most obvious and easiest-to-control advantage one state has over another in terms of retaining its high-school graduates.

The results aren't particularly surprising, as I wrote not long after. State university enrollment has declined in Illinois while it's increased for our neighbors.

The problem seems to have gotten worse. The Illinois Economic Policy Institute recently released an overview of enrollment trends and the economic impact of the state's higher-ed contraction (h/t Capitol Fax), finding that Illinois colleges and universities lost 72,000 students during the budget impasse. That includes community-college students, a population much greater than the four-year student population, but it's still about a nine-percent decline; 4,900 direct jobs were lost, about a six percent cut.

Put together, it's a lot of students gone, and a lot of jobs lost that could also impact local populations. Smaller schools were the hardest hit. NEIU, Governor's State, and the two SIU campuses increased their tuition over nine percent from 2015-2017; UIUC, an internationally regarded, well-endowed flagship, raised its tuition just two percent. It also added about 2,500 students from 2011 to 2016.

This issue long predates the budget impasse. Back in 2008, the Institute of Government and Public Affairs at UIUC sounded the alarm: In the previous decade, state support of universities declined 18 percent, while tuition and fees at UIUC itself had increased from about 12 percent of the state median income to 16 percent. In 1988, MAP grants covered about 65 percent of public-university tuition; in 2008, about 40 percent.

The budget crisis simply accelerated this decline. To get out of it, the state can look to its neighbors—and why our high-school graduates are moving there.

The Washington Post

Trump, top Democrats agree to work on deal to save ‘dreamers’ from deportation

NO MU MENTION

By ED O’KEEFE and DAVID NAKAMURA

Democratic leaders announced late Wednesday that they agreed with President Trump to pursue a legislative deal that would protect hundreds of thousands of young undocumented immigrants from deportation and enact border security measures that don’t include building a physical wall.

The president discussed options during a dinner at the White House with Senate Minority Leader Charles E. Schumer (D-N.Y.) and House Minority Leader Nancy Pelosi (D-Calif.) that also included talks on tax reform, infrastructure and trade. Trump has showed signs of shifting strategy to cross the aisle and work with Democrats in the wake of the high-profile failures by Republicans to repeal the Affordable Care Act.

Trump, however, sought Thursday to reach out to his GOP base with messages claiming his agenda would remain intact on signature issues such as the border wall.

In a series of tweets, Trump wrote that “no deal” was made on the Deferred Action for Childhood Arrivals, or DACA, an Obama-era program that has allowed 690,000 dreamers to work and go to school without fear of deportation. He further wrote that agreements on “massive border security” would have to accompany any new DACA provisions, and insisted that “the WALL will continue to be built.”

But he again put lawmakers on notice that he favors some protections for the so-called “dreamers.” “Does anybody really want to throw out good, educated and accomplished young people who have jobs, some serving in the military?” Trump wrote in back-to-back tweets. Really! ... They have been in our country for many years through no fault of their own — brought in by parents at young age. Plus BIG border security.”

A possible alliance between Trump and the Democrats on immigration would represent a major political gamble for a president who made promises of tougher border control policies the centerpiece of his campaign and pledged to build a “big, beautiful wall” along the U.S.-Mexico border. A majority of Republicans, especially in the House, have long opposed offering legal status, and a path to citizenship, to the nation’s more than 11 million undocumented immigrants.

[Story continues.](#)