Do a composite of the two buildings here?

Tate Hall
I’m guessing that most of you will know exactly what I’m talking about when I say how easy it is to just sort of flow along in your usual space doing whatever it is that you do in that space. There’s nothing wrong with flowing along, really, but you can miss out on some interesting people along the way if you don’t ever breach those banks.

We have some really interesting people on this campus, and, in my own defense, I’ll say that it is hard to meet them when I tend to stay hunkered down in front of my computer screen. Writing stories for this magazine forces me to pop my head up now and again and go meet some new people.

I recently sat in on one of Associate Teaching Professor Bethany Stone’s biology classes, and aside from that little frisson of unease when I realized how much I’ve forgotten (or didn’t ever know), it was a lot of fun. She’s good, and I enjoyed being in a student’s chair again.

I also write about alumnus James Hoffmeister. The thing I’ll take away from our conversations is how he inspired me to find a way to make a difference in someone’s life. Laura Lindsey writes about senior Jordan Bartlebaugh’s experiences in the Undergraduate Research Mentor Program. You can read about what Jordan was surprised to have learned during her mentorship.

Our last story this issue is a summary of the changes in two of our buildings. Tate and Switzler halls have been through the wringer, and they’ve come out the other side all fresh and sparkly. The departments in each building are thrilled with their new-again spaces.

I invite you to click through the pages of this issue, and see what’s going on lately at Mizzou.

—Melody Galen
BA ’90 English, BS Ed ’90
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In addition to excitement about the newly renovated space in Tate and Switzler halls (which you’ll read about on pages 13–15), I am delighted with MU’s agreement to lease and manage the historic Missouri Theatre in downtown Columbia (see pictures of it on Page 12).

Located on south Ninth Street, the theater opened in October 1928 to great fanfare. It was the only venue of its kind in central Missouri, and its elegance earned congratulations all the way from Hollywood. Many of you may remember seeing movies at the theater, sitting in the balcony with a group of friends or on a date with someone special, before it closed in the 1980s.

The Missouri Symphony Society, which has owned the building since 1987, sought partners following the $10 million renovation completed in 2008. MOSS and MU came to an agreement under which the university will lease the building with an option to buy it after three years.

Jesse Auditorium, located on Francis Quadrangle, a five-minute walk from the Missouri Theatre, averages 230 performances a year, and the demand for performance space continues to increase. MU will use the Missouri Theatre — with its better acoustical environment and access for rehearsals — for School of Music events, University Concert Series events, “We Always Swing” Jazz Series performances, and commencements, as well as events associated with the Missouri Students Association, Summer Welcome, Greek Week, and more.

The marvelous thing about this plan is that with the potential $3.7 million purchase, the university will save about $40 million on the cost of construction of a new building (previously referred to as the new Performing Arts Center) for the School of Music. Announced in August, the arrangement for MU to manage and use the Missouri Theatre already is proving to be a win–win situation for MOSS, the university, and the community. All of us involved could not be prouder. A special thanks to Chancellor Brady Deaton and Vice Chancellor Jackie Jones for making this happen.

—Dean Michael J. O’Brien
Undergraduate Research Teaches Student more than Science

By Laura Lindsey

To most college students, summer conjures thoughts of the pool, relaxation, and vacation, not working alone in a scientific lab. But that is exactly how 16 students from the College of Arts and Science decided to spend the summer of 2011. No, they weren’t being punished; they actually volunteered. These students participated in the Undergraduate Research Mentor Program (URMP) — a program that pairs undergraduate students with faculty members to educate the students on the fundamental processes of critical thinking and imaginative exploration that is the basis for research. Jordan Bartlebaugh, a biological sciences major from Waterloo, Ill., was one of those students, and she learned more than just what her research discovered.

The Right Stuff
“I discovered that research is the basis for everything, and it made me realize that I wanted to attend graduate school to continue my learning,” says Bartlebaugh.

The URM Program began in 1994 as a way to show the interconnection between research and teaching that would enrich undergraduate students’ programs of study. Any student with 50–75 hours of coursework and at least a 3.25 grade point average is eligible to apply.

“We thought that by taking highly productive faculty and having them mentor bright students, their own research agendas would be enhanced,” says Ted Tarkow, associate dean of the college.

David Setzer, professor of biological sciences and Bartlebaugh’s faculty mentor, says that having a genuine research experience is one of the most effective modes of experiential learning.

“Students who do so learn not just what we know about some academic area, but also how we know it, and can participate...
Undergraduate Research

in the process of acquiring new knowledge and understanding,” he says.

Bartlebaugh was a work-study student in Setzer’s lab her freshman year, and he convinced her to apply for the program because she excelled in her class studies, was motivated to participate in a research project, and was interested in a career path that would include a strong research component.

“I had been interested for a number of years in a particular research project that is both conceptually and technically complex — one that incorporates aspects of molecular genetics, biochemistry, and mathematics,” says Setzer.

“Jordan was the first student I had encountered in some time who I thought had the raw materials to make the project succeed, even though I knew it would be a challenge even for her.”

Making Progress
The project studied the termination of transcription, which is the process of making RNA from DNA, and it happens in three parts: initiation, elongation, and termination. Bartlebaugh researched the termination signals to determine their efficiency. Each week her work would produce a different set of data, and she was able to determine important conclusions. Setzer said that over the summer, she made impressive progress with respect to the technical aspects of the project, and he found her capable of teaching those skills to and supervising a younger student assistant.

By the end of the summer, Bartlebaugh determined this research would be a multiyear project, and future research will include altering the termination signals to see how they will affect the termination efficiency. She and Setzer are now collaborating with Carmen Chipcone, professor of mathematics, who is guiding them through the mathematical modeling of some of the data.

Before this experience, Bartlebaugh considered herself a Type-A personality, a perfectionist who expected things to go a certain way. She quickly had to change those expectations.

“Things wouldn’t always work the first time or the second time or even sometimes after the seventh time,” says Bartlebaugh. “I

Jordan Bartlebaugh loading into a well samples taken from a transcription reaction that are stopped at different time points and run on gel electrophoresis to separate the samples based on size. The gel electrophoresis allows one to see how much RNA product has terminated at a particular site based on its size.
learned how to persevere and not take things
so personally. I had to realize that the re-
search didn’t hate me, and I had to move on.”

Part of the Plan
She admits that she had a lot of bumps in
the road with little mishaps that would cause
her to lose a whole week’s worth of data,
but she learned to laugh and remind herself
that it is just research — it doesn’t always go
perfectly.

The frustration Bartlebaugh felt was all
part of the plan when the program was
established. Working long hours alone,
testing hypotheses, and then having them
destroyed by new findings is all a part of
research and gaining professional skills.

“Students get to experience both the joy
and the frustration of generating new knowl-
dge,” says Tarkow. “That is one of the hard-
est, and yet, most important, things students
can learn from this experience.”

One of the requirements of the program is
for each student to prepare a five-minute pre-
sentation on his or her findings. Colleagues,
mentors, and families are then invited to a
presentation luncheon. Bartlebaugh found
it was difficult to explain her research to a
group of people not familiar with biology, but
even harder to keep her talk to less than five
minutes. She says she concentrated on the
big picture, which was unfortunate, since the
little details are the most exciting parts.

At the luncheon, Bartlebaugh realized
the magnitude of URMP. Research didn’t just
happen in biology, but in all departments in
the college.

“It is a wonderful thing that URMP funds
and encourages a vast array of projects with
different people with so many different
backgrounds and research interests,” says
Bartlebaugh.

Student researchers receive a $3000
stipend for the summer program or $1000
during the school year. They can also apply
for special grants for modest travel to confer-
ences to present their research. Bartlebaugh
greatly appreciated he stipend money be-
cause she wasn’t able to hold a part-time job
during this program.

“I was in the lab between 50 and 60 hours
a week,” she says. “Without the stipend, my
research would have suffered, so I’m grateful
for it.”

Over the years, students who have par-
ticipated in this program have gone on to
become leading researchers in their fields.
Often, their projects have translated into
presentations at conferences or the basis
for applications to graduate schools. That is
what Bartlebaugh is counting on. This experi-
ence has taught her how to apply for other
research grants and has given her the confi-
dence to apply for National Science Founda-
tion fellowship funding to help her afford
graduate school.

“I don’t know where I’m going to go for
graduate school or exactly what I want to
do, but I feel like I just started learning, and
I want to take more science classes to find
my passion,” says Bartlebaugh. “I feel like the
mentor program opened a whole new world
for me.”
Alumnus James Hoffmeister has come out of retirement to join forces with one of the biggest family names in the brewery biz

By Melody Galen
Many recently graduated young people would probably do a fist-pump, holler “Whoo hoo!” and say “Yesss!” immediately upon being offered a job with one of the giants in the American beer industry. But math alumnus James Hoffmeister, BA ’67, really had to think about it. Why? Because it was in St. Louis. Where he’d grown up. He really didn’t see the excitement in that, but he took the job in spite of the location.

“Beer will be fun. I can do that for a couple years,” he thought. Those couple years turned into several decades.

New Waters
After a career spanning almost 40 years with Anheuser-Busch Companies, Hoffmeister has found himself some new adventures. At the beginning of 2011, he purchased, completely remodeled, and is planning an expansion of a hotel in St. Helena, Calif., in the Napa Valley. He also is the chief executive officer of the new William K. Busch Brewing Company. Because “Billy” Busch, one of the sons of August Busch Jr., was not working for the family company at the time of the InBev takeover, he is under no non-compete clauses, which clears the way for the launch of two new premium, non-craft beers in the St. Louis area starting this November.

The startup brewing company decided to produce a mainline lager beer, Kräftig Lager (pronounced kref’tig), and Kräftig Light.

“The development of our Kräftig brands took over two years. We agreed to use only the best malt, hops, yeast, and water, which requires a longer aging time than competitive brands, because we only use natural ingredients. Using a quality brewery in La Crosse, Wis., allows us to brew our beers now versus waiting until we built a brewery,” says Hoffmeister.

Kräftig is a German word for powerful, and he explains, “We’re relating it back to the power of the traditional brewing, the power of the Busch family being back in the brewing business.”

A craft beer uses traditional methods and is brewed to be distinctive and flavorful, rather than to have mass appeal. According to Hoffmeister, a lager “uses a different kind of yeast and takes about 30–35 days to produce, and it tends to be a very light, very easy-drinking, more German-style beer. Light in color. Light in taste.”

Ales may take considerably less time to brew, “but they tend to be heavier, and a lot of young adults like them,” he says, “but they tend to drink one, and then if they’re going to drink more in an evening, they...
switch over to a lager.” So, it makes sense that the brewery would opt for lighter-style beers to reintroduce the Busch name into the brewing industry.

The new beers have been very well received in blind taste tests against the well-known beers in their classes, says Hoffmeister. “Our goal is to start this November in the St. Louis area, then roll out Kräftig in 2012 to all of Missouri and southern Illinois, followed by a strategic state-by-state rollout thereafter,” he says. “Our headquarters will be in St. Louis, and we will build a brewery there as economics justify the investment.”

Do Your Homework
The man who wasn’t keen on returning to his hometown to start his career remembers his time at Mizzou as well spent. He found his classes challenging, and his professors had high expectations.

“My degree in mathematics,” he says, “gave me a good foundation for business. Later I earned an MBA, and the combination of math with the MBA gave me the foundation to handle many jobs at Anheuser-Busch — I ended my career as a senior group VP and a member of the strategy committee. As long as we worked hard, we would play hard, and we loved doing both.”

“Do your homework, be determined, and always end a project with a recommendation!” is advice he has found himself repeating throughout his career. He saw many people in business who did the work but presented facts rather than a recommendation.

“My theory was, ‘You’re the one who knows it the best, so make a recommendation, give them the logic behind your assumptions, and if they don’t agree with you, you can go back and revise. But you’ve got to do your homework to make a knowledgeable recommendation,’” he says.

Life Choices
Hoffmeister didn’t just lay the groundwork for his future career while at college — he reacquainted himself with a girl he’d known in high school, Sheila Kearns, BJ ’68. Miss Kearns became Mrs. Hoffmeister, and the couple now has three sons and eight grandchildren.

He was fortunate to travel worldwide with his job, something he had longed to do as a student, and he and Sheila still answer the call of travel. In those years of business, the Hoffmeisters flourished, and he realized how important it was to him to give back to his community and to his alma mater.

And he does. He has coached youth baseball, soccer, basketball, and volleyball over the years. Besides teaching a sport and how to be part of a team, what he most likes to see his charges learn from their time with him is self-confidence and responsibility. He tells them, “Hey, you’re at an age now where you need to remind your parents when practice is and when the game is. You need to have your stuff here, you need to have it clean. Don’t make your parents do it!”

Thank you, sir. Thank you.

Hoffmeister began tutoring the day he retired from Anheuser-Busch in Dec. 2006. He stopped by an elementary school in Switzerland.
Lemay, Mo., on the way home and offered his services wherever they needed him. He’s tutored grade schoolers on up through college students struggling with various courses and acted as an adviser to MBA students working on team projects.

“For some younger students, you become a stake in the ground for them,” he says. He has worked with one seventh-grade boy since the child was in the second grade. This particular boy has been moved around to different foster homes and has not had a lot of stability in his young life. “These are kids who really need some help — people are not paying attention to them.” Fortunately, Hoffmeister has been able to provide some needed care and consistency for some of those children.

His desire to give back to the community led him to serve on the Salvation Army board for many years, including being chairman of both the advisory board and the Tree of Lights campaign. He has also served on the St. Louis Repertory Theatre board and the Sisters of Saint Mary’s Hospital Advisory Board.

Back to ol’ Mizzou
Hoffmeister also devotes time to some university committees. He’s been involved with the College of Arts and Science’s Strategic Development Board for several years. The committee members provide valuable perspectives looking in from the outside, helping the dean devise plans for different aspects of the college’s functions.

He is also part of the Missouri 100, a group that “advises and assists the president in promoting the critical role of the University of Missouri System in the state’s future and its reputation around the world.” He recently attended his third meeting of the Research and Development Advisory Board, which works to advance the university’s research partnerships with industry and government, to promote translational research from MU to the private sector, and to foster development opportunities that enhance the University’s missions of research, teaching, service, and economic development.

“I enjoy going up to Mizzou. I enjoy helping them,” he says. “They’ve been good to me, and it’s a part of giving back to them. I have been very blessed in my life. The University of Missouri, my family, and God have been the keys.”

Hoffmeister’s family traditions: with grandson Christian, above, at an MU basketball game, and making pancakes with granddaughter Annie, below.
The idea that a teaching assistant or professor might not be the absolute best at teaching won’t come as a shock to anyone who has ever gone to college. But what about the ones who really are a smashing success at teaching what they know? Those who can verbalize or demonstrate concepts in such a way that their students easily grasp even difficult material? For that we have Bethany Stone in the Division of Biological Sciences, and, for her, teaching is a passion.

Stone, PhD ’01, received a prestigious 2011 William T. Kemper Fellowship for Teaching Excellence this past April for her work in introductory biology and courses focusing on botany and infectious and genetic diseases.

Where it all Began
Stone credits the late Curators’ Professor Sandi Abell with molding the way she approaches the act of teaching. In her last year as a graduate student in Professor Dale Blevins’ lab, she took a class called College Science Teaching. Abell had a joint appointment in science education and biological sciences, and she was the director of the science education program then.

“Since I knew teaching was what I wanted to do, I took the course, and she’s really a lot of what I do today in terms of what I learned in that class,” says Stone. “I refer to that notebook, those notes from that class more than any science class that I took — not that those didn’t obviously contribute to what I do — but how I do it all comes from her and that course.”
Love What You Do

She views that one course as a great opportunity, and she says that more and more graduate students in the sciences are taking the course and the minor. “It’s a whole new way of learning, and getting to learn that way modified how I teach. Otherwise, I would have taught more traditionally,” she explains.

When the chance to teach a section of Bio 1010, the large non-majors lecture course, fell in her lap, she knew she had to do it, despite the fact that she was already a postdoctoral fellow in Professor Mannie Liscum’s lab with research responsibilities.

Taking Stock
Stone is grateful that Liscum was willing to have his postdoc in the lab only half as much as he’d originally planned and that the department gambled and put her in front of a class of 380 students. After her first semester teaching Bio 1010, she took a step back and examined her, and her students’, success.

“I went back to that notebook I had written up, changed some things, and refreshed myself on my philosophy, on exactly what I wanted those students to get out of my classes,” she remembers.

She says she feels a bit spoiled because she gets to teach biology for the citizen, and that what is important to teach is relatively easy to ascertain because it’s what her mother would need to know. She asks herself, “Would Mom need to know this to be a patient, to be a parent, to be a voter, to be a consumer?”

Researching Learning
Stone has an impressive ability to apply research techniques to improve her teaching: Each semester, she surveys students on difficult-to-understand topics, such as DNA. Then she takes the data and works to improve the way she teaches the topic.

Using feedback from the survey concerning DNA, she and her colleagues, Associate Professor Robin Hurst; Associate Professor Pat Friedrichsen; and Assistant Teaching Professor Allison Wiedemeier, who has since left the university, did an ET@MO Academic Transformation project in which they created a digital animation that increased student understanding by 27 percent compared to traditional teaching methods.

Stone’s mom, who also was a teacher, has been a big influence on her teaching, too. “She’s given me some great strategies,” Stone says. The two were talking about genes one day, and Stone asked her mother a question about DNA and its function in cells. She noted her mother’s answer, and then they discussed how her mother had arrived at her
Love What You Do

conclusion. That process is similar to what Stone does when she tracks the misconceptions with which students come into her classroom.

Pop Culture to the Rescue?
The biological process of cloning used to be a widely misconstrued topic among her students, and she could trace some of that misinformation to popular movies of the 1990s. Surprisingly, after surveying her students, she realized that the new Star Wars trilogy had actually helped right some of those wrong ideas of cloning.

“I did a study, and a lot of students thought when a clone is created, it’s created as an adult, and it shares the same memories, and it has the same personality and all that,” Stone says. “Well, then when Clone Wars came out, they represented it differently, a little more accurately, and that misconception became less frequent.” She finds there are still plenty of other misconceptions to battle, so Hollywood won’t drum her out of a job any time soon.

Good Work Recognized
The Kemper was not Stone’s first award for teaching; her techniques also earned her a Provost’s Outstanding Junior Faculty Teaching Award in 2007. She recently won the

The Missouri Theatre

Educational Technologies at Missouri Undergraduate Teaching Award for using technologies to meaningfully improve teaching and learning at MU.

The previous director of the Division of Biological Sciences, John David, sums it up nicely, “Bethany is quite simply the kind of teacher that we all want to be and that every student dreams of having at least once in his or her career.”

—Information from Josh Murry’s Mizzou Weekly story, and Laura Lindsey’s Web post was also used.
two years of construction, Tate and Switzler Halls opened their new doors to faculty, staff, and students for the fall semester. Low-interest bonds funded the projects and will be paid back with money that was originally intended for the buildings’ maintenance and repair. Both buildings were gutted and outfitted with new mechanical, plumbing, and electrical systems, along with new fire and security systems. A total of 282 classroom seats and 34 faculty offices were added, which addressed the critical need for more classroom and office space.

Gary Ward, associate vice chancellor-facilities at the university, said that in most circumstances, the best approach would have been to tear down the buildings, but he claimed that was never an option.

“This is Mizzou,” he says. “We have to preserve the iconic structures we have.”

The university takes pride in preserving its history, but there are buildings in dire need of renovation. To address these needs, Ward saw an opportunity to establish a new model based on sustainability and financial stewardship that will guide future renovations.

“We’re fortunate to be able to make outdated buildings new again by addressing critical repairs while renovating spaces for today’s technologies and educational needs,” says Ward.

From the beginning of the planning process to the end of the project, cost-effectiveness was the main focus. Requests for architects’ qualifications were submitted electronically, which resulted in lower costs of preparing the proposals and shortened the selection process that typically takes nine months.

When deciding how to put the finishing touches on the buildings, Ward thought like a taxpayer, so he chose the same color and design scheme for both buildings. Simple building materials that could be purchased locally were used, and light fixtures, columns, emergency exit signs, and other items in good condition were re-used. All of this resulted in significant cost savings.

In the distance, the newly renovated Switzler Hall. Photo by Michael Porter.
Switzler Hall

Named for William Franklin Switzler in 1909, a Columbia editor and member of the Board of Curators in the 1840s, Switzler Hall is the oldest academic building on campus. During its history, the building has housed the College of Agriculture, the School of Journalism, and civil engineering offices.

“We love the new building,” says Department Chair Michael Porter. “When we look at pictures taken before we left the ‘old’ Switzler, we can’t believe how this building used to look.”

Construction manager Robert Young says the renovation of Switzer Hall involved “building a building inside of a building.” The project required tearing out every wood floor, joist, beam, and interior wall. Once the building was gutted, a system had to be put into place to preserve the exterior walls. Until the concrete floors and supporting columns could be installed, the building was held together by a complex system of cables, braces, and struts that created a balance system so the walls would not fall outward. The planning for the system — how strong, how many braces, and where they would be placed — happened before the demolition even began. By the time they were ready to install them, it didn’t take long because of the advance preparation.

Cast-iron columns from the original construction were found buried within the walls and, because of their great condition, are now on display in the new foyer. This time, however, they aren’t being used as a support system but as decoration only.

“It was a way for us to tie the old in with the new,” says Young.

An 8,000-square-foot addition was added to the building, which helped to create an additional four classrooms, 220 classroom seats, and 11 offices. Some of the extra classrooms include the original exterior brick walls, leaving an aesthetically pleasing, historical feel to the rooms. The building also has an accessible grade-level entry, an elevator, a staircase enclosure, and it meets the requirements of the Americans with Disabilities Act.

“The building will be a major plus when we’re recruiting prospective graduate students, undergrads, and prospective faculty,” says Porter. “Who wouldn’t want to work in such a beautiful setting, with great research space, classrooms, seminar rooms, and offices?”

Tate Hall

Built in 1924, Tate Hall was originally home to the law school. It is named after Lee H. Tate, a Mizzou law student who felt indebted to the university for the advantages it provided him.
The Department of English has resided in Tate Hall since 1988.

Although the square footage stayed the same after the renovation, 62 classroom seats, one classroom, and 23 offices were added to meet the department’s growing needs. The interior walls were removed to better configure the building’s space, and the link between the original structure and the 1957 addition was removed and rebuilt to allow more space for interaction between students, faculty, and staff.

One of the unique features of Tate Hall was the large reading room, which was originally the law library. In recent years, the space was inefficient and rarely used. After the updates, the room serves as a 70-seat classroom that will also be used for special events, but it still maintains the historical charm of the two-story space with large windows.

The old law library stacks that previously were used for storage have been replaced with new offices and a conference room, and the flight of stairs in the east entry has been replaced with an accessible ramp.

In keeping with the cost-effectiveness model, many items were salvaged from the 1924 structure and re-used. For example, the east-entry lighting, the newel posts, and the handrails are all original. The student lounge raised-panel, wooden ceiling border was recycled for use in the main entry, and the original entryway trim to the law library is now used in the entrance to room 215.

Tate Hall has been on the list of buildings requiring repairs for years in part because of its old heating system which ran steam piping within the old floor joist system — a method that would not be approved today. The original ground floor was removed and re-poured, and the heating system has been updated with a new mechanical chase that allows for better air distribution.

Campus Facilities spokeswoman Karlan Seville says that the changes in Tate Hall make the building more user friendly, brighter, and more modern, without affecting its historical exterior appearance.

This updated classroom is where the old law library used to be.
The arched window at the front of the building features two of five recovered light fixtures.
This “smart room” features three projector screens so someone at each of the tables can connect and project to a screen.
1956
The Magnificent Medills, a New York Times-reviewed book by Megan McKinney, BA English, was published at the beginning of October.

1962
Julia Link Roberts, BA history, the Mahurin Professor of Gifted Studies at Western Kentucky University, is the recipient of the annual Acorn Award for teaching excellence for a professor at a Kentucky four-year college or university.

1963
Col. John B. Haseman (ret.), BA political science, was inducted into the Defense Attaché System Hall of Fame, which honors personnel of the Defense Attaché Office who have served with great distinction.

1976
Tony Oseguera, PhD, has written Frogs and Toads Forever: The War at Sea. The young-adult book is set 1000 years into the future in the holy land.

1977
Stephen Sangirardi, MA English, released his second novel, A Shakespearean View of Freud, earlier this year.

1993
Sarah Ferguson Hock, BFA art, MEd ’03, passed away at home, surrounded by family, on Sept. 12, after a brave battle with brain cancer.

1997
Sheridan Wigginton, MA Spanish, PhD education ’01, has joined the faculty at California Lutheran University as associate professor and chair of the languages and cultures department.

2006

2008
Ryan J. Yager, BA political science, has joined the law firm of Greensfelder, Hemker & Gale, P.C., as an associate.

Got Notes?
If you have news to share with us, please forward it to Melody Galen at GalenM@missouri.edu. We’d love to hear from you!