CONNECTIONS 2018

Seeking Understanding: How We Relate to Muslims and Arabs

Addressing Sexual Assault and Moving Forward

CELEBRATING 50 YEARS OF MARRIAGE AND FAMILY THERAPY
In his centennial address at BYU in 1975, President Spencer W. Kimball stated:

I am both hopeful and expectant that out of this university . . . there will rise brilliant stars in drama, literature, music, sculpture, painting, science, and in all the scholarly graces. This university can be the refining host for many such individuals who will touch men and women the world over long after they have left this campus. (“The Second Century of Brigham Young University,” BYU devotional address, 10 October 1975)

John S. Tanner, former academic vice president of BYU, noted that the “brilliant stars” in this quote refer to the students (see “A House of Dreams,” BYU annual university conference address, 28 August 2007). We then—the faculty, staff, alumni, and donors to BYU—become the “refining host.”

I am struck by the multiple definitions of the word refine. On one hand, refine could represent the aspirations of higher education in general—to produce students who are polished, civilized, educated, and prepared to be participating citizens. On the other hand, it could refer to the mission of BYU—to move students to a higher spiritual state of finer moral quality, even assisting them “in their quest for perfection and eternal life” (BYU Mission Statement, 1981).

Our role, then, as “refining hosts” is to help students become cultured, refined, and educated while also moving them to a higher spiritual state as part of “their quest for perfection and eternal life.”

As you read this issue of our college magazine, you will see a few of the ways that the faculty and staff in the College of Family, Home, and Social Sciences—with help from alumni and donors—work together to provide refining experiences for our students. Perhaps one of these stories will encourage you to join us in hosting one of our many inspiring learning opportunities.

Benjamin M. Ogles
Dean
FEATURES

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BYU’s marriage and family therapy program had its 50th anniversary in 2017. To celebrate, we highlight individuals, stories, and principles that form the foundation of a program that saves families and changes lives.

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At first glance, it may seem like Latter-day Saints have nothing in common with Arabs and Muslims. However, according to geography professor Dr. Chad Emmett, we are more similar than we think.

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Through excerpts from his recent devotional, Dean Benjamin Ogles and FHSS students acknowledge the issues and possible solutions surrounding sexual harassment and assault in the BYU community.

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ELEVATOR EAVESDROPPING

The Spencer W. Kimball Tower has long been referred to as the SWKT. In addition to extensive renovations this year, the building’s acronym has changed to the KMBL. One thing that hasn’t changed is that the building remains the tallest on campus, with a daunting 12-floor elevator. That’s a looong way up! From our elevator rides, we have compiled some of our favorite moments en route. You call it eavesdropping; we call it impromptu conversation analysis. Even Dean Ogles got in on the fun.
After pushing the sixth-floor elevator button for a student.

Dean Ogles: So you are headed to the Geography Department?
Student: Yes. What’s on the ninth floor?
Dean Ogles: The dean’s office.
Student: Are you in trouble?
Dean Ogles: No, I’m the dean.
Student: That’s awkward.

You didn’t ask about gender differences? That’s like research 101.

Why am I the only one in my apartment who buys toilet paper?

All I know is it was really furry. One guy touched it and the other guy ate it.

“I need to get on Tumblr so I can be educated.”

If the building catches fire, my job is to stay inside and make sure people don’t run back into the fire.

For several months, the elevator’s down button was not operational from the seventh floor. On one of these detours up—and then down—a student observed: “That’s what happens when you build a building this tall. Half of it stops working.”

How long have you been in the elevator?!

March 20, 2018: the Day of the Possessed Elevator. Students and staff enter the elevator and press the button for their desired floor. The elevator ignores everything and goes straight to the 12th floor. One student exclaims:

“Oh no, not the floor with all the evil experiments.”

Students and staff press floors to go down, but once again, the elevator has a mind of its own. It goes down two floors and then goes back up, erasing all floor selections. Students and staff try one more time with the same result before practically stumbling over each other to exit the elevator and take the stairs. Sometimes, it’s just safer that way.

No functioning elevator? No running water? They need to become one with the people they are studying.

After the “broposal” they’ve started going to the gym together every weekday morning.

You smell great, man! I probably smell like Bondo and metal shavings.

I walk a fine line between arrogance and confidence.

Do you know when you see someone on campus who you know really well but you can’t place them? That happened to me when I ran into a girl at the library . . . and later realized she sells me fudge at the bookstore. Daily.

Guy talking about 3 inches of snow: Why don’t they have snow days here? What the heck!

We thought about dressing up as Sour Patch Kids and getting people excited about candy . . . but then pranking them and not giving them anything.

Student were given rare access to the rooftop for “Selfies on the SWKT” as part of the Choose 2 Give student-giving campaign.

You’re making dreams come true.
Can you get a picture of me looking at Y Mountain? Gotta get the hipster shot.

“I saved three lives today.”

We’re actually adults who want to do kid things.

Don’t shut the elevators down yet. We need to give stragglers their Sleepless in Seattle moment.

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Do you know when you see someone on campus who you know really well but you can’t place them? That happened to me when I ran into a girl at the library . . . and later realized she sells me fudge at the bookstore. Daily.
When you speak to 81-year-old Dr. William Rice about his experience as a doctoral student in BYU’s marriage and family therapy (MFT) program, you quickly realize that his life has been changed through this divine and groundbreaking program. He was the first graduate of the MFT program and, though now retired, spent decades working as a professor and therapist. His career, church callings, and home have been blessed by the lessons he learned in MFT.

Like many other students and faculty members in MFT, Rice has always wanted to help families be unified and healthy. He recalls being asked as a child what he wanted to be when he grew up. “I said I want[ed] to be a marriage lawyer,” he says. “I was 10 years old. I wanted to help marriages stay together. I saw too much pain and suffering in families. That’s something that’s been my emphasis in my heart, my soul, probably all my life.”

In his master’s program at a different university, Rice was told that to graduate, he would have to compete against his peers and that “only the best and brightest among [them] would graduate with a degree from the university,” he says.

This statement pushed him to have a very competitive mindset. In his first class for his doctoral degree at BYU, Rice worked harder than the rest of his peers, striving to make them look unprepared and shallow minded. At the end of that first class, Rice was called to the front of the room by the department chair. Instead of being praised, Rice was reprimanded for purposely making his peers look bad. From then on, Rice lived by the chair’s counsel: “If anybody fails because of you, you fail with them.”

BYU is known for its rigorous programs, but, in the MFT program, it is essential to work and learn together. “We were there together solving the same problem,” says Rice.

Fifty years later, current master’s student Cara Nebeker-Adams shares the same value of camaraderie with her program cohort. Her peers have taught her how to conduct therapy and develop strong relationships; she then puts these skills into practice with her clients. Regarding her classmates in the program,
Great Minds Think Differently, but They Serve Together

Marriage and family therapy students and faculty work in a unique environment. MFT is located in the Comprehensive Clinic, which is housed in the John Taylor Building. The clinic provides the supplementary organizational structure that allows MFT students to get clinical practice without having to worry about the client intake process, archiving data, or other processes. Most importantly, the clinic fosters a spirit of collaboration between MFT and other fields that focus on improving people’s relationships and mental health. Interdisciplinary research and practice allow individuals to receive the best treatment for their specific needs. By mixing diverse backgrounds and theories, new information is produced to help support both individuals and practitioners in the therapy process.

Dr. Dean Barley, director of the Comprehensive Clinic, has seen this collaboration and its benefits firsthand: “Each of these different perspectives contributes significantly to the health and welfare of clients,” he says.

Lifelong Learning and Service

In terms of the quantity and quality of its research, BYU’s marriage and family therapy program is one of the most productive programs in the country. In 2016 three of the six most cited authors in MFT journals were BYU faculty. But for BYU MFT, scholarship is about more than publishing research—it’s about applying that knowledge and making a difference in communities and individual lives.

The Need for MFT

“Relationships are the foundation of life,” says Dr. Lauren Barnes, director of clinical training and assistant clinical professor. “We’re working to identify core indicators of what makes families [and relationships] successful and flourish.” As therapists study these indicators, they find that family conflicts are more fully resolved when family members work together to find solutions.

As MFT program director Dr. Jonathan Sandberg describes it, no individual in a family is independent from the other members; what parents do affects children, and what children do affects parents.

Family issues must be solved in family systems. Together the BYU MFT program and its students have been helping to find those solutions.

Learning Together

A program is only as strong as the people who run it. Over the years, faculty and students have created a community of learning and service. Because the program typically only admits 12 master’s students every year and there are 9 full-time faculty members, students receive close instruction and have influential experiences with their mentors.

Barnes was once a student in the program herself. She was especially grateful for the opportunity to be mentored by a female faculty member because she was able to see “women of faith with a graduate education using that education to help people in the world,” she says. (One-third of the faculty members are now women.)
Within the program, faculty and student research looks at core family issues in the lives of real individuals. In addressing these struggles, BYU MFT answers the unspoken question, Does what we’re doing really help? Dr. Dean Busby, the current director of the School of Family Life and a BYU MFT graduate, has been a part of this process countless times. He says that, as research is conducted on families and therapy practices, you see the knowledge “ripple through hundreds of therapists and families,” making a difference in thousands of lives.

Each year, MFT students see an average of 400 family cases. Treating these cases provides accessible therapy to many who would not otherwise receive it. After graduation, however, the lasting ripple of knowledge and service is seen as graduates go on to impact individuals and families through their own practices.

For many students, such as Nebeker-Adams, this knowledge hits close to home. Regarding her education and the skills she has acquired, she says, “I realize I [won’t] just be a mother to my kids [but I’ll be a support] to other people in the community.”

A simple principle that Nebeker-Adams has learned in the program is one that she will apply in all aspects of her life and career: how to care. “Just being present and being human and empathizing is huge,” says Nebeker-Adams. Sometimes we bulldoze people with our good advice instead of just asking them what they need and listening to them and being there with them.”

Sacred Ground
One of the most distinctive characteristics of BYU’s MFT program is the ability to discuss gospel perspectives on family and clinical issues.

In the therapy room, this transforms into a “beautiful, sacred process” of healing, according to Barnes. Dr. Busby continues on this thought: “When you go into a therapy room, it’s sacred ground. You’re getting into people’s most difficult challenges in life, about the things they care about the most. And to enter that sacred ground at a place like BYU, . . . in some ways it feels like the whole picture comes together.”

As healing occurs, Nebeker-Adams has discovered that “God can be found in secure relationships.” This includes the relationships within families served by BYU MFT as well as the individual relationships between faculty or students and God.

With the gospel emphasis on the eternal value of relationships, therapists see relationships as opportunities for growth and progression. Sandberg feels that the spirit brought by having this perspective has helped him to be “enlightened, strengthened, and magnified” in his personal research. Nebeker-Adams shares that, through the program, both her testimony and her relationship with Heavenly Father have grown.

The power and light of the gospel allow for enlightenment and the strengthening of relationships. For some, it also provides the comfort and the conviction to go forward and change the world through marriage and family therapy. “I don’t think I could have reached [my dream of becoming a marriage and family therapist] without the comfort of the Church and the gospel emphasis toward the family,” remarks Rice.

Making a Lasting Difference
BYU MFT has helped a life-changing field develop and grow. The specialization that has developed within the marriage and family therapy field, which best helps all individuals in all situations, has changed countless lives for the better.

“The lives touched—how can you measure people who didn’t get divorced?” Sandberg remarks. “How can you measure the number of kids who were abused and starting substance abuse who figured a way out through therapy? There is no way to measure the amount of human suffering alleviated.”

Not only does BYU marriage and family therapy save lives—it also changes them. Nebeker-Adams says that the biggest change she has witnessed is within herself. In the same vein, Rice says, “I would be [in a bad place] had I not had this need to understand why so many marriages aren’t what they pretend to be. It’s given me a real sense of foundation and purpose.”

• MFT Student Association founded.

[Timeline Image: 1972 - Program is fully accredited by the American Association of Marriage and Family Counselors (AAMFC). 1980 - John Taylor building opens to house the Comprehensive Clinic and the MFT program. 2017 - ]
FHSS AT A GLANCE

**Visitors to the Museum of Peoples and Cultures**
30,049

**Fulton Posters**
250

**Individuals seen at the BYU Comprehensive Clinic**
1,136

**Apples used in SFL's Food Prep in the Home Class**
12,000

**Children helped in the Child and Family Studies Laboratory**
480

**Gradsuated with an FHSS Major**
1,310

**Ancestors researched through the Immigrant Ancestors Project**
5,854

**Ancestors researched through the Nauvoo Project**
3,000

**Children helped in the Child and Family Studies Laboratory**
30,049

**Where our alumni are now**

**Top 10 States**
- CA: 6,789
- UT: 3,266
- WA: 2,745
- ID: 1,643
- CO: 1,523
- NV: 1,523
- TX: 1,517
- VA: 1,517
- OR: 1,369
- AZ: 1,369

**Top 10 Countries**
- USA: 67,740
- CAN: 397
- U.K.: 28
- SNP: 22
- BRA: 17
- MEX: 16
- CHI: 15
- GER: 12
- AUS: 12
- JPN: 12
CONNECTIONS 2018

Family is a public health issue. From physical safety and mental health to education and finances, healthy families and marriages create stability and opportunities in our personal lives and in our communities. So what are we doing to actively promote healthy relationships? Many couples and families aren’t doing anything at all.

School of Family Life professor and Utah Marriage Commission cochair Dr. Alan Hawkins is working to change this by promoting relationship education for individuals of all ages and relationship stages so that everyone can have healthy, happy relationships and marriages. In fact, over the past seven years Hawkins has focused his efforts on passing a bill in the state of Utah, SB 54, that encourages premarital education for engaged couples. The bill was signed into law on March 21, 2018.

First Step: Education
For those who grow up in an unstable family situation, knowing what a healthy relationship looks like can be difficult. When a couple is getting married and hoping to start a healthy family of their own, this issue becomes even more pressing.

This is the idea behind relationship education: teaching individuals of all ages and family backgrounds what healthy relationships look like and how to build and sustain them. "When you have something that’s so important, we as a society need to educate people about those issues," says Hawkins.

A State Issue
Hawkins worked with scholars, students, and legislators to pass a bill that promotes relationship education specifically for engaged couples. The bill will give couples a $20 rebate on their marriage license fee if both individuals complete approved premarital education or counseling. If couples do not invest in premarital education, $20 of their marriage license fee will go to the Utah Marriage Commission to support free relationship education services in each county.

For engaged couples, this bill provides a choice and an incentive to improve their relationship before marriage, allowing them to start their family with a better relationship and with higher satisfaction.

Hawkins believes that this simple step will lower the cost of family instability in Utah. Divorce costs Utah taxpayers an estimated $275 million annually, but Hawkins estimates that SB 54 can save the state and its taxpayers more than $2 million of that cost every year.

When asked why he kept fighting for a premarital education bill, Hawkins says that "we need to do more to help young people get to a good place where healthy marriage is a greater possibility."
Seeking Understanding
How We Relate to Muslims and Arabs

By Madison Lunnen
In 1975 in Indonesia, a newly arrived LDS missionary climbed into bed around four in the morning, exhausted from his journey and ready for sleep. However, that rest was met with an interruption. Down the street, the cry of “Allahu Akbar!” (“God is most great!”) was being piped through loudspeakers. Muslims were being called to dawn prayer. That night the young missionary received his first lesson in Islamic culture.

That missionary was Chad Emmett. Forty-three years later, he has a PhD in geography and is an associate professor at BYU. Still affected by his missionary experience, he continues to study Islamic culture.

**Mormons and Muslims**

In 2016, Emmett published an article in the *Arab World Geographer* titled “Living and Traveling in the Arab and Moslem Worlds.” This article was written in response to what Emmett calls the “anti-Islamic contagion” triggered by terrorist attacks around the world in recent years. According to Emmett, Latter-day Saints share a vast array of religious similarities with Muslims. For example, both religions pray, help the poor, and fast. Hanif Ibadurrahman Sulaeman, a Muslim student at BYU, confirmed these similarities. Among these commonalities, he cited a focus on family values and prayer—in fact, his parents allowed him to study in the United States because of the standards that BYU students are required to live by.

**Americans and Arabs**

While the connections between Mormons and Muslims are not hard to see, the similarities between the general American population and the general Arab population are less obvious. “There really is a gulf between the two civilizations, and it’s mainly because they don’t know each other,” Emmett said in an interview. “They’ve never interacted at a personal level; all they know is what they’ve seen in the news, in the movies, [and] from political leaders.”

From his years of travels, Emmett has drawn four conclusions in regard to the two cultures:

1. Americans and Arabs are alike in more ways than not.
2. Arabs are generally friendlier and more hospitable than Americans.
3. Even when they disapprove of US policies in the region, Muslims and Arabs usually recognize that individual Americans do not represent the US government.
4. Both Americans and Arabs can be quick to rely on stereotypes and suspicion, but their opinions can change in a positive way once they get to know each other.

**What Can You Do?**

With terrorism, foreign aid, and oil, the Middle East has a large impact on American lives. However, the rise of ISIS and President Donald Trump’s perceived discriminatory stance on Muslims through the travel ban have pushed our relationship with the Middle East into the public arena.

“You can’t be a citizen of the world and not be impacted by what’s going on in the world—in the Middle East or in the Islamic world,” said Emmett. He said it is crucial that we form positive connections with the Arab and Islamic cultures.

How do we do that? First, we have to understand the people. Dr. Emmett offered several options for familiarizing ourselves with Muslims and Arabs:

- Travel to safe Muslim or Arab countries such as Morocco, Jordan, Malaysia, or Indonesia.
- Visit a mosque and ask Muslims about their faith.
- Take Dr. Emmett’s Middle East geography class.
- Read the Koran.

And, according to Sulaeman, the Muslim BYU student we spoke to, one of the best things we can do is quite simple—be open to other religions and people.

We must learn to separate a handful of extremists from the rest of the Muslim world. Take the time to get to know the Muslims and Arabs in your area. Talk about religion; talk about culture; form a connection with them. In our increasingly tumultuous world, our positive relationships with Arabs and Muslims will prove essential.
ADDRESSING SEXUAL ASSAULT AND MOVING FORWARD
Allegations of sexual harassment and assault are widespread concerns in society, and BYU is among the institutions confronting these issues.

Family, Home, and Social Sciences dean Benjamin M. Ogles was called to serve on BYU’s Advisory Council on Campus Response to Sexual Assault as well as on a second committee that surveyed students concerning their experiences with sexual assault. Recently, Dean Ogles gave the campus devotional “Agency, Accountability, and the Atonement of Jesus Christ: Application to Sexual Assault,” which addressed how the issue affects BYU students and how victims, perpetrators, families, and friends can move forward. Below are several highlights from the devotional as well as student reactions to the impactful message.

Sexual assault is a difficult, highly charged, and sometimes political topic not easily discussed in any setting. I feel an urgency to address this delicate topic.

Accountability and Atonement
Not all suffering or adversity in life is the result of our mistakes, transgressions, or sins. Some of the most complicated problems in
life are the direct result of injuries caused when our fellow human beings unrighteously exercise their agency to hurt, control, coerce, or use others.

But God did not leave us to suffer at the hands of others without providing “a way of overcoming the tragic consequences of such damaging use of agency.” The Savior’s atoning sacrifice can heal us from the hurt and abuse of others.2

Sexual Assault at BYU
Of the 12,602 students who completed the [Campus Climate Survey on Sexual Assault], 475 reported 730 separate incidents of unwanted sexual contact.3 Fifty-two percent of the incidents were perpetrated by a current or former boyfriend or girlfriend or spouse. A combined 37 percent were perpetrated by an acquaintance, friend, or former friend. Only 6 percent were perpetrated by a stranger.4

Consent
I believe some instances of unwanted sexual contact at BYU occur because one person assumes the other is interested and “goes for it” without ever checking to see if their perception of the other person’s wishes is accurate.

I wish that all people knew how to ask first. The pain of being physically violated is much worse than the brief and potentially awkward moment when someone lets you know that they would like to be more physically intimate.

Covenant Marriage and Consent
Marriage itself is not consent to intimacy.

Victims
To those who have had traumatic experiences, please know there are people—many people—who are concerned for your welfare and many people who have experienced on a personal level what you have experienced. You are not alone. You are not damaged or worth less because of the incident. You are children of God, and He stands ready to assist you.

We know the road you now travel is often filled with suffering and doubt, and we are ready to help.

Self-Blame
Sometimes victims try to figure out why these bad things happened to them. Some wonder if they did something wrong to deserve this circumstance.5 But you are not responsible for that to which you did not consent! That is the essence of agency.

STUDENT REACTIONS
TO DEAN OGLES’S
DEVOTIONAL:

“If someone says stop, you need to respect them and stop. . . . If you respect other people’s boundaries, that can transfer into building bigger character.”

—MACKENZIE BOWMAN
Family Life

“This campus climate survey . . . acknowledge[s] that even the Lord’s university has improvements to make.”

—TAYLOR MEFFORD
Psychology
I WISH THAT ALL PEOPLE KNEW HOW TO ASK FIRST.
THE PAIN OF BEING PHYSICALLY VIOLATED IS MUCH WORSE THAN THE BRIEF AND POTENTIALLY AWKWARD MOMENT WHEN SOMEONE LETS YOU KNOW THAT THEY WOULD LIKE TO BE MORE PHYSICALLY INTIMATE.

—Dean Benjamin M. Ogles

Friends, Relatives, and Bystanders
Many of you have been neither perpetrators of nor victims of sexual assault. You want to help but may not know exactly what to do. Whether you are aware of it or not, there is someone around you whose life has been altered by sexual violence. You can do much good in a general way without realizing how the Spirit is working through you to bless the lives of others.

Only by uniting our voices and actions to assist victims and to promote respect for others can we help to end sexual violence. To access the full devotional, visit speeches.byu.edu.

“[Perpetrators are] not only hurting the person that they’ve sexually assaulted—most likely they’re going to have those scars for life—but they’re also hurting themselves. It’s an issue that needs to be resolved.”

—GORDON BENNET
Geography

FOOTNOTES
2. See Alma 7:11–13; Isaiah 61:3; also Elaine S. Marshall, “Learning the Healer’s Art,” BYU devotional address, 8 October 2002.
It’s Friday night and you just got off work. As you walk toward your car, you hear people chatting with friends about weekend plans—that person is going to the movies; those people are going out to eat. As for you? You’re binge-watching Netflix by yourself. Again.

Psychology professor Dr. Julianne Holt-Lunstad has spent her career researching loneliness and social connection. Both are important facets of humanity that have the potential to make or break a life. In the study “Social Relationships and Mortality Risk: A Meta-Analytic Review,” Holt-Lunstad and her colleagues found that loneliness is as damaging as smoking and alcohol to physical health and is actually a bigger risk than physical inactivity and obesity.

So what can people do to improve their social relationships? According to Holt-Lunstad, the first step is to distinguish between loneliness and isolation. Isolation means having objectively few social relationships or infrequent social contact, whereas loneliness is the discrepancy between one’s actual and desired levels of social connection. Although loneliness and isolation may occur together, the two are not always linked. Some people do not feel lonely when they are by themselves (they may enjoy their solitude), while others might feel lonely even when they are in a large group.

Holt-Lunstad says that increasing social interactions may be effective for someone who is both isolated and lonely. For someone who is experiencing loneliness without isolation, however, this tactic may be unsuccessful. Unfortunately, there is no magic guidebook on how to cure loneliness. “Just as we need to carve time out of our busy schedules to be physically active, we need to make time to be socially active,” says Holt-Lunstad. Positive social interactions are critical to our health; to disregard them would be detrimental.
While loneliness and isolation can affect all of us, this is a particular issue for those experiencing disabilities. At the 14th annual Marjorie Pay Hinckley Lecture, Dr. Erik Carter, a professor at Vanderbilt University, said, “As I talk to young people with disabilities and their families, they want to be much more than integrated. They want to be much more than just included. They want to belong. We want to experience belonging.”

Carter focused his remarks on how to better include people with disabilities within faith communities. He identified “10 dimensions of belonging.” Those with disabilities and their families felt that they belonged when they were

1. present
2. invited
3. welcomed
4. known
5. accepted
6. supported
7. cared for
8. befriended
9. needed
10. loved

How do we ensure that those with disabilities feel belonging? One way is to refrain from creating a special, separate program for those with disabilities. “Special programs are not bad,” said Carter, “as long as the individuals are integrated with other people.”

“You don’t have to have any special training [or] an advanced degree to promote meaningful inclusion,” said Carter. Disabled people don’t have “special needs.” Their needs are the same as ours; it’s the type of support they need that’s different, and it’s everyone’s job to provide that support. Carter said, “It is through simple actions that all in a congregation will feel welcomed and [feel] a sense of belonging.”
SOUND BITES
HIGHLIGHTS FROM LECTURES: TIPS FOR LIFE

VIRGINIA F. CUTLER LECTURE
DR. LAURA PADILLA-WALKER
Parents are the scaffolding that will help their children learn about healthy sexuality.

I think abstinence is a really important message. I think it’s the primary message that parents are giving their children at the exclusion of other messages. So this is a good start, but I think we need to talk about some other things as well. . . . If parents sent the messages that sex was good and normal, then children felt like they had healthier views of sexuality.

MARJORIE PAY HINCKLEY LECTURE
DR. ERIK CARTER
Although a lot of attitudes have changed in society over the years, some of that uncertainty that people feel around people with disabilities—about what to say or not to say—also exists in our faith communities. And that uncertainty almost always leads to avoidance. And when people go unacknowledged, overlooked, or ignored, they stop coming.

It’s about personal involvement, and that is a much more promising way of changing perspectives.

DURHAM LECTURE
DR. MEHRS A BARADARAN
Racial injustice in the past breeds present inequality. . . .

The same forces that create the need for black banks, such as financial disenfranchisement, segregation, and poverty, are the very same forces that impede their growth and their ability to live up to their promises.

CIVIC ENGAGEMENT CONFERENCE
DR. CATHERINE BROOM
It is exactly because of the challenges we face that we need you to consider what it means to be a citizen, and particularly a good citizen, thoughtfully, and that your actions do matter.

As a member of that community, you gain rights, hopefully civil rights, such as freedom of expression. But these rights are not unlimited—they’re also balanced with responsibilities so that the community can actually work. In other words, you can’t just do what you want—that’s anarchy.

MARTIN B. HICKMAN LECTURE
DR. RAMONA HOPKINS
There are about 5.7 million patients admitted to intensive care units in the United States each year. One in six Americans will die in an intensive care unit, but many people survive. . . . The survival rate has risen to 80–95 percent of people who are admitted to the ICU.

They have new problems after they leave the ICU, or existing problems become worse, and these are remarkably common. . . . For patients and families, survival is not the endpoint. They want to return to normal and have [as] high functioning and [as high a] quality of life as possible.
WHERE ARE THEY NOW?
RETIRED FACULTY SPOTLIGHT

JAMES (JIM) MCDONALD
ECONOMICS, 1972-2016

What is your teaching mantra?
Econometrics is easy, econometrics is fun, econometrics is your friend, and it can sometimes be romantic. I have a whole wall of engagement pictures from students in my courses.

What was your most impactful moment at BYU?
About ten years ago, I came down with the autoimmune disease Guillain-Barré syndrome (GBS), which resulted in me becoming quadriplegic for about six months. [During that time] students and colleagues visited me in the hospital and at home. The department had a fast and covered my classes, and I was able to teach a class nine months later. It was quite a spiritual experience.

How are you filling your time now that you’ve retired from teaching?
I continue coming to the office to take a walk with colleagues, work on research, and occasionally cover econometrics classes. My wife jokes that my schedule hasn’t changed much since retirement, except that I don’t get paid to go to work. However, we have had more flexibility to do things with family.

What is your favorite hobby?
I enjoy hiking/walking and am almost obsessive compulsive about getting at least 10,000 steps a day, [especially] after being able to walk again. The University of Utah Hospital specialist refers to me as his Lazarus. So when we went to Israel a few years ago, I had a picture taken of me in front of Lazarus’s tomb.

What motivated you to become a professor?
I was thinking about going into the Foreign Service. The experience [of interning] at the U.S. Department of State showed me that career wasn’t for me. The idea of becoming a specialist in an area that interested me, being able to research and teach, and having flexible time were deciding factors for me to become a professor.

What was your favorite part about teaching at BYU?
I was incredibly privileged to work with colleagues in various colleges whom I consider some of the finest people to walk this earth. After teaching for decades, I look at some of my former students and believe that they also fall in that same category.

What was your go-to snack or treat on campus?
One of my research assistants prevailed on me to try chocolate-covered cinnamon bears. I reluctantly gave in, and it was a mistake—I really like them.

DONNA LEE BOWEN
POLITICAL SCIENCE, 1979-2017

What motivated you to become a professor?
Retired? I am working on two big research projects. Right now I’m trying to find places for my books. I’m also delighting in relaxing more and taking things a little slower. My husband looks forward to travel; we share a cabin in Teasdale, Utah, and I love stargazing.
BYU’s archaeology field school students had the unprecedented opportunity to help save a UNESCO World Heritage Site in Petra, Jordan. The Ad Deir monument (“the Monastery”) is the largest rock-cut facade in the ancient Nabataean-built city and is recognized as a symbol of Jordan’s cultural heritage. The project, under the direction of Dr. Cynthia Finlayson, is currently excavating and restoring the ancient Roman-era structures that protected this massive building. Two Nabataean tombs dating to the first century AD have been partially excavated.

In May 2017 the Geography Department held its first study abroad in years to Tanzania. Students and faculty hiked Mount Kilimanjaro (which all four students summited, finishing in a blizzard) and visited the Mweka College of Wildlife Management. From this study abroad, the Geography Department established a relationship with the Mweka College that they hope will lead to training and education in the fields of GIS and drone imagery.

As part of an ongoing department-wide effort to increase the number of female economics majors, the department held a semiannual Economics Women’s Info Session. During this event, current and prospective female majors met with faculty and alumni to learn more about the major. Two female alumni spoke on their experiences in the male-dominated major, what they have done with their economics degrees, and how they balance their family life with their careers.

The Department of Defense has been collaborating with BYU Family History/Genealogy to find living relatives who will agree to have their DNA tested in order to identify soldiers’ remains. This groundbreaking repatriation project connects Pentagon work with the efforts of faculty member Dr. Sydney Bjork and BYU history students.

The School of Family Life has decided to include public scholarship as an expectation for senior faculty. This means that faculty are encouraged now more than ever to use their scholarly talents to speak to broader audiences about crucial family issues instead of just speaking to other scholars. In using their status and knowledge as family scholars to speak out about important issues, community members and individuals of all backgrounds can receive, learn, and better understand family and relationship information and research.
Big, unifying changes are happening in the Neuroscience Center. The master’s and doctoral programs in neuroscience administration were moved there from the Department of Physiology and Development Biology. This change results in all neuroscience student programs being housed in the BYU Neuroscience Center. To decorate the office and to reflect the beauty of neuroscience and the character of the student body, the department held a student art contest.

To bring purposeful and reputable opportunities to students, the Political Science Department held its first annual Political Science Student Poster Conference. Sixty-one students presented research on timely issues ranging from the state of small businesses in America to the use of federal financial aid by gender. The BYU Public Affairs Society (BYUPAS) also held a speed mentoring event at the Utah State Capitol, where 44 professionals in government, business, and law met with 50 political science students.

Associate professor of psychology Dr. Brock Kirwan received a Fulbright scholar grant. For four months, Kirwan was at the Hungarian Academy of Sciences in Budapest researching behavioral measures (such as how individuals perform on tests of short-term and long-term memory and how much individuals eat and exercise) alongside brain measures as viewed through MRIs. His goal was to see if assessing brain maps of healthy late-middle-age adults will enable researchers to identify brain mechanisms that contribute to successful aging versus unsuccessful aging.

BYU Social Work values sharing their expertise to better the lives of individuals around the world. Dr. Jini Roby is currently in Pakistan working with the local government on adoption laws. Dr. Stacey Shaw is currently working in Malaysia and with refugees in Utah. Both professors are working with their students to produce and share their research.

Sociology took on a national role and gained a new perspective in 2017. Dr. Lance Erickson was appointed to be a member of the National Science Foundation (NSF) Sociology Dissertation Review Panel. Additionally, Dr. Ryan Gabriel mentored 16 students who traveled to the southern United States to visit civil rights sites in Atlanta, Georgia; Birmingham, Alabama; and Selma, Alabama. The student group’s experience was highlighted by meeting with participants of the 1960s civil rights movement.
AROUND THE WORLD

FHSS STUDENT INTERNSHIPS

The city became my laboratory. I took pictures of everything and took notes on the various elements of urban design and urban planning. I honestly did not waste any time when I was there... I created renderings of potential urban spaces, flyers, pamphlets, name tags, banners, and more.

BRIAM AMAYA PEREZ
AALTO UNIVERSITY
DEPARTMENT OF BUILT ENVIRONMENT

The people I met in Uganda have touched my life, and I have grown in my love and understanding for them, their culture, and their individual family situations.

BRIANNE BLAISDELL
MUSANA COMMUNITY DEVELOPMENT ORGANIZATION

The internship experience was absolutely incredible. I was able to meet and work with the remarkable and hard-working leaders of the organization. Those interactions helped me to better understand their triumphs as well as their struggles with their work in LCF.

EMILY WRIGHT
LIAHONA CHILDREN’S FOUNDATION

Briam Amaya Perez (far left) with his internship team

Cole Rosenberg with children holding a solar-powered lamp and solar panel and in Ghana

Emily Wright (right) with a fellow intern (left) and a local program coordinator (center) in Peru

Brianne Blaisdell (right) with a fellow intern in a Ugandan village
My experience in Ghana was both very educational and highly rewarding. I was able to apply what I had learned in school to a real-world context and further hone skills that will prepare me for the workforce. The work was meaningful, and I was able to see firsthand the positive effect that business can have on the world. Given the chance, I would love to work in the developing world again.

My internship was a challenging but rewarding experience. While I didn’t necessarily change the world, I had the opportunity to improve the lives of many children through increased English fluency and better facilities. I also provided them the opportunity to interact with a farang, or foreigner. These interactions helped us all see that we are more similar than different.

This internship experience was invaluable; it allowed me to gain greater direction regarding my academic and career goals.
I built relationships and learned from my fellow students, ultimately becoming a better student myself. I feel more complete because of my opportunities to interact with people from many different cultures.

Marie Madeleine Johnson looking over records during her Europe family history internship.

Living in Provo doesn’t really feel like living in the “real world,” even if you work and pay rent and do all of the “real world” things. But having done those things here in Scotland, I’ve learned that I can—I can form relationships with people who aren’t like me, and I can be a missionary without being a missionary. I am not afraid of being an adult, because I know now that I can handle it. And, for the most part, it’s not as scary as it seems.

Mackenzie Sinclair with a member of the Scottish Parliament.

I learned that I love, more than anything, to do research. I love it and I am good at it. I am especially passionate about family history and genealogical research.

Miya in Hawaii.

Miya in Hawaii.
Legends Never Die: The Afterlives of Athletes in Modern America
Richard Ian Kimball (History)
With every touchdown, home run, and three-pointer, star athletes represent an American dream that few can achieve. Yet as athletes die, legends rise in their place. In looking at how Americans react to sports-hero deaths, Legends Never Die illuminates the important role sports and their star athletes play in American society.

A World Ablaze: The Rise of Martin Luther and the Birth of the Reformation
Craig Harline (History)
This work explores the flesh-and-blood Martin Luther, rather than the larger-than-life figure he became after publishing his 95 theses, by focusing on the first five years of his accidental crusade against the pope. What began with him as an often cranky friar-professor in distress over the state of his soul became a European-wide argument over the nature of the Western church.

From California's Gold Fields to the Mendocino Coast: A Settlement History Across Time and Place
Samuel Otterstrom (Geography)
After the discovery of gold in the Sierras in 1848, the San Francisco area rapidly transformed into a settled urban system as people came to seek their fortune. This narrative follows the story of settlement through individual and family ingenuity, migration trajectories, and geographical scales that together formed the Northern California we know today.

Supreme Democracy: The End of Elitism in Supreme Court Nominations
Richard Davis (Political Science)
In the 19th and early 20th centuries, Supreme Court nominations were usually quick and painless. Today, however, the confirmation takes much longer and is typically a media spectacle. This book traces the history of nominations from the early republic to the present, focusing on how changes in the process have affected the presidency and the Senate.

Institutional Origins of Islamist Political Mobilization
Quinn Mecham (Political Science)
Examining Islamist politics in more than 50 countries over four decades, this book illustrates how greatly Islamist political activism varies, appearing in specific types of institutional contexts. Detailed case studies demonstrate how diverse contexts yield different types of Islamist politics across the Muslim world.

More books by FHSS faculty
- Administration and Scoring Manual for the Group Questionnaire
  Michael Burlingame (Psychology)
- Principles of Data Management and Presentation
  John P. Hoffmann (Sociology)
- Taking Sides: Clashing Views on Psychological Issues
  Edwin E. Gantt (Psychology)
- Shoulder to the Wheel: Resources to Help Latter-day Saints Face Racism, Abolish White Supremacy, and Become a Zion People
  Rebecca de Schweinitz, coauthor (History)
- A Year of Vengeance
  Edward Stratford (History)
- John Quincy Adams and the Politics of Slavery: Selections from the Diary
  Matthew Mason, coauthor (History)
The 14th annual Mentored Student Research Conference was a success, with 542 students and 78 faculty mentors working on 250 posters. The conference is hosted by the Mary Lou Fulton Endowed Chair to honor Fulton’s passion for educating and elevating student aspirations. The following is an excerpt from sociology professor Dr. Mikaela Dufur’s talk on the importance of mentored research.

Mentored research has opened new doors for you at BYU, and as we celebrate your accomplishments today, I invite you to think about your future. Now that you and your mentors have created science, what’s the next step?

To outline your future, let’s return to the past. An enduring memory of mine from September 11, 2001, is sitting on the ratty couch I’d dragged from graduate school, glued to the news. I remember one family of adult children showing a flyer to the camera while looking for their father. The flyer read, “Please come home—we have peanut butter cups for you.” I always wondered what happened to the peanut butter cup dad and hoped he made it home to his family. Part of my annual observance of September 11 is to have and to share peanut butter cups, but Googling “9/11 Peanut Butter Cup Man” never brought up useful results.

Fast-forward 16 years to September 11, 2017, as I watched the news while brushing my teeth. By some small miracle, my morning routine aligned with a recitation of names of those lost. I turned to the TV just as family members finished reading names and paused to share memories of their own father. They closed by sharing that a recently born grandchild was named Reese after their father’s favorite candy. Peanut Butter Cup Dad had not made it home after all. This was painful—I’d convinced myself a happy chocolate reunion had taken place—but now I was armed with a name. Peanut Butter Cup Dad was Ronald Fazio, and Google could find him. Mr. Fazio had nearly made it to safety, but he stopped to hold the door for his coworkers. In those awful moments, he chose to hold the door for others to make sure they would reach safety. Mr. Fazio’s family started the Hold the Door Foundation in his memory, devoted to helping people move through tragedy.

What does this have to do with your future? Someone held the door for you through mentoring, guiding, and teaching you. Now that you’ve moved through the door and are sprinting into your exciting lives, don’t forget to hold the door for someone else. I especially urge you to look around for people who tend to be left behind—such as women in STEM fields, people of color, and people with disabilities—and to not only hold the door for them but shout to let them know you’re there. Marry the technical skills you learned through mentored research to a determination to hold open the door by reaching out, teaching, and mourning with those who mourn.
Do you think you know everything about caffeine on BYU campus, student sleep trends, and returned missionary love? Test your knowledge with these interesting (and fun) stats taken from this year’s Fulton posters.

<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Freedom at Last: Caffeine Consumption on BYU Campus</td>
<td>50.81</td>
<td>83.24</td>
<td>37.19</td>
<td>110.67</td>
</tr>
<tr>
<td>2. College Students: Don’t Expect to Get Much Sleep Until You Are Married!</td>
<td>single</td>
<td>seriously dating</td>
<td>just became Facebook official</td>
<td>married</td>
</tr>
<tr>
<td>3. Courtship Between LDS Returned Missionaries</td>
<td>physical appearance</td>
<td>spirituality</td>
<td>leadership position (can’t beat those connections to the mission president)</td>
<td>fun / sense of humor</td>
</tr>
<tr>
<td>4. Can Conservatives Find Love?</td>
<td>true</td>
<td>false</td>
<td>If I answer “false,” will you go out with me on Friday?</td>
<td></td>
</tr>
</tbody>
</table>
OH, THE PLACES THEY’LL GO

ALUMNI SPOTLIGHT

Joshua Dream

Psychology, 2011
From Beneath his Cosmo costume, Joshua Drean observed the excited children in local schools that he visited. Every BYU fan recognizes BYU’s friendly mascot, and Drean found himself swarmed by children cheering for Cosmo. While doing his shtick at local school pep assemblies, he thought, “There’s a huge opportunity for us to leave a message. These kids look up to us. We could drop a message that would help them in their lives. . . . I saw the [bullying] in the halls and on social media. . . . That’s when I caught the bug to be a speaker.”

After Drean graduated, he began offering his services as a youth speaker to schools in his area. With his upbeat and funny performances, demand for Drean’s presentations quickly snowballed.

Drean seeks to stop bullying by sharing a positive message. To promote empathy instead of apathy, he emphasizes how individual choices affect teens individually as well as their families, friends, teams, and school. Through beatboxing, spontaneous dancing, stand-up comedy, daily video blogs, and sharing personal experiences, Drean reaches his young audiences in their schools and online.

At the schools where he presents, Drean has learned that the students who might be bullying and creating a negative school environment are able to come up with the solutions to these same issues.

“I think the [solution comes] from the students realizing that they do have the power to stand up online and to create a school culture that is positive,” explains Drean.

His message of empathy, responsibility, and hope resonates with teens across the country as they seek to successfully navigate social scenes, both online and in the classroom. Every year, Drean speaks at more than 150 conferences and schools, interacting with upwards of a thousand teenagers.

Drean currently lives in Boston with his wife and son, where he is completing a master’s degree in business administration at Harvard University. For more on Drean and his programs to end bullying and promote youth leadership, visit his website at joshdrean.com or his YouTube channel.

Adapted from a story submitted to BYU Alumni’s RISE initiative. Share your own story or a story about someone you know at rise.byu.edu.
Paul Van Hyer
Dr. Paul Van Hyer taught history at BYU for 52 years. He passed away on January 22, 2018. Hyer’s life was filled with service. He served as a mission president and temple president in Taiwan and as a temple sealer in the Provo Temple. Glen Cooper, a missionary who served under Hyer recalls, “In the decades since my mission, I have often thought about his example as a pioneer LDS leader in Asia and as an educator.”

Alan H. Grey
Former geography professor and New Zealand native Dr. Alan H. Grey passed away January 20, 2018.
Grey taught at BYU for 33 years. His passions were physical and historical geography as well as the geography of New Zealand, which led him to write his book Aotearoa and New Zealand: A Historical Geography. Grey loved traveling, exploring the natural wonders of Utah, reading, and photography.

Kevin Marett
Former social work professor Dr. Kevin Marett passed away on February 24, 2018. He taught at BYU for 25 years and acted as director of the School of Social Work for three years.
Marett was actively involved in Scouting and church callings. He was passionate about the gospel and loved to mentor and build others up. “The BYU School of Social Work will not be the same without Kevin Marett,” said social work professor Dr. David Wood.

William Hartley
Former history professor Dr. William G. Hartley passed away April 10, 2018. While at BYU, he served as the director of the Family History and Genealogy Research Services Center.
“His knowledge of the history of the Latter-day Saints seemed unlimited, his kindness in sharing that knowledge unbounded,” said Terry Latey, a researcher at the Mormon Trail Center.

Philip B. Daniels
On April 17, 2018, retired psychology professor Dr. Philip B. Daniels passed away at the age of 89. Daniels taught at BYU for over 30 years and enjoyed serving in a BYU student ward and stake. He is remembered for being a life-long learner and a devoted family member who loved fishing, writing, and problem solving.

David V. Stimpson
Dr. David V. Stimpson, age 84, passed away January 9, 2018. Stimpson taught psychology at BYU for 37 years and served as the department chair for six years.
Stimpson loved to travel and enjoyed going to Lake Powell with his family. His family and friends recall that they could always count on him for a joke and a smile.

Barbara J. Taylor
Dr. Barbara J. Taylor, who taught child development in the School of Family Life, passed away January 1, 2018.
Taylor was a key member in building and preserving the BYU child development program and traveled to many countries studying child growth, education, and welfare. She loved music, cross-stitching, knitting, sewing, and gardening.

Edwin Blackhurst Morrell
On December 31, 2017, Dr. Edwin Blackhurst Morrell passed away at the age of 88. Morrell was a political science professor who specialized in the Soviet Union and Eastern Europe.
Morrell and his wife loved to travel, especially through their church service. They served as mission president and companion in the East European and Austria Vienna Missions and in the Czech Prague Mission. Morrell’s most recent calling was as a sealer in the Provo Temple.

Louis B. Cardon
Former history professor Dr. Louis B. Cardon passed away December 3, 2017, at the age of 89. While at BYU, Cardon helped teach and direct the university’s France study abroad program.
Cardon’s children recall that their father was “a gifted teacher” who especially loved teaching his children to swim, water ski, snow ski, hunt, camp, and hike. His love of the gospel and his gift with languages blessed him throughout his life.

Bernard E. Poduska Jr.
Dr. Bernard E. Poduska Jr., former marriage, family, and human development professor in the School of Family Life, passed away on July 12, 2017. Poduska taught at BYU for 21 years, had a private marriage and family therapy practice, and assisted in establishing Utah Valley University’s Family Financial Counseling program.
Poduska was actively involved in both community and church service. Travel and humor also played major roles in his life.
During my internship with the Alpine School District, I met many students who were struggling with mental health, poverty, abuse, and behavioral issues.

In one particular case, I worked with a young man who had brought marijuana to school. Administrators were threatening to expel him if he did not seek treatment. In our initial meeting, it was obvious that he assumed I was another adult waiting to discipline him for his actions. To his surprise, I told him that I was not as concerned with his troubles in school—I just wanted to talk about whatever he wanted to talk about. So we spoke about sports, video games, television shows, and many other topics. After our discussion, I told him that if he wanted to come back in two days, I would meet with him again. To my surprise, this young man did come back, and this time he was ready to speak to me about his problems and concerns. He spoke for an entire hour, telling me that he didn't actually want to smoke marijuana; instead, he used it to alleviate some of the pain he was feeling. From talking with him, I learned why he acted the way he did. As we continued to talk, he shared with me how he had been struggling with depression for a long time and had even tried to take his life multiple times.

Over a period of three months, I continued to meet with him. As we worked together, I was able to give him the skills to manage and eventually overcome his depression. When my internship ended, this young man came into my office and told me that I had literally saved his life. I was humbled and felt an enormous amount of joy knowing I had helped this student and made an impact in his life.

I met with many other students during my internship, and despite the many challenges they faced, I quickly learned that each student has the potential to grow and become better if given the opportunity. As these students were given a voice and the proper tools to succeed, they became empowered to overcome their individual challenges.
Inspiring Learning at Work:

Mereesa Gilbert, a master’s student in social work, experienced inspiring learning when she interned at Foothill Recovery and Treatment Center. She conducted group and individual therapy and art therapy for clients recovering from drug and alcohol addictions. “It was an incredible clinical experience. The chance to do therapy for four months taught me more than the eight months prior to that spent in classes,” Mereesa says.

“I saw people at what was probably the lowest point in their life and heard their stories of the worst things they ever did, saw, or felt,” she says. “Yet I constantly felt the Spirit confirm to me that the souls with which I interacted were greater than I could ever imagine.”

Mereesa plans to pursue a career as a substance-abuse treatment therapist.

HELP OTHER STUDENTS have inspiring learning experiences by donating to President Kevin J. Worthen’s Inspiring Learning Initiative:
give.byu.edu/inspiringlearning
How Do We Foster True Belonging?