



MU News Bureau

Daily Clips Packet

December 19, 2017

State revises higher education performance funding

By RUDI KELLER

The Missouri Department of Higher Education has a new model for distributing state aid based on performance, a new plan for which dollars are subject to the model and an initiative to identify academic programs that aren't meeting goals for enrollment and graduation.

At its regular meeting Thursday, the Coordinating Board for Higher Education approved the first substantial revisions to the [performance funding plan](#) first adopted in 2013. The board left open whether it will also change the way the model will work to make a portion of existing funding dependent on meeting performance goals.

The goal of the changes, said Zora Mulligan, commissioner of higher education, is to address concerns [raised by a state audit issued in January](#) and public concerns that the current system is too easy on colleges and universities.

"Missourians want to understand the outcome of higher education in terms that matter to them," Mulligan said. "We focused on five questions we hear consistently from legislators, staff in the governor's office and Missourians."

When adopted, the performance funding plan was intended to guide the delivery of new state appropriations. Initially five measures, a sixth category about job placements was added when lawmakers [enacted the plan into the statutes](#) in 2014. Under the model proposed for the coming fiscal year, 10 percent of current funding would be dependent on meeting the performance goals.

For the University of Missouri System, the total at risk would be \$41.9 million of the \$419 appropriated for the current fiscal year. If UM System's four campuses meet their goals, the funding would not be reduced. If it met three of the six, the funding would be cut by \$20.95 million.

In the past, the pool of funds institutions were denied because they did not meet performance measures would be reallocated to those schools that did. Under the new distribution plan, the money would be targeted to under-performing schools to help them improve, Mulligan said.

“That is intended to design around one of the most pernicious challenges of performance models, to continue to advantage institutions that meet more of the performance measures and create challenges for those that don’t,” she said.

The board intends to meet again late this month or in early January to finalize its decision on a funding recommendation for the coming fiscal year, Mulligan said. The department asked the state’s colleges and universities to comment on the plan to put current funding through the performance measures before the board votes, she said.

UM, which has cut more than \$100 million from its spending since January because of decreased state aid and lower tuition revenue, hasn’t had a chance to fully evaluate the funding proposal, spokesman Christian Basi said.

“We will be gathering more information about this and provide comments in coordination with the Council on Public Higher Education to the coordinating board and the Department of Higher Education,” he said. “We are trying to gather as much information as we can about the new funding model and seeing how it might affect us.”

When created, the performance funding plan used four statewide measures on student success, degrees awarded, the quality of student learning and financial efficiency. Schools could choose which data from an array of possible sources for the measurement of their success.

Each school was also allowed to choose one measure related to its mission.

The report issued in January by State Auditor Nicole Galloway found that the department had weak oversight of the choices made by schools.

“Incomplete guidelines and unclear definitions leave colleges and universities on their own to figure out how to best measure their success, allowing them to interpret results differently when reporting information to the department,” Galloway wrote.

In the new model, the data will be used to answer basic questions such as whether students are completing degree programs, whether they are finding work in their field of study and if the institutions are being financially efficient. That last measure will be determined in part by comparing program costs to total spending and tuition increases to the change in Missourians’ personal income.

Schools will no longer pick a measure that aligns with their mission, Mulligan said.

The interim report on programs shows half of all academic programs do not meet minimum productivity guidelines, measured by the number of students and the number graduating. That figure includes almost 68 percent of programs offered by community colleges and 41.7 percent of programs offered by four-year universities.

The report found that 63 of 192 programs at the MU campus in Columbia were not meeting the guidelines but exempted MU and the Missouri University of Science and Technology in Rolla from the action recommendations expected in the final report. Both campuses are conducting their own program reviews.

The department can only recommend closing programs, Mulligan said, but has no power to enforce its proposals.

“The exercise is really intended to prompt discussion at the universities and community colleges, and for them the question would be whether offering this many options something you can sustain financially,” Mulligan said.

The MU internal review is nearing completion, Basi said. The announcement of which programs survive, which will be retained and which will be given new resources is expected early in the spring semester, he said.

The university is using the department’s data as one factor in those decisions, Basi said.

“We are looking at a lot of different factors, including in some cases some intangible factors such as how important are classes within the program and how vital is the program for the bigger picture of the campus,” he said.



Missouri public colleges and universities look for new ways to improve funding

By: Hailey Jennings,

Watch the story: <http://www.komu.com/news/missouri-public-colleges-and-universities-look-for-new-ways-to-improve-funding>

COLUMBIA - Missouri’s Coordinating Board for Higher Education is changing how it measures the performance of colleges in order to set funding rates.

The new model focuses on college completion rates, affordability and graduate outcomes.

Director of Communications Liz Coleman said the main difference from last year's criteria focus on what happens with students after college.

“The plan focuses more on the graduation rates and adds measures that focus on affordability and graduate outcomes“ she said.

Coleman said the change is designed to make sure universities are helping their students succeed.

“The state requires the Department of Higher Education to review the performance funding model every three years to determine if the measures should be changed, to ensure that the state’s public colleges and universities are focused on helping students succeed in higher education and earn certificates and degrees,” Coleman said.

The new performance model is set up to answer the following questions provided on the [Missouri Department of Higher Education](#) website:

- Are students completing certificates and degrees?
- Are students mastering what they study?
- Are graduates getting jobs or continuing their education?
- Are college costs affordable?
- Are Missouri’s colleges and universities spending funds judiciously?

The Department of Higher Education collects data from the colleges each year. That data includes the number of students earning a degree; the number of students passing licensing or certification exams, such as nursing and engineering; and other measures.

The model contains specific measures for the state’s two-year colleges, four-year universities and the technical college.

Missouri will also focus on the need for graduates with degrees in STEM fields - science, technology, engineering, and math - and health care fields.

Coleman calls that "one way to encourage colleges and universities to help students succeed in STEM areas.”

Another goal is reducing the achievement gap for students who are underrepresented in higher education.

The Univeristy of Missouri's News Bureau Director, Christian Basi, said he feels confident MU will meet the criteria.

“Mizzou had been very successful in the past,” he said.

Basi said the [Missouri Land grant](#) will help.

“One of the recent announcements we made just this semester, at the beginning of the semester, was about providing more support for PELL-eligible students.,” he said. "For students who are PELL eligible and from Missouri, they will now have their tuition covered.”

Basi said fixing the growing need for STEM majors is simple, because MU offers a unique teaching style, known as the Missouri Method - which gets students outside the classroom and into real-world settings.

“When you are in many of the sciences here, you are engaged in those sciences, not just in the classroom.”

The new model will be implemented for the Fiscal Year 2019 budget cycle, which begins July 1.



[MU Health, employees reach proposed settlement in timekeeping case](#)

By LUCAS GEISLER

COLUMBIA, Mo. - **Both sides in a lawsuit over MU Health Care's timekeeping system agreed on a proposed settlement, according to court documents.**

Attorneys for Richard Hunsley, a former clinical employee at MU Women's and Children's Hospital, and Donna Reeves, a current employee at University Hospital, asked the Boone County court to cancel a hearing set for Tuesday. The parties had reached a settlement, attorney Daniel Craig wrote, and would be seeking the court's approval soon.

Hunsley and Reeves sued MU Health Care in 2016 over its Kronos employee timekeeping system. While they, as clinical employees, are given a 30-minute break, they are expected to return to work based on patient demands. Kronos, their lawsuit claimed, would automatically deduct 30 minutes from their shift even if they worked through a break.

Brendan Donelon, an attorney for the employees, told ABC 17 News he could not talk about the settlement's specifics. He said he hoped to have the proposed settlement to the court for approval by the end of the month.

[ABC 17 News reported earlier this month](#) about Donelon's request to keep the lawsuit going. MU Health Care administrators, he said, admitted that Kronos should not be automatically deducting time, and that the practice could put them at risk for Department of Labor violations.

MU Health Care, through its attorneys at the Bryan Cave law firm, said that employees could correct their time worked through Kronos' exception log.



Interim nursing school leader named

Roxanne McDaniel, an associate professor emerita at the Sinclair School of Nursing, will serve as interim dean during the search for a permanent replacement for Judith Miller, University of Missouri Provost Garnett Stokes wrote Monday in an email to the campus.

McDaniel, a faculty member since 1989, will take over the school on Jan. 1. Her experience includes time as associate dean of the school. She led development of an accelerated bachelor of science in nursing program and secured several grants to support graduate nurse education, including the development of distance learning programs for nurses in northeast Missouri, Stokes wrote.

Miller said in October that she would retire at the end of December. A search for a permanent dean will begin in January, Stokes wrote.



University of Missouri department chair dies

Flore Zephir, chair of the Department of Romance Languages and Literatures at the University of Missouri, died Saturday at University Hospital. She was 59.

Zephir, a native of Haiti, moved to the United State at age 17. She began teaching at MU in 1988 and during her time on campus served as a professor of French, coordinator of the master's program in foreign language teaching and was a faculty fellow in the Division of Inclusion, Diversity, and Equity.

Zephir has won numerous awards, including a Kemper Fellowship for Teaching Excellence in 1995 and an award for excellence in advising in 2003.

A campus memorial service will be held at 10 a.m. Wednesday in the Reynolds Alumni Center, the MU College of Arts and Science said in a tweet. Visitation will be from 5 to 7 p.m. Thursday at Memorial Funeral Home, with the funeral to be held at 10 a.m. Friday, also at Memorial Funeral Home.

MISSOURIAN

With freshmen living in Greek houses, MU is an SEC outlier

By: Connor Hoffman

A majority of SEC schools have policies restricting freshmen from living in Greek houses, but MU isn't one of them.

Of the 14 schools in the Southeastern Conference, eight have clear policies that ban freshmen from living in fraternity and sorority houses. Four others prevent them from living in-house in other ways. But MU and Texas A&M are the only ones that let freshmen live in Greek houses the moment they move to campus.

"With regards to freshmen in fraternity houses, yes, MU is an outlier," said Gentry McCreary, the CEO of Dyad Strategies, who [recommended that freshmen be banned from living in MU's Greek houses](#). "I am only aware of around a half-dozen campuses nationally that allow freshmen students to live in fraternity houses."

The original report, which MU commissioned for \$22,000 in August, stated non-Greek students fared better academically, but [MU's own data showed, on average, fraternity members had higher GPAs](#).

The recommendation to ban freshmen from living in Greek houses was also based on "risk management, health and safety (including hazing) issues, as well as a scenario in which most chapters are run by sophomores with upperclassmen generally 'checking out' of the fraternity experience," according to the report.

MU spokesman Christian Basi said no decisions about freshmen living in Greek houses have been made yet.

"We will also be looking in to what is going on nationally related to best practices and then determining what is the best decision for Mizzou's Greek life system moving forward," Basi said.

Other SEC school's policies

At an open forum early last month to discuss the report, McCreary told MU students, alumni and administrators that MU is the only SEC school that allows freshmen to live in Greek houses. When asked in an email how he knew this, he said it was based on his work with other SEC schools.

But Texas A&M, which joined the SEC with MU in [2012](#), also allows freshmen to live in Greek houses.

"With few exceptions, Texas A&M College Station does not require our students to live on campus," Jeff Wilson, the associate director of the department of residence life, wrote in an email. "Freshmen students can live in Greek houses, if they choose to do so."

The University of Kentucky permits freshmen to live in Greek houses during the second semester of their freshman year. But this is rare because during the second semester the chapter houses are often full, according to Kentucky's Office of Fraternity and Sorority Life. This is because students sign one-year leases for the full academic term.

At Louisiana State University, freshmen are allowed to live in Greek houses during the second semester — if they meet [certain requirements](#). One of which requires that freshmen living in the

house cannot exceed 20 percent of the total house capacity. The student also must have a minimum 2.25 GPA.

In the past few months, LSU has been cracking down on Greek life in the wake of a [fraternity pledge's death](#). Some chapters are in good standing with the university, while others are suspended or have been kicked off campus.

Some SEC schools don't have clear policies restricting freshmen from living in Greek houses but hold recruitment a few weeks into the semester. This somewhat prevents freshmen from moving into chapter houses before classes start.

The University of Florida does not have a regulation that bans first year students from living in sorority or fraternity houses, said Sara Tanner, the director of marketing and communications for the division of student affairs.

However, it is very rare that freshmen live in Greek houses, she said.

"We recruit for both sororities and fraternities at the beginning of the fall semester," she said.

"By this time, first year admitted students will already have other living arrangements."

Auburn University also does not have a policy restricting freshmen from living in Greek houses. Like Florida, its fraternity recruitment is not until after school has commenced so there are never freshmen living in fraternity houses, said Jill Martin, Auburn's director of Greek life.

However, freshmen can move in to Greek houses if they aren't happy in the dorms, she said.

"On occasion, there may be a fall new member who is unhappy in his living situation and he will move into the house between fall and spring semester," Martin said. "But that is very uncommon."

This year at MU, the Interfraternity Council held formal recruitment from June 23-25 and the Panhellenic Association held formal recruitment from August 13-20. This allows some freshmen to choose to move into fraternity houses before classes start.

Moving forward at MU

McCreary has reassured the MU community that restricting freshmen from living in Greek houses was just a recommendation and ultimately the university will make the decision in the coming months.

"At the end of the day, my role is not to implement policies," McCreary said. "But to help the university identify areas of risk and to help develop and implement strategies aimed at mitigating or eliminating those risks."

Basi said that MU administrators are making sure that good, open and honest discussions are happening with everyone involved before the university starts making decisions in areas that some people are very passionate about, such as residential policies.

Matthew Oxendale, the spokesman for the MU Interfraternity Council, said that a change in policy regarding the recommendation to ban freshmen from living in Greek houses has yet to be made by MU.

"Administrators from the University have assured us that members of the IFC community, along with other stakeholders, will get an opportunity to voice concerns about this recommendation before any changes are made," Oxendale wrote in an email. "We trust that those making these decisions will take our feedback and use it constructively in making any final decisions."



Mizzou researchers study effectiveness of “flipped” classroom instruction

By: Ryan Delaney

Generated from News Bureau release: [MU team to study flipped instruction in Missouri high school algebra classrooms](#)

Lauren Coale sends students in her math classes' home with videos on how to do complicated algebra or geometry problems.

Instead of lecturing her students, Coale's class time at Lindbergh High School is free for student interaction, instead of instruction on the overhead projector.

"They're able to work together," Coale said. "And then they have the teacher there the entire time guiding them, helping them struggle through the practice."

Coale is among a growing number of teachers who use a so-called "flipped" classroom model to make classrooms a more dynamic place for learning. That's the practice of students watching short instructional videos at home instead of listening to a teacher lecture in a classroom.

Two math professors at the University of Missouri - Columbia will spend three years tracking high school algebra teachers to see if the teaching style is effective.

"What they say is that when you send the lecture home, you can spend more of that class time really digging into the concepts," said Mizzou's Zandra de Araujo, one of the researchers.

Students are able to watch the videos until they master the concept and move at their own pace, fellow Lindbergh math teacher Heather Fadler said.

"Ten minute instruction on the videos really helps them focus and learn the material," she said, rather than students struggling to pay attention for a full class period.

Software programs that help teachers develop lesson plans and track student progress have made Coale and Fadler's jobs easier.

"It took me a little while and little bit of stress" to change how she prepared for school each day, Fadler said. "I had to rethink my brain."

Some educators, however, consider flipped instruction a fad. They also say the method is harder to implement with students with limited home internet access.

That's a barrier in high poverty or rural school districts, de Araujo admits, but says there could be unrealized benefits for non-traditional students, such as English language learners being able to slow down or repeat a video lesson.

The Mizzou study is funded through a \$450,000 grant from the National Science Foundation.



Study reveals health literacy can improve health outcomes

By: Ben Brady

Watch the story: <http://www.komu.com/news/study-reveals-health-literacy-can-improve-health-outcomes>

COLUMBIA - The Centers for Disease Control and Prevention said around half of adults in the U.S. struggle with understanding health care.

A MU School of Medicine study found health literacy could improve the understanding and value of care for everyone.

“If patients don’t understand why it is that we are recommending what we are recommending then things won’t go well,” MU Center for Health Policy Director Karen Edison said. “They won’t get better and that just leads to more cost and more suffering.”

Edison said to prevent this, doctors should use words that are easily understood by patients.

“I am a doctor, and when I go to my own doctor I like for my doctor to use plain language with me,” Edison said. “I think we can all use more plain language. I am a dermatologist and most of our diseases are Latin and it is just not helpful for patients.”

Edison said one solution to fixing bad health literacy is to “teach back,” which Edison describes as having the patient say what they need to do to help themselves after a doctor has told them. Another way to help is to describe a medical condition in the form of a real world analogy.

Stan Hudson, MU Center for Health Policy Associate Director said health literacy is broken into two parts: the first focuses on the patients' ability to find and understand health information, while the second is on the doctors' ability to communicate that health information to patients.

Hudson said the emphasis should be on doctors to provide clearer information to patients.

“We can’t expect our patients to come in with these health literacy skills. There was a big study, that we cited in our research, that found nine out of every 10 Americans struggle with health literacy challenges,” Hudson said. “If ninety percent of folks are coming into our office, we can’t expect them to have those skills. We got to do a better job of really supporting them.”

Hudson said the study shows greater individual health literacy can improve the “Quadruple Aim” or the four goals of health care: reducing health costs, improving community health, enhancing the quality of care and improving patient and provider experiences.

“I have been focusing on health literacy and I find it almost more fun to practice it because I love it when my patients do understand what we are talking about,” Edison said. “We all are in health care because we want to help people get better and be healthier and live healthier lives and so focusing on health literacy really helps us do what we do best.”

Both Edison and Hudson hope to conduct a more in-depth study which focuses on the long-term effects of practicing good health literacy.



Market forces will solve the net neutrality issue

By Thom Lambert a law professor at the University of Missouri.

Reaction to the FCC's recent vote undoing an Obama-era order governing internet service providers, or ISPs, has been hysterical. I don't mean funny. I mean literally hysterical: overwrought, unduly emotional, unhinged.

Of course, one expects a certain degree of hysteria on social media. Celebrity-driven campaigns and 140-character analyses tend to lack both rigor and nuance. But even mainstream media outlets have gotten caught up in this particular frenzy. A CNN.com headline, for example, proclaimed soberly it was the "end of the internet as we know it."

That's poppycock. The FCC voted merely to withdraw "common carrier" classification of ISPs and return them to the "information service" status they held until 2015. Rather than "ending" the internet, the FCC took it back to what it has been for most of its existence.

So why did the commission do that? One reason is that strict net neutrality — requiring ISPs to afford the same treatment to all internet content — can be bad for consumers. Under strict net neutrality, an ISP couldn't prioritize content transmission in which congestion delays ruin the user experience (an internet video conference or, eventually, navigation of autonomous vehicles) over transmissions in which delays are less detrimental (downloads from a photo-sharing site).

Strict net neutrality would also preclude a mobile broadband provider from exempting popular content providers from data caps. Indeed, under the now-reversed order, T-Mobile was hauled before the FCC to justify its popular "Binge On" service, which offered cost-conscious subscribers unlimited access to Netflix, ESPN, and HBO.

The FCC has freed ISPs to manage their traffic to optimize users' experience and to offer the subscription packages consumers most desire. But will ISPs really use their freedom to do that? Well, yes. That's because other forces, besides the FCC's heavy hand, will punish harmful instances of non-neutral network management.

The most potent of those forces is competition. As the histrionics over the recent FCC vote reveal, people are passionate about unfettered access to web content. Any ISP that tried to block its subscribers from lawful content would take a beating in the media — both traditional and social — and would pay dearly in the marketplace. Most Americans have access to multiple ISPs, and competition is expanding by the day, particularly as mobile broadband expands.

The market forces that protect consumers from harmful instances of non-neutral network management will be supplemented by antitrust law, which precludes ISPs from favoring content in any way that harms market competition. Last week's vote restored antitrust rules that were preempted by the 2015 order and provided the Federal Trade Commission with authority to police anti-competitive instances of non-neutral network management.

Just consider the record. Indeed, in seeking to justify its net neutrality rules, the Obama-era FCC could come up with only four instances of harmful non-neutral network management over the entire history of the commercial Internet. The now-reversed order was simply unnecessary.

The “Mother, may I?” regulatory approach resulting from common carrier classification appears to have impeded innovation and investment. In the first half of 2015, as the commission was formulating its more heavy-handed policy, spending by ISPs on capital equipment fell by an average of 8 percent.

That was only the third time in the history of the commercial internet that infrastructure investment fell from the previous year. The other two times were in 2001, following the dot-com bust, and in 2009 after the 2008 financial crash and ensuing recession.

Despite the hysterical reactions, then, the FCC has done the right thing. The order it reversed was both unnecessary for consumer protection and an impediment to broadband deployment. Those remote communities in Missouri still waiting for broadband to reach their doorsteps deserve government policies that spur, not discourage, investment.

MISSOURIAN

[SANDY DAVIDSON: Clear signs of progress on handling sexual harassment](#)

Sandy Davidson, Ph.D., J.D., teaches communications law at the Missouri School of Journalism. She is a Curators’ Distinguished Teaching Professor and the attorney for the Columbia Missourian.

The defeat of Roy Moore in Alabama is another victory for the rise of women against sexual harassers. This anti-Muslim, anti-gay crusader who was kicked off the Alabama Supreme Court twice had a lot of other baggage to disgust voters. Still, it was the image of 14-year-old Leigh Corfman, who recently came forward to tell her story of alleged sexual improprieties in 1979 by then-32-year-old assistant district attorney Moore, that haunted his campaign.

The #MeToo movement has opened the floodgates, and icons on both sides of the political divide have fallen into the abyss. Al Franken flashed a devilish or impish grin, depending on one’s perspective, in a photograph. Given today’s climate, he might have been better off politically if he had been caught in the photograph with his hands reaching into the cookie jar instead of reaching for a sleeping woman’s breasts.

Morning TV will not be the same, with CBS saying goodbye to Charlie Rose and NBC summarily dismissing Matt Lauer. PBS has been clearing the decks — no more Rose there, either, and goodbye indefinitely to Tavis Smiley. Adios, Garrison Keillor. And on and on. Movie moguls have to fear the casting couch. The powerful — such as the politicians and celebrities — this Christmas have to fear the ghosts of trystmas past.

Indeed, there is a noticeable if not remarkable change in attitude toward how women — and men — who are complaining of sexual harassment are being treated today. Anita Hill pretty much got dismissed when testifying against U.S. Supreme Court nominee Clarence Thomas in front of the Senate Judiciary Committee in 1991. Paula Jones arguably became a laughingstock when she sued then-President Bill Clinton for sexual harassment for alleged conduct when he was governor of Arkansas. In November 1998, Clinton paid Jones \$850,000 to drop her lawsuit.

MU is certainly doing a lot better job now of responding to sexual harassment allegations than it did in the past.

In 1991, I wrote the editor of the Columbia Daily Tribune a letter concerning then-MU administrator David McIntire. The letter demonstrates the improvement on campus, although the language is perhaps more strident than I would use now. Professor of Journalism Byron Scott and Nancy Moen, who advocated for equal opportunities for young women, also signed the letter.

Here is part of that published letter:

“... The MU administration still doesn’t get it. The administration still does not understand the outrage over its handling of sexual harassment allegations against David McIntire.

Instead of firing McIntire, the administration is rewarding him with a semester-long vacation at full administrative pay. ...

Instead of ending the controversy, the administration has heaped more fuel on the fire. Particularly galling is the fact that McIntire, as vice chancellor for student affairs, was a person

designated by the university to handle sexual harassment charges brought by students. The cliché about the wolf guarding the flock is apt.

This condom-bestowing, self-proclaimed ‘stud’ is now going to be turned loose on the Department of Educational and Counseling Psychology.”

What a proposed punishment! A semester off with FULL pay. And then he was going to be in charge of students. What could possibly go wrong? Clearly, McIntire could not claim ignorance about the inappropriateness of his activity because he was the vice chancellor (“vice” seems a particularly appropriate part of his title) whose job included handling students’ sexual harassment charges. Irony dripped from this shoddy situation.

The letter continued with some rather pointed suggestions:

“The administration should have simply handed McIntire his pink slip while repeating McIntire’s phrase when he jumped into a staff member’s view in a skimpy running suit—‘Ta daaaa.’

Instead of having McIntire teach educational and counseling psychology, the administration should have suggested he receive counseling.

In fact, perhaps the administrators involved should receive counseling.”

Maybe that last suggestion was a little strong, but the University was proposing something that was beyond reason. What could be done by we who were not in charge and were terribly upset by those who were? The answer seemed simple: We could exercise our First Amendment rights. We could protest on Francis Quadrangle, an area ruled to be a public forum in 1987 by Judge Patrick Horner in the wake of the shantytown protests against the University’s holdings in corporations doing business in apartheid South Africa. “The Francis Quadrangle is open to the public, at all hours, every day of the year,” the judge declared.

The letter stated: “A protest will be held at noon tomorrow on Francis Quadrangle.”

The protest happened, and McIntire got booted.

Would the University of Missouri now even consider for a nanosecond what it had authorized in 1991? That is a purely rhetorical question, of course. The answer, and the progress, are obvious.



[Economist says expect small, short benefit from tax bill](#)

By GARRETT BERGQUIST

Watch video at: <http://krcgtv.com/news/local/economist-says-expect-small-short-benefit-from-tax-bill>

COLUMBIA — As the GOP-backed tax bill entered its final stages Monday, an MU economics professor said its impact on most Missourians will be limited.

Prof. Saku Aura said wealthier taxpayers will reap the bulk of the bill's benefits. Since Missouri already has a low income tax, Aura said most Missourians will see some tax savings, but they probably won't save more than about 2 percent.

A Congressional committee finalized the language for the bill at the end of last week, and both houses are expected to hold a final up-or-down vote this week. The final version of the tax bill keeps the current seven income tax brackets but lowers most of the rates by 2-4 percentage points. The highest tax bracket drops to 37 percent from 39.6 percent. The standard deduction doubles to \$12,000 for individuals and \$24,000 for married couples filing jointly. The bill also eliminates the penalty for not having health insurance. To offset this, the plan caps the state and local tax deduction at \$10,000 and eliminates the personal exemption.

Aura said the tax savings won't last forever. Most of the bill's individual cuts will expire between 2025 and 2027, so he said taxes will go back up at that point.

At the national level, Aura said tax cuts historically have been associated with higher economic growth, at least in the short term. He said this growth could be offset by increases in the federal

budget deficit. [A Congressional Budget Office estimate released Friday](#) shows the final version of the tax bill would add \$1.45 trillion to the deficit over the next decade.

"That's pretty much a safe bet that this plan will have a temporary positive impact on the economy," he said.

Aura said it's hard to say what the long-term impact of the bill will be, particularly given the deficit question.



Missouri Orthopaedic Institute receives \$2 million endowment

By: Chelsea Haynes

COLUMBIA - The Wyss Medical Foundation donated \$2 million to the Missouri Orthopaedic Institute for the work of lead orthopaedic surgeon Dr. James Stannard.

Steve Schwartz, a board member of the Wyss Medical Foundation said, "Our gift to Dr. Stannard and the University of Missouri is totally indicative of who we are as a medical foundation. If you want to know what type of people we give to, look at Dr. Stannard."

Stannard co-created Mizzou BioJoint® surgery, which uses live donor tissue for joint replacement, instead of metal or ceramic artificial replacements.

The center's website described the surgery as taking the "traumatic into the triumphant." Doctors use natural tissue grafts from tendons, ligaments, cartilage and menisci to improve joint function.

Stannard said his passion lies with what's known in the medical world as articular cartilage. It's the smooth tissue that covers the end of the bones to form joints. When joints lack this substance, arthritis strikes.

“Can we cure this disease and find to a way to restore people to the kind of function that God gave us all to start with?” Stannard asked. “There are many like me, and even more concerning, there are many in their 20’s and 30’s, who have had something happen and they are essentially crippled, but way too young for possibly having a joint replacement in the conventional sense.”

He said he wants to continue is research to find a long-term solution and to expand the collection of long-term data surrounding statistics for Mizzou BioJoint® surgeries.

Stannard worked with Dr. James Cook to develop the BioJoint® technology. Cook said his involvement in the medical field goes back two generations, where his grandfather was one of the first people in the entire country to have knee replacement surgery.

“Since I was about this big, I wanted to better for him,” he smiled. “My passion is returning the quality of life.”

Cook said joint problems are prevalent, and everyone’s bound to face a joint issue in their lifetime.

“But if we can find regenerative, biological solutions, then that’s what I think it’s really about. That’s what drives me. That’s what I’m passionate about and fortunately, we’ve seen it come to fruition at Mizzou.”

Stannard said, for now, Mizzou BioJoint® is just transplants, which takes “tissue that’s alive, that someone has donated like a heart or a lung, and transplanting it.” But the two doctors said they are looking toward the future, and technology has already proven that tissue engineering has been successful in animals.

Tissue engineering allows the doctor to grow the specific needed tissue in the lab.

Stannard said, “It has not yet been perfected, but it has developed to the point where it’s been successfully placed in animals and worked.”

The next step is getting FDA approval for human research.

“It’s a long, difficult and expensive process,” Stannard said.

Stannard said he imagines a future, “where, if you came to us and had a bad articular cartilage problem, we could get some measurements, grow you a new knee and put in it three weeks later.”

Stannard believes within the next ten to twenty years, the state of regenerative medicine could look a lot like the research the Missouri Orthopaedic Institute is doing.

The institute is home to one of the few centers that houses a patient care facility and a medical lab in the same building. This unique set-up allows for the optimization of patient care and translational research, the center said.

The institute also houses the Thompson Laboratory for Regenerative Orthopaedics, and has made an impact for patients across the globe, with surgeries in more than 18 states and three countries.

The Wyss Medical Foundation said Stannard has an impeccable reputation.

Schwartz said, “Any place that is lucky enough to have Dr. Stannard as its chairman is much better off.”

The Orthopaedic Institute's Mizzou Biojoint® [website](#) has more information about the science behind the surgery.



More than 2,300 to graduate from Mizzou; numbers similar over past five years

By: Alyssa Toomey

Watch the story: <http://www.abc17news.com/news/more-than-2300-to-graduate-from-mizzou-numbers-similar-over-past-five-years/673430001>

More than 2,300 students are expected to receive degrees from Mizzou this weekend.

According to a release, the University of Missouri will award 2,509 degrees, including 1,932 bachelor's degrees, 414 master's degrees, 147 doctorates, four law degrees, 11 education specialist degrees and one medical degree. Some students will receive more than one degree.

While enrollment has declined this year, the number of students graduating from Mizzou has remained fairly similar over the past five years:

[December 2017](#): 2,509 degrees, including 1,932 bachelor's degrees

[December 2016](#): 2,563 degrees, including 1,911 bachelor's degrees

[December 2015](#): 2,591 degrees, including 1,961 bachelor's degrees

[December 2014](#): 2,570 degrees, including 1,916 bachelor's degrees

[December 2013](#): 2,436 degrees, including 1,756 bachelor's degrees

Here's a look at enrollment numbers over the same time frame:

[September 2017](#): 4,134 freshman students

[September 2016](#): 4,799 freshmen students

[September 2015](#): 6,211 freshman students

[September 2014](#): 6,546 freshman students

[September 2013](#): 6,227 freshman students

The university saw a significant drop in enrollment after the 2015 protests on campus. It's important to note that students in the 2015 freshman class are only a little more than halfway through their undergraduate careers. However, the university has repeatedly said that retention rates remain high.

This year, MU's retention rate, which measures how many freshman are returning to Mizzou, [was 87 percent](#)-the second highest in the school's history. Graduation rates have also been on the rise in recent years.

Mizzou is also touting the number of graduates within its online program. According to release, nearly 200 students will graduate from Mizzou Online. They range in age from 21 to 69.

MU chancellor Alexander Cartwright has said he wants to increase the university's online offerings and has made accessibility a top priority.

"We are in the business of preparing students in the future," he said in his 100 days address last month.

MISSOURIAN

MU's police academy graduates 27 recruits

By: Kacen Bayless

Excited but anxious, Darrell Davis sat on stage with his hands cupped over his knees. His arms outstretched and rigid, he conversed with the graduates around him.

He's finally a police officer.

“Good, I’m good,” he said. “Nervous, because we get to go out on the road finally.”

After receiving his diploma and taking pictures with family members and a friend that came for support, Davis returned to his seat on the Missouri Theatre’s stage next to the 26 other graduates of MU’s Law Enforcement Training Institute — also known simply as The Academy — Friday morning.

After 17 weeks of rigorous training centered around legal studies, interpersonal perspectives, technical studies and skill development, Davis and his classmates are now law enforcement officers.

The 27 graduates included recruits for the Mexico Department of Public Safety, MU Police Department, Callaway County Sheriff’s Department, Hannibal Police Department, Montgomery County Police Department, Eldon Police Department, Columbia Police Department, Department of Natural Resources Park Rangers and Cooper County Sheriff’s Department. Eight will enter the Columbia force.

Because he was clad in a navy blue suit and striped tie, unlike his classmates who dressed in the uniforms of their respective department, Davis wasn’t allowed to be pinned with a reflective police badge just yet.

When he does fasten a shiny silver badge over the left breast of his uniform, it will identify him as a deputy in Callaway County. He starts Dec. 27.

“Some of these guys, they’ll start Monday morning,” he said. “I’ve heard of people starting the night of their graduation. Depending on how your department is, you could start that early.”

The graduation ceremony began around 9 a.m. Friday after Academy Director John W. Wooden welcomed the graduates and their friends and families. Throughout the ceremony, Assistant Director Adam Duncan and coordinators Travis Witt, Carl Schwartz and Debbie Sorrell presented the awards, including for firearms achievement, academic achievement and overall top recruit.

Sorrell, dressed in a blazer and black and white plaid pants, read off the names of each graduate. One by one the recruits stepped to the front of the stage, embraced Sorrell in a hug and shook the hands of the coordinators before receiving their diploma and badge.

Family members, friends and even department heads helped each graduate fasten his or her badge. Some had more trouble than others.

“The struggle is real,” Wooden joked during his closing remarks. “With all this technology in this room how has somebody not figured out a better system to put on a badge? I’ve never figured out why that’s so difficult.”

After Wooden’s closing remarks, the graduates took their final steps before they could officially be members of law enforcement. In unison, the graduates, dressed in uniforms of several shades of blue, stood, raised their right hands and recited the police officer's oath: “On my honor, I will never betray my badge, my integrity, my character or the public trust. I will always have the courage to hold myself and others accountable for our actions. I will always uphold the Constitution, my community and the agency I serve.”

Established in 1948 at MU, The Academy was initially called the Police Science Academic Program. It is the second oldest provider of public safety training and education programs west of the Mississippi River, [according to its website](#).

Graduates leave the program with knowledge on constitutional, Missouri and traffic laws; people skills such as dealing with domestic violence and child abuse situations; technical issues such as jail population management; and basic skills such as driving and physical training.

“It’s pretty intense,” Davis, the new Callaway County deputy, said. “Academically, it was more challenging than I was expecting. Physically, every Monday, Wednesday and Friday we got up at six and we trained for about an hour. Pretty intense. Some of the recruits, I think, had a 28-minute 1.5 mile and we had to get it to within 15:59 and, by the end, they were able to do that.”

After successfully completing the program that began Aug. 21, Davis said he and his classmates plan to get together and celebrate.

"It’s awesome I had a bunch of family here," he said, "and it’s nice to have support."

THE CHRONICLE OF HIGHER EDUCATION

[Use of Free Textbooks Is Rising, but Barriers Remain](#)

By Beth McMurrie

No MU Mention

A growing number of professors are replacing the traditional textbook with an openly licensed one, [according to a survey](#) released on Tuesday. But their overall numbers remain small — and widespread adoption of the practice could remain out of reach unless key barriers are overcome.

“Opening the Textbook: Educational Resources in U.S. Higher Education, 2017,” surveyed 2,700 full- and part-time faculty members to measure, among other things, their use of open educational resources, commonly called OER. It is the third such survey produced by the Babson Survey Research Group in [recent years](#).

Over that time the share of faculty members adopting open-licensed textbooks rose from 5 percent in 2015 to 9 percent today, with a higher rate of use in large introductory-level classes. Familiarity with openly licensed materials is also growing: About 30 percent of respondents said they were aware or very aware of open educational resources. And nearly 90 percent of faculty members said that cost to the student was a key factor in how they select required course material.

Jeff Seaman, co-director of the group and co-author of the report, describes the findings as “one of those glass half-empty, half-full kind of things.” On the one hand, it’s clear that open educational resources are here to stay. The conversation, he says, has shifted from “what is this?” to “how do we make this sustainable?” The problem, he says, is that people haven’t yet figured that out.

About half of the faculty members surveyed, for example, said that there are not enough open educational resources for their subject and that it is difficult to find what they need. About 30 percent said they have concerns about quality and about how to update the material.

Certainly, many academics, nonprofit providers, foundations, and companies have been [wrestling with those challenges](#), albeit from different vantage points. Ventures like Lumen Learning, an open-access company, and OpenStax, a nonprofit publisher based at Rice University, have been creating new pathways and products to bring open courseware to college classrooms.

Meanwhile, a number of traditional commercial publishers have begun adding openly licensed materials to their offerings. In October, for example, the publishing company Cengage announced a new line of OER-based materials that uses free textbooks from OpenStax and other sources, and adds assessment and other materials, charging fees starting at \$25 per student. The average textbook, according to the Babson survey, costs about \$97.

Mr. Seaman says that such moves by commercial vendors will most likely lead to wider adoption of open educational resources, because instructors are typically the ones choosing the textbooks. “What commercial publishers have that the OER world does not,” he says, “is a well-established marketing and communications organization that knows how to get information to key decision makers.”

Advocates say it’s a positive sign that publishers no longer regard openly licensed material as a threat, but they caution against assuming that products based on OER are truly open. Although definitions vary, advocates generally consider something truly open if it can be retained, reused, revised, remixed, and redistributed.

At a conference this month on the Maryland Open Source Textbook Initiative, Cable Green, director of open education at Creative Commons, which licenses open materials, warned academics about “artificial scarcity” in some business models. If people no longer have access to material once a contract ends, he asked, what does that mean for instructors or students?

The problems created by costly textbooks are one of the main drivers of interest in OER. [A survey by U.S. PIRG](#), a consumer-advocacy group, found that 65 percent of students said they

had not bought a textbook because of its high price. Only one-third of faculty members in the Babson survey said that 90 percent or more of their students purchased the required textbook.

A number of states and university systems have been promoting the use of openly licensed resources as a way to bring down textbook costs. Maryland's initiative has led to the switch to open educational resources in 66 new courses at 14 institutions across the state. New York [has provided \\$8 million](#) toward the adoption of OER in public colleges. And in 2016 the California Legislature ponied up \$5 million to create [zero-textbook-cost degrees](#) at the state's community colleges.



OER Adoptions on the Rise

The number of faculty members choosing open educational resources over traditional textbooks has nearly doubled in the last year, but awareness over all remains low.

By: Lindsay McKenzie

No MU Mention

More and more instructors are choosing open educational resources over traditional textbooks, a survey of more than 2,700 faculty members reveals.

The "Opening the Textbook" survey, published by the Babson Survey Research Group today, reports that the number of faculty members at two- and four-year institutions using OER as textbooks has nearly doubled in the last year -- from 5 percent in 2015-16 to 9 percent in 2016-17.

Awareness of OER -- openly licensed and freely accessible teaching and learning materials -- has also increased. Twenty-nine percent of faculty described themselves as "aware" or "very aware" of OER this year, up from 25 percent last year and 20 percent the year before. The proportion that reported they had never heard of OER fell from 66 percent in 2014-15 to 56 percent this year.

But while increases in adoption and awareness have been significant, Jeff Seaman, co-director of the Babson Survey Research Group, points out that over all, awareness of OER is still low. He noted that many faculty members also continue to report significant barriers to wider adoption of OER, particularly finding and evaluating the quality of materials.

Fifty percent of respondents to the survey said it was too difficult to find the materials they need, and 47 percent said there were not enough resources available for their subject. These issues have been reported as the top barriers to wider adoption of OER for the past three years. Just

under 30 percent of respondents said they were concerned OER materials might not be updated, and around the same proportion reported concerns that OER would not be high quality.

Raising Awareness

Nicole Allen, the director of open education for SPARC, a coalition that supports open policies and practices in education and research, said that over all the results in the survey were promising for OER. “New options are always judged against what has come before,” she said. “OER is new, and any innovation is going to face an uphill battle. Change doesn’t happen overnight.”

Allen said it was not surprising that faculty members would report that OER is hard to find compared with more established offerings from commercial publishers. “A sales rep isn’t going to call or send the latest OER offering in the post,” she said. Allen predicted that librarians would play an increasingly important role in helping faculty members find and evaluate OER content. Asked why more people hadn’t heard of OER, David Wiley, chief academic officer of Lumen Learning, a company that provides OER resources and tools, said that many faculty members were incentivized to publish research rather than adopt pedagogical innovations like OER. “At institutions where faculty are promoted and tenured primarily on their teaching, awareness and adoption of OER seems to be moving faster,” he said.

He agreed with Allen that the results of the survey were positive for OER. “More faculty state that they will definitely use OER in the next three years (7 percent) than those who say they are definitely not interested in using OER over the same period (6 percent). The remainder are still persuadable,” he said, adding, “these trends all seem to be pointing in the right direction.”

OER and Open Licensing

OER materials such as text, media and other digital assets are openly licensed, meaning that they can be freely shared and modified. OER advocates argue that open licensing offers a big advantage over using copyrighted commercial materials, as instructors are free to customize the content. While the survey found awareness of Creative Commons licensing is increasing, with 47 percent of faculty reporting they are “aware” or “very aware” of the term (up from 38 percent last year), Allen and Wiley acknowledge there is still some way to go to increase understanding of this issue. However, both said they were pleased at the speed at which awareness of OER and Creative Commons licensing is increasing.

Seaman suggested that some faculty members might be using OER textbooks or materials without realizing that they are free to modify the materials. Some 16 percent of faculty members who had assigned digital textbooks to their students said that they did not know how the material was licensed. One anonymous faculty member quoted in the survey remarked, “I may have used OER, but don't know them by that name.”

Lynn Nagle, an instructor in education and psychology at Penn State Altoona, said that she believed it was likely some faculty could be using OER content without realizing. Nagle started using Barnes & Noble Education’s OER courseware in fall 2016 and said she found charts and materials included in the courseware, which she had seen before but had not realized were OER. Nagle said she appreciated that Barnes & Noble had “prepackaged” this content, removing any

ambiguity and saving her valuable time in finding OER resources, which she described as “a bit obscure.”

[Barnes & Noble Education](#), like other companies such as [Cengage](#) and [Knewton](#), has started offering curated OER through its proprietary platform for a per-student fee. Though these offerings are typically cheaper than buying an equivalent commercial textbook, they have been criticized by some OER advocates who say that all OER materials should be accessed for free.

OER Versus Commercial Textbooks

Cost was found in the survey to be a key driving factor for faculty members when selecting course materials. Faculty members reported that their required textbooks cost an average of \$97, with just 22 percent saying that they were “very satisfied” with the cost. Just over a third of faculty reported that 90 percent or more of their students had purchased the required textbook, and 87 percent of faculty reported that cost was “important” or “very important” when making their selection.

Among faculty members who recently chose a new textbook for a large-enrollment introductory-level course, 16.5 percent said they had adopted a textbook from [OpenStax](#), a leading nonprofit provider of OER course materials. Last year, the rate of adoption of OpenStax textbooks was 10.8 percent. The survey suggests that faculty members are now choosing OpenStax textbooks for large-enrollment introductory courses at roughly the same rate as commercial textbooks.

Faculty who did not select an OpenStax textbook for their introductory-level course reported an average cost of \$125 for commercial textbooks, whereas those who had selected an OpenStax text reported an average cost of \$31. While print copies of OpenStax textbooks can be ordered for a fee, like most OER, the content can be accessed digitally for free.

The survey noted that adoption of OpenStax textbooks in these courses was primarily among faculty who reported a greater willingness to move away from traditional teaching styles and a higher appreciation for digital materials. “It is unclear if faculty with more traditional approaches, or greater reliance on associated materials, will follow in the same numbers,” the survey said.

Richard Baraniuk, founder and director of OpenStax, said that it was clear that OER providers need to make discoverability a priority. He also highlighted the need to develop more supplemental materials to attract more faculty members to OER. OpenStax already provides simple PowerPoint slides and test banks, but has also launched OpenStax Hubs as a forum for faculty members to develop and publish additional resources, a resource he expects will “flourish.”

“We’ve crossed the threshold into mainstream,” said Baraniuk, but this doesn’t mean that OpenStax will rest on its laurels. “With this unprecedented growth, we have a responsibility to take the next step to improve learning, while continuing to increase access for all and preserving choice for faculty.”