

CONNECTIONS



2021

BYU COLLEGE OF FAMILY, HOME, AND SOCIAL SCIENCES

#14

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Us About the Pandemic **4**
Improving Autism Diagnosis **10**
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C. May 21

DEAR ALUMNI AND FRIENDS,

I am honored to share a few thoughts with you as the new dean of the College of Family, Home, and Social Sciences. I must first acknowledge the outgoing dean, Benjamin Ogles, and thank him for his tireless service over the past 10 years. He was an excellent mentor, teacher, and advocate for all, and he led our college to the place of strength and community it is today. Thank you, Ben, for your selfless service and your excellent example.



Though I am not completely unfamiliar with the college, given my service as an associate dean for the past four years, in my first few months as dean, I visited with department chairs, faculty, and students and learned more about the many wonderful strengths of our college. It is clear to me that we have excellent faculty who are master teachers and some of the most qualified scholars in their fields, staff who are fully engaged in our mission, and students who are among the best and the brightest. In this issue of the magazine, you will be introduced to some members of our new leadership team and see several examples of the outstanding research and teaching in which our faculty and students are engaged.

I hope you also enjoy reading about some of our efforts in the college to build a Zion community, where we are "of one heart and one mind" and "[dwell] in righteousness" with "no poor among [us]" (Moses 7:18). As Sister Jean B. Bingham reminded us in her April 2020 general conference talk, "Unity is essential to the divine work we are privileged and called to do, but it doesn't just happen. It takes effort and time to really counsel together—to listen to one another, understand others' viewpoints, and share experiences—but the process results in more inspired decisions" ("United in Accomplishing God's Work"). We look to you, our faithful alumni and friends, to help us in this work. We see your involvement as essential to our success and our community.

I look forward to the shared opportunity we have to support the faculty, staff, and students of this great college as we continue to build upon our strong foundation, and I look forward to getting to know you.

Sincerely,

A handwritten signature in blue ink that reads "Laura Padilla-Walker".

Dean Laura Padilla-Walker

BRADLEY SLADE

CONNECTIONS

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When the opportunity to study life in a pandemic comes along, you rise to the occasion. Social scientists across the college weigh in with research on how pandemic policies and our responses impact individuals, families, and society in a variety of ways.

10 Improving Autism Diagnosis

Early diagnosis and intervention is important for autism, but American families experience a delay of over two years between first contact with a professional and final diagnosis because they typically have to see an average of four to five professionals. Read about psychology research that is helping to streamline the diagnosis process.

12 Zion Under Our Fingernails

The College of Family, Home, and Social Sciences is unique in that many faculty members specialize in issues concerning race, gender, and discrimination. This expertise has made the college's diversity and belonging efforts a model for the larger university. Learn more about how we are focusing our efforts to model a Zion community.



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SOUND BITES

HIGHLIGHTS FROM COLLEGE LECTURES: TIPS FOR LIFE

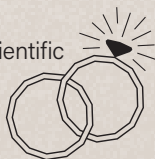
Virginia F. Cutler Lecture

"There are many ways for us to share **the science of marriage and family life** with the world.

Hone the skill of being an ambassador of teachable, scientific truths that bless marriages and families of the world."

Stephen Duncan

Professor of Family Life, BYU, March 2, 2021



Martin B. Hickman Lecture

"**Moral individualism** is the belief that external authorities constrain liberty and only moral choices that are self-authorized are legitimate. We find that those people who score higher on the moral individualism scale are less likely to engage in the sorts of civic activities that are designed to benefit the community. Moral individualism promotes the self but makes it hard to promote collective efforts in various spheres, including politics and public health."

Kelly Patterson

Professor of Political Science, BYU, March 11, 2021



School of Social Work Conference

"**I want everyone to better understand the coming-out process**

and anticipate the needs of LGBTQ and same-sex-attracted clients. Each client progresses differently from one stage to the next. A therapist's role is to normalize and anticipate the various stages of coming out . . . and to encourage clients to allow family and friends 'space and grace.'"



Ben Schilaty, PhD, MSW, LCSW

BYU Honor Code Office Administrator, November 6, 2020

Mary Lou Fulton Mentored Student Research Conference

"**Jesus used His life to bless us beyond comprehension.**

Through the capstone covenant of consecration, **He invites us to use the limited time, talents, and resources with which He has blessed us to likewise bless others and to establish Zion. . . .** BYU exists to teach and to prepare the generations that will build and welcome in Zion."

Loren Marks

Professor of Family Life, BYU, April 8, 2021



Marjorie Pay Hinckley Lecture

"Family characteristics are virtually always more powerful than school characteristics in affecting a variety of child and adolescent outcomes, both cognitive and social. Bonds between parents and children last long after they are established.

Let's support families in doing their job well, and in turn, that will be the most beneficial for schools."

Toby L. Parcel

Professor Emerita of Sociology, North Carolina State University, February 4, 2021

Convocation Address

Five Keys to Winning the Game of Life

1 Get Crystal Clear About the Life You Want to Live:

"Does your heart and your soul call to you today? If it does, I invite you to listen."

2 Be Prepared for Adversity: "Don't let these trials crush you but use them as stepping stones to help you get to the next level."

3 Go All In: "Whatever you do, whatever responsibility you have, God will bless you for going all in."

4 Have Fun: "Men are, that they might have joy" (2 Nephi 2:25).

5 Exercise Faith in God: "We can do so much more with our life when God is a part of it than when He's not."

Setema Gali (BS '01, MPA '14)

Author, Speaker, and Former NFL Player, April 23, 2021



A Rich Treasure to Zion



BY
NIWAKO YAMAWAKI

As a 14-year-old girl raised in a predominantly non-Christian country, it was difficult for me to truly grasp what God's love was until I met one particular missionary, Elder Arnett. His powerful example impressed my teenage heart, soul, and mind, and clearly personified to me the loving nature of God and the sacrificial devotion of the Jesus that he so earnestly taught me about.

Not only did he teach me that there was a God but also that God loved *me*. This became the most important and fundamental core of my testimony, and this core has helped me whenever I have experienced pain and suffering in my life.

I pursued the call of the Spirit to come to America to seek something with which I could serve others more fully. In Japan, I had wanted for nothing, neither materially nor emotionally, and was largely respected and supported by my family and community. But when I came to the United States, I was nothing special. More precisely, I was less than special.

Though I was driven to prove myself, I felt like I could never fully measure up. No matter how much I worked, I felt like just a token minority and sometimes even a completely invisible person. I lost my confidence and self-worth and felt as if even God might not care about me since other people thought that I was nothing.

During painful times, I think about Jesus. The scars in His hands are the proof of His suffering and pain. Even though He was resurrected and has a perfect body, He decided to keep His scars. I think this is because He wanted to show that He is the Savior—our Savior. He wanted us to know that He also suffered and experienced so much pain. I feel as if He is telling me, “I love you so much that I was willing to become one of you, to take on your sufferings so that I could feel fully your pain and identify with each of you.”

I know for sure that I can keep pushing forward on my journey because I know that God lives and that He loves me. God exists and loves us all, no exceptions. The next step is to answer this question: “Do I love God enough in return?”

I know that each one of us experiences pain and suffering. I believe that as a Christian, it is crucial to feel others' pain and act compassionately toward others because that is what God wants us to practice. I see pain and struggle in the lives of people all around me today, and it troubles me. I have felt their pain, and I have suffered with them.

As Church members, we know that diversity is necessary to survival in this extremely global world. In fact, Joseph Smith received a revelation from the Lord in regard to the “lost tribes” coming back to Zion, saying, “And they shall bring forth their rich treasures unto the children of Ephraim, my servants” (Doctrine and Covenants 133:30). Immigrants are a treasure to our country. They always have been.

If I had not immigrated to the United States, I likely would have had a comfortable life. But my pain as an immigrant has made me who I am today. I now am grateful for my pain. I, like so many immigrants who went through pain and suffering, seek to offer a contribution as a rich treasure to Zion. We are building on the legacy of those immigrants who came before us.

I am immensely blessed to have come to know the restored gospel of Jesus Christ. I am blessed to be part of this beloved community of God seekers and this esteemed institution of higher learning, Brigham Young University. Indeed, we “enter to learn,” but may we more fully embrace our calling to then “go forth to serve.” As the Lord Himself told us, it is through serving others and taking up our own crosses of suffering that we will find ourselves (see Matthew 16:24–25).

Niwako Yamawaki is a professor of psychology at Brigham Young University and an associate dean in the College of Family, Home, and Social Sciences. This essay is excerpted from two speeches by Yamawaki: the Hickman Diversity and Inclusion Lecture on February 19, 2021, and a BYU devotional address on May 4, 2021.

“My pain as an immigrant has made me who I am today.”

WHAT SOCIAL SCIENCE TELLS US ABOUT THE PANDEMIC

ILLUSTRATED BY PETER HORJUS

BY
JORDAN KARPOWITZ
AND
CALEB WILLIAMS

Human beings are inherently social and cooperative—a predisposition that assists survival and development. So when a pandemic turns social norms upside down and brings the pace of life to a screeching halt, we expect major impacts on individual, family, and community well-being.

The ability to study the effects of culture, places, economies, and institutions on a pandemic and vice versa only comes along every hundred years or so. While we're glad it's not more often, a potential upside of COVID-19 is that it gives social scientists a once-in-a-career opportunity to study a universal global event.

Just as we look back to the 1918 influenza pandemic to gain insight about the current pandemic, our efforts to document attitudes and effects during this pandemic may help future

generations better weigh the positive and negative impacts that the virus and associated policies have on our world.

Here's what the experts have to say.

FAMILIES GET CLOSER

Due to COVID-19 lockdown policies, many families spent more time together than ever before. Heather Kelley (MS '18) worked with School of Family Life professors David Dollahite, Spencer James, and Loren Marks to conduct research on the changes the pandemic brought to home-centered practices and family relationships.

The team finds that the majority of participants (60%) anticipate that COVID-19 will have a positive lasting impact on their family relationships. Spending quality time together in home-centered activities,

such as family dinner, religious observance, and spiritual practices, increased the likelihood of reporting a positive outlook on the impact of the pandemic and helped foster increased family closeness during pandemic-related closures.¹

Additional insights are gained from the 2020 American Family Survey,² conducted by professors Chris Karpowitz and Jeremy Pope, codirectors of the Center for the Study of Elections and Democracy. Namely, in the first year of the pandemic, a majority (56%) of Americans in relationships reported that the pandemic made them appreciate

their partners more. Nearly half (47%) of the same group said they felt a deepened connection with their partner.

It also appears that some adults responded to the economic and public health challenges of 2020 by relying on family support systems. The number of Americans who saw their household size grow rose 5 percentage points from the 2019 survey, with 42% of Americans saying that the increase happened since the pandemic began. Half of Black and Hispanic respondents reported an increase in household size, compared to a little over one-third of white respondents.



DOMESTIC LABOR IS MORE EVENLY DIVIDED

The rapid implementation of lockdown policies required many families to make hasty adjustments to domestic life, especially as children started participating in virtual school from home and parents figured out how to work from home. Sociology professor Kevin Shafer investigated how the pandemic influenced changes in gendered division of labor in Canadian families. He found that while Canadian mothers are still doing a greater share of the work, many Canadian fathers are seen as having stepped up their efforts in housework, physical caregiving, and providing emotional support to children.³

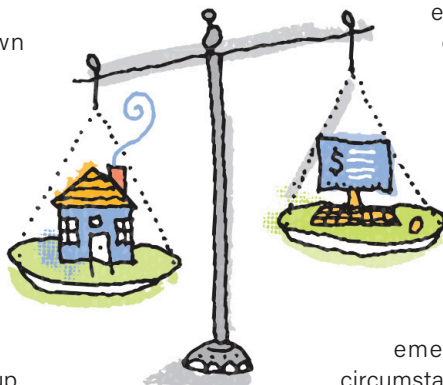
The American Family Survey revealed similar shifts in how the division of domestic labor is perceived. Men believe that they are sharing the housework equally with their partners (division of labor reported by men: men 41%, partner 41%, children 18%), but women believe that they are doing more than double the work of their partners (division of labor reported by women: women 60%, partner 23%, children 16%).

Interestingly, men with school-aged children at home were more likely than women in similar contexts to struggle with work-life balance and more likely to say that children had become more difficult to deal with. Despite the challenges, a majority of men (66%) are satisfied with the division of labor and the housework their partner performs and a majority of women (54%) also say they are satisfied with the contribution from their partner.⁴

FAMILY RELATIONSHIPS BOOST MENTAL HEALTH

Prosocial behavior, such as serving or helping others, is shown to have an important effect on the mental health of emerging adults. In “normal” times, emerging adults often venture out on their own and can benefit from the improved mental health that comes from positive interactions with others. In pandemic conditions, emerging adults are tied to home and family. Dean Laura Padilla-Walker, professor of family life, and Katey Workman, a master’s student in marriage, family, and human development, researched emerging adults in 14 global regions to determine what effect this change would have on emerging adults’ prosocial behavior and mental health.

Padilla-Walker and Workman found that prosocial behavior toward family members during the COVID-19 pandemic contributed to resilience, as reflected by diminished feelings of depression in the target group. Interestingly, prosocial behavior toward strangers and even friends led to extra stress and strain and higher levels of depressive feelings in all 14 regions, which is a change from pre-pandemic findings. Padilla-Walker and Workman believe that



emerging adults who more frequently engaged in service outside their own family may have been more harshly confronted with the consequences of the pandemic. This study highlights the importance of distinguishing between different targets of prosocial behavior, as helping others may protect against, induce, or exacerbate feelings of depression in emerging adults, depending on the circumstances.⁵

SOCIAL ISOLATION AND LONELINESS CREATE A COROLLARY PANDEMIC

Shelter-in-place orders around the world challenged everyone to deal with social isolation and loneliness. Julianne Holt-Lunstad, a professor of psychology, collaborated with several colleagues to measure the increase of loneliness during the pandemic. Their data show that the prevalence of severe loneliness across 101 countries was 21% during COVID-19 whereas only 6% reported severe loneliness before the pandemic.

While 21% of people were isolated based on their usual connections, 13% of people reported a substantial increase in isolation during COVID-

19. The groups most vulnerable to social isolation and loneliness are those with inadequate personal finances and poor mental health.⁶

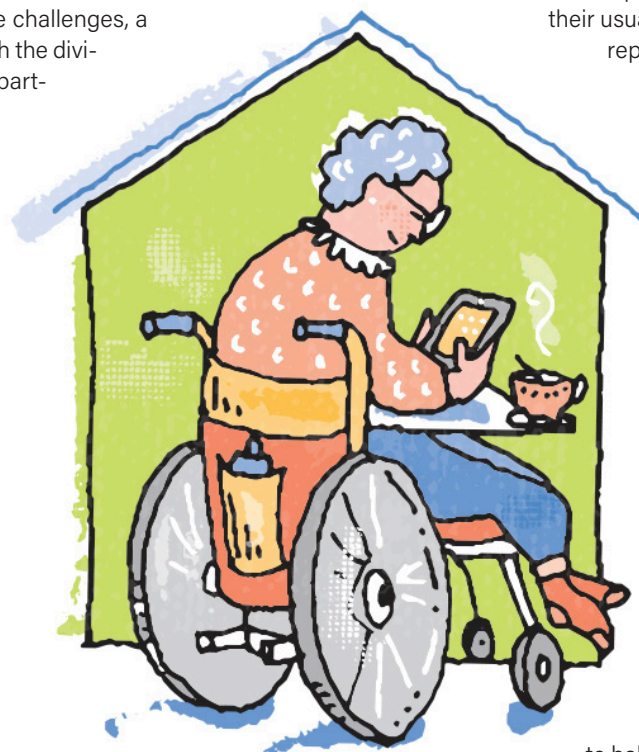
Understanding the effect of the pandemic on isolation and loneliness matters because social connectedness provides protective health benefits that increase the odds of survival by 50%,⁷ and social isolation, loneliness, and living alone contribute to a significant increase in the risk of death.⁸ The pandemic

put a spotlight on the need to balance quarantine policies with

policies that support those most vulnerable to social isolation and loneliness.

UNDERPRIVILEGED POPULATIONS FACE GREATER CHALLENGES

Disease can afflict anyone, but this pandemic highlights the vulnerabilities economically challenged populations, including refugee communities, face. Stacey Shaw, professor in the School of Social Work, conducted research with the International Rescue Committee, a refugee





the impact of vote-by-mail policies. The two found that mandatory vote-by-mail policies slightly increased voter participation while offering no significant advantage to one party over the other.¹⁰

LOCAL INTERVENTION CAN CUT DEATH RATES

Carver Coleman, an economics student who worked with economics professor Joe Price in the Record Linking Lab, presented at the college's Mary Lou Fulton Mentored Student Research Conference and shared evidence that a city's failure to intervene in the 1918 pandemic resulted in double the number of pneumonia and influenza deaths found in similar cities that did implement interventions. The Record Linking Lab and Family History Technology Lab developed a tool to auto-index death certificates, which

allowed Coleman and Price

along with Kasey Buckles, an economics professor at Notre Dame, to geographically and temporally track influenza deaths and compare them with the timing of city-level non-pharmaceutical interventions during the 1918 pandemic.¹¹

Research by Samuel

Otterstrom, associate dean and geography professor, provided another perspective to support pandemic intervention policies at a local level. He and his coauthor Leonard Hochberg identified how ethnocultural regions, city-system boundaries, urban-rural divides, and regional demographics such as age and health affect the spread of the virus. In general, urban areas with denser and older populations are particularly susceptible to rapid COVID-19 spread. Because of these regional differences, Otterstrom argues in favor of local governments enacting preventative and reactive policies instead of blanket federal measures because what is sufficient for one locale may not be effective enough for another.¹²



resettlement agency, to examine how refugee communities in the United States experience the pandemic and what influence it has on resettlement and social services. Results indicate that during the pandemic, employment and safety for refugees significantly decreased, and the main concerns of refugees centered on health, economic challenges, and isolation. Information from this study will help social workers appropriately respond to targeted needs.

Sherinah Saasa, professor in the School of Social Work, collaborated with Spencer James, professor in the School of Family Life, to investigate the impact of COVID-19 on the psychological, economic, and social well-being of communities in Zambia. The study provides one example of how the pandemic is exposing economic inequalities around the world. For example, the wealthy, who in Zambia are concentrated in two urban areas, can maintain their standard of living and spend more time with their families. They are able to physically distance themselves while shopping in smaller, less-crowded (but more-expensive) stores. In contrast, many lower-income families lost their livelihoods when businesses in the formal and particularly in the informal sector were shut down. They are crowded into congested neighborhoods and markets where they live and shop in close quarters. In rural areas, the health system is especially strained. Overall, a long-term negative effect on human capital is expected in the country due to education loss.⁹

VOTE-BY-MAIL INCREASES PARTICIPATION WITHOUT PARTY ADVANTAGE

In the 2020 U.S. general election, vote-by-mail options in many precincts were mandatory to reduce the risk of virus transmission. Ballot security and whether the process would contribute to voter and election fraud were heavily debated in public discourse. Fortunately, Michael Barber, professor of political science at BYU, and his colleague John Holbein, now at the University of Virginia, published research in August 2020 on

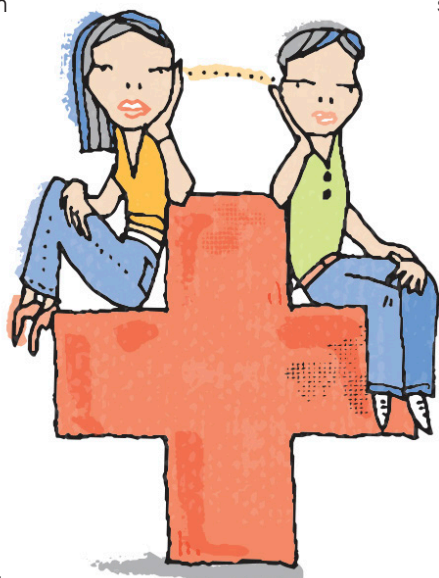


CULTURE ACCOUNTS FOR DIFFERENCES IN HEALTH OUTCOMES

In a presentation given to Seoul National University's Anthropology Department, anthropology professor Greg Thompson presented evidence that cultural differences play an important role in the drastically different public health outcomes of different countries in pandemic conditions. Thompson used on-the-ground ethnographic research methods to document Korean cultural practices and their effects on health behaviors such as mask wearing. He showed how Korean cultural values are key to South Korea's highly successful COVID-19 mitigation efforts.

Despite Korea's high population density, its coronavirus transmission and mortality rates averaged about 50 times lower

than those found in the United States. Thompson points to the Korean cultural concept of *nunchi* (눈치), which involves an attunement to others and is seen as a desirable attribute. In the context of COVID-19, to have *nunchi* is to respond favorably to subtle social cues from others. For example, people on a bus or subway car may give indications and reminders through glances or small gestures to someone who is not following public health



practices such as mask wearing or social distancing. In these public settings, *nunchi* functions to support and enforce the widespread adoption of positive health practices. Thompson proposes that this could be considered an example of cultural immunology—how different cultures and cultural practices can constrain or enable the transmission of diseases.¹³

In the United States, the pandemic surfaced tensions between individual rights and the good of society. Kelly Patterson and Chris Karpowitz, professors of political science, theorized about the meaning of individualism and then developed a new measure of “moral individualism” that

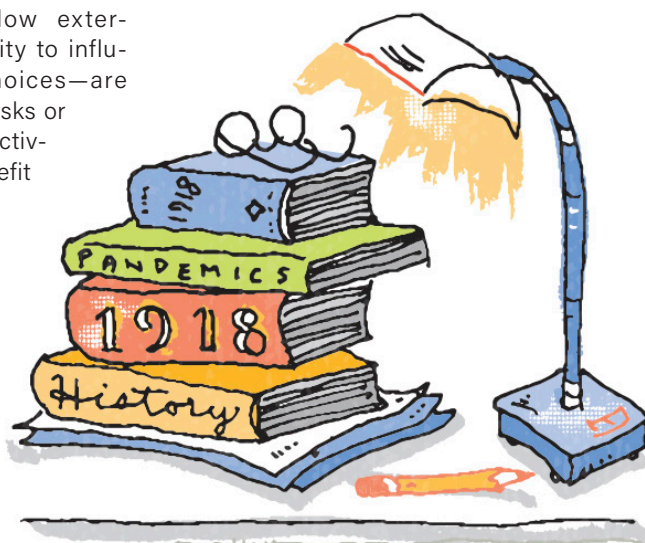
focuses on the relationship between individuals and authority. This measure helps explain various attitudes and behaviors toward pandemic health policies. People who land higher on the moral individualism scale—meaning they are more likely to self-authorize moral choices than allow external authority to influence their choices—are

less likely to want to wear masks or engage in the sorts of civic activities that are designed to benefit the community.¹⁴

THE PAST GIVES HOPE FOR THE FUTURE

Pandemic-prompted remote learning and canceled commencement activities challenged college students everywhere. Brian Cannon, chair of the History Department, looked to the past to compare the effects

of the 1918 pandemic and the COVID-19 pandemic on BYU students then and now. Higher infection and mortality rates coupled with limited medical knowledge meant that the influenza virus posed a greater threat to students in 1918, especially as the limits of their technology made distance learning far more difficult. There are disadvantages to our current situation, however, as our ability to access global information about the spread of COVID-19 results in increased anxiety compared to students in 1918, who had less access to global information. Looking at history can also bring the peace of knowing that these events are not unprecedented and that they will eventually be overcome.¹⁵ □



¹ Heather H. Kelley, David C. Dollahite, Spencer James, and Loren D. Marks, “Changes in Spiritual Practices and Relational Well-Being During the COVID-19 Pandemic,” *Marriage and Family Review* (February 2022), <https://doi.org/10.1080/01494929.2021.2022563>.

² Christopher F. Karpowitz and Jeremy C. Pope, “2020 Summary Report: Family Life During a Pandemic,” *American Family Survey* (September 2020), <https://csed.byu.edu/00000182-8eac-dc5f-aff8-8eaf0f5d0001/toplinereport2020-clean-pdf>.

³ Kevin Shafer, Casey Scheibling, and Melissa Milkie, “Canadian Dads Are Doing More at Home Than Before the Coronavirus Pandemic,” *BYU ScholarsArchive*, Faculty Publications 4385, <https://scholarsarchive.byu.edu/facpub/4385/>.

⁴ Karpowitz and Pope, “Summary Report.”

⁵ Laura M. Padilla-Walker, Jolien Van der

Graaff, Katey Workman, et al., “Emerging Adults’ Cultural Values, Prosocial Behaviors, and Mental Health in 14 Countries During the COVID-19 Pandemic,” *International Journal of Behavioral Development* 46, no. 4 (July 2022): 286–296, <https://doi.org/10.1177/01650254221084098>.

⁶ Roger O’Sullivan, Annette Burns, Gerard Leavey, Julianne Holt-Lunstad, et al., “Impact of the COVID-19 Pandemic on Loneliness and Social Isolation: A Multi-Country Study,” *International Journal of Environmental Research and Public Health* 18, no. 19: 9982, <https://doi.org/10.3390/ijerph18199982>.

⁷ Julianne Holt-Lunstad, Timothy B. Smith, and J. Bradley Layton, “Social Relationships and Mortality Risk: A Meta-Analytic Review,” *PloS Medicine* 7, no. 7 (July 2010), <https://doi.org/10.1371/journal.pmed.1000316>.

⁸ Julianne Holt-Lunstad, Timothy B. Smith, Mark Baker, Tyler Harris, and David Stephenson, “Loneliness and Social

Isolation as Risk Factors for Mortality: A Meta-Analytic Review,” *Perspectives on Psychological Science* 10, no. 2, <https://doi.org/10.1177/1745691614568352>.

⁹ Sherinah Saasa and Spencer James, “COVID-19 in Zambia: Implications for Family, Social, Economic, and Psychological Well-Being,” *Journal of Comparative Family Studies* 51, no. 3–4 (2020), <https://doi.org/10.3138/jcfs.51.3-4.010>.

¹⁰ Kasey Buckles, Carver Coleman, and Joseph Price, “Public Health Interventions and Mortality During the 1918 Influenza Pandemic: Evidence from Digitized Death Certificates” (February 4, 2021), *SSRN*, <https://dx.doi.org/10.2139/ssrn.3778994>.

¹¹ Buckles, Coleman, and Price, “1918 Influenza Pandemic.”

¹² Samuel M. Otterstrom and Leonard Hochberg, “Relative Concentrations and Diffusion of COVID-19 Across the United States in 2020,” *Cartographica* 56,

no. 1 (Spring 2021): 27–43, <https://doi.org/10.3138/cart-2020-0029>.

¹³ Greg Thompson, “COVID in South Korea: How Korean Culture Has Helped Limit the Spread of the Virus,” *BYU Department of Anthropology Seminar*, February 17, 2021, <https://www.youtube.com/watch?v=CIOshW8ag1k>.

¹⁴ “To Mask or Not to Mask,” *BYU College of Family, Home, and Social Sciences Blog*, March 5, 2021, <https://fhssbyu.com/2021/03/05/to-mask-or-not-to-mask/>.

¹⁵ Baylie Duce, “Who Suffered More? Comparing the Effects of the 1918 Spanish Flu to the COVID-19 Pandemic,” *BYU College of Family, Home, and Social Sciences Blog*, June 16, 2020, <https://fhssbyu.com/2020/06/16/who-suffered-more-comparing-the-effects-of-the-1918-spanish-flu-to-the-covid-19-pandemic/>.



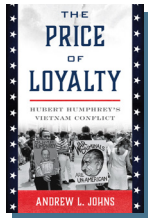
BOOKSHELF

BOOKS BY OUR PROFESSORS

The Price of Loyalty: Hubert Humphrey's Vietnam Conflict

Andrew L. Johns, *History*,
(Rowman & Littlefield)

Vietnam loomed large for Hubert Humphrey as vice president from 1964 through the 1968 election campaign against Richard Nixon. In this book, Johns assesses how Humphrey's loyalty to Lyndon B. Johnson, who emerges as the villain of the story in many ways, would negatively affect Humphrey's political ambitions. It is a complex and frustrating narrative, the results of which would be tragic not only for Humphrey's presidential aspirations but also for the war in Southeast Asia and the future of the United States.



A Bold Profession: African Nurses in Rural Apartheid South Africa

Leslie Anne Hadfield, *History*,
(University of Wisconsin Press)

Black nurses in South Africa played critical roles in rural clinics, navigating the intersections of traditional African healing practices, changing gender relations, and increasing opportunities for South Africa's Black middle class between the 1960s and 1980s. This book tells the stories of women in

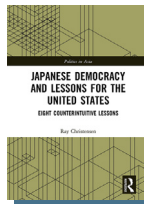


their own voices to show how they carved out their own professional space and reshaped notions of health and healing during apartheid.

Japanese Democracy and Lessons for the United States: Eight Counterintuitive Lessons

Ray Christensen, *Political Science*,
(Routledge)

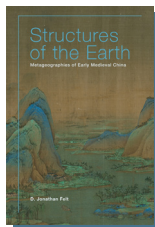
How should nations best run elections and manage politics? Examples from the Japanese experience give insight from a non-Western democracy. The analysis challenges conventional wisdom in both Japan and the United States, highlighting surprising and counterintuitive findings from decades of observation. This book also explicitly compares Japan to other democracies to contextualize lessons from Japan for greater understanding.



Structures of the Earth: Metageographies of Early Medieval China

D. Jonathan Felt, *History*,
(Harvard University Press)

The traditional Chinese notion of China as the "middle kingdom"—literally the cultural and political center of the world—remains vital to its own self-perceptions and is foundational to Western



understandings of China. This idea was formed during the unification of China in the Qin and Han dynasties, but the fragmentation of the empire in the subsequent "Age of Disunion" undermined imperial orthodoxies of unity, centrality, and universality. In response, geographical writing proliferated, exploring greater spatial complexities and alternative worldviews. This is the first study of the emergent genre of geographical writing and the metageographies that structured China's spatial thought during that period.

A Dramatic Reinvention: German Television and Moral Renewal After National Socialism, 1956-1970

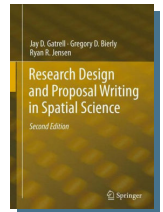
Stewart Anderson, *History*,
(Berghahn Books)

Following World War II, Germany was faced not only with the practical tasks of reconstruction and denazification but also with the long-term mission of morally "recivilizing" its citizens. One of the most important mediums for re-education was television. This book shows how TV dramas transcended state boundaries and—withstanding the ideological differences between East and West—addressed shared issues and themes, helping to ease viewers into confronting uncomfortable moral topics.



Research Design and Proposal Writing in Spatial Science

Ryan R. Jensen
(Gregory D. Bierly and Jay D. Gatrell, coauthors), *Geography*, (Springer)



The authors outline a spatial science framework for policy-makers, social scientists, and environmental researchers as they explore and analyze complex problems. The book emphasizes research as a learning and experiential process while providing students with the encouragement and skills needed for success in proposal writing. This publication serves as a textbook for research-design or project-based courses at the upper-division undergraduate and graduate level.

The Millennial Marriage

Brian J. Willoughby, *School of Family Life*,
(Routledge)



In recent decades, the modern world has been introduced to the concept of "me-marriage," a marital relationship that blends individualized life goals and interests. By combining a review of the latest social science research on the benefits and costs of marriage with new quantitative and qualitative data from married and single adults, this book explores the larger patterns at play and identifies trends of what a modern healthy marriage looks like.

Founding Factions

How Majorities Shifted and Aligned to Shape the U.S. Constitution

BY
CALEB WILLIAMS



*Jeremy C. Pope, professor of political science, answers questions about his research on the voting coalitions at the Constitutional Convention—the topic of his latest book, *Founding Factions*.*

How Majorities Shifted and Aligned to Shape the U.S. Constitution is coauthored with Shawn Treier and published by the University of Michigan Press.

Q: What's different about your approach to understanding the founding factions?

A: From an empirical standpoint, other social science disciplines oddly have been better at studying the founding, and in political science it has mostly been left to the philosophers. So, I saw a lot of room to analyze voting patterns at the Constitutional Convention the way we empirically analyze other modern political behavior. The book itself came about when we were trying to figure out how we would describe the coalitions that formed if they were in a modern legislature.

Q: In what ways is the traditional story about the creation of the Constitution incomplete?

A: The typical story is that there are large-state reformers (Massachusetts, Pennsylvania, and Virginia) who want to fix stuff and there are small states that favor the status quo—they don't want to see much change. While that's not untrue, it

only describes certain parts of the resulting Constitution and maybe not others. The large states didn't have enough votes to make many reforms, so they had to create a coalition. We look at three major dimensions of the Constitution that came about because of the coalitions that were formed. First, whether to represent people or states; second, whether to create a national government; and third, how powerful the executive branch should be.

Q: What do these coalitions teach us about compromise?

A: Those at the convention saw themselves as being this incredibly diverse group. By our standards, they obviously would not measure up, but from their perspective it was true. This diversity is worth understanding because it was difficult for them to come to a compromise, considering all the distinctions. George Washington and Benjamin Franklin tell the convention at the end to just get on board with the Constitution because they were not going to do any better. That's a lesson that we certainly don't have much of going on right now. Nobody wants to compromise in American government these days.

Q: What do we learn about the people involved in these coalitions?


A: James Madison thought hard about how to build a coalition but then would get disappointed when the coalition wouldn't go very far. But, if you think about all the stuff that he accomplished, James Madison was primarily responsible for pushing our government to be more nationalistic. We often look at the Founding Fathers as being larger than life, but when we really get down into the nitty gritty of their experiences, we see that they were normal

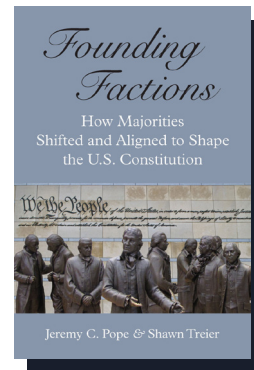
people pursuing extraordinary goals. While they often felt that they fell far short of their goals, the "small" things they did accomplish have had lasting impact.

Q: In your eyes, what's the most important takeaway of this book?

A: The most important thing is understanding how the seeds of things that we like about our government and the things that we don't like about our government were sown in 1787. That's the genesis of our modern political makeup. You have to begin with the baseline, and the Constitution sets the American baseline. The conflicting goals the coalitions had are a reflection of the fact that they had a really hard time coming together and producing something. The result is more complicated than many governments I know, but let's at least understand why it's there and why it operates as it does. We can perhaps learn to even be grateful for the system that was created in 1787 and the ways we benefit from that system as citizens.

Q: What are the implications for us today?

A: I think one lesson is that we should be cautious about reforms that we put in place now, because it is very hard to predict what they're going to do. Every action has unforeseen reactions. The central problem that we have with our national government is figuring out how much power we want Congress to have and how much power we want the executive branch to have. I think there's been a general drift toward the presidency. The founders did their best to be thoughtful about these two separate institutions, but we should be clear that it was multiple, very separate coalitions working on common interests that built these institutions. 



Improving Autism Diagnosis

Streamlining the Process Is Top of Mind for Psychology Researchers

BY
BAYLIE DUCE
NORDGREN

Diagnosing autism spectrum disorders (ASD) can be a long, difficult, and taxing process for both clinicians and families. Typically, those with ASD are not diagnosed until age four or later, and recent estimates show that U.S. families experience an average delay of 2.2 years between first contact with a professional and final diagnosis.¹ In that time, families see an average of four to five professionals before receiving an autism diagnosis.²

Teams of students and faculty in the Department of Psychology at BYU are conducting research to help streamline the diagnosis process and help those affected receive support as early as possible.

Challenges to Diagnosis

Diagnosing ASD currently requires identifying delayed developmental milestones, which can be subjective and difficult. Doctors only see children for brief periods, and parents—especially first-time parents—have little point of reference.

Once children are older, there are other challenges. Rebecca Lundwall, associate professor of developmental psychology and cognitive and behavioral neuroscience, studied 58 women

with ASD symptoms and found that a majority reported frequently masking autistic characteristics. She also finds that girls with ASD tend to camouflage their symptoms more successfully than boys with ASD.³ This masking can prevent a correct diagnosis and lead to ongoing struggles, particularly with mental health issues that can be misunderstood without a formal autism diagnosis.

Despite the challenges, diagnosing autism and associated symptoms early is key to ensuring that people get the help and support they need. Many children with ASD struggle academically, but even those who don't will likely struggle socially, especially when life challenges increase during adolescence. An ASD diagnosis can also help people feel less isolated and let them know that there are others like them.

"Early autism diagnosis is important because it starts intervention when it's most effective—while the brain is still developing—and helps children gain social skills," says Lundwall.

Improving the Diagnosis Process

To help identify ASD risk in infants as young as 12 months, Lundwall and her research team are studying the influence of gut microbiota on the development of ASD symptoms. There is increasing evidence that gut health and bacteria are highly correlated with brain activity, and it is known that those with autism have different gut microbes from those without ASD.⁴ Lundwall's team is comparing the gut microbes of infants who have a sibling with autism to the gut microbes of infants who have no relatives with autism.

"We want to help doctors have a simple test to identify autism

risk for children at 12 months or younger," says Lundwall. "Something like this could really level the playing field and help all children, regardless of symptom severity or age, and allow children access to resources." Lundwall hopes that a simple screening test would allow all children who need a referral for a full autism assessment to obtain one.

Maddi Peterson, a psychology PhD candidate from Idaho, and Jared Nielsen, assistant professor of cognitive and behavioral neuroscience, looked at another possible marker of autism in early development. The team measured extra-axial cerebrospinal fluid (CSF) volume in autistic individuals because, in similar studies, greater extra-axial CSF volume in children under four was correlated not just with diagnosis but also with the severity of autistic symptoms.⁵ Nielsen and Peterson found that the developmental trajectory for extra-axial CSF in autism normalizes after age four and that there were no differences between the typically developing group and the autistic group from childhood to adulthood. Peterson hopes that this project will spark further research looking at how CSF volumes vary in disorders such as anxiety, which is the most common condition to accompany ASD.⁶

The causes and effects of anxiety and autism are the topics of research conducted by Karys Normansell, a clinical psychology PhD candidate from North Carolina. Her work is part of a larger effort to understand the mechanisms that contribute to anxiety in autistic people, which is critical for developing better treatments. Currently, standard anxiety treatments for neurotypical individuals are not as effective for individuals with ASD.⁷

Normansell's study shows that both researchers and clinicians should account for

"Early autism diagnosis is important because it starts intervention when it's most effective—while the brain is still developing—and helps children gain social skills."

—REBECCA LUNDWALL



ADOBE STOCK

intolerance of uncertainty when trying to understand anxiety in autistic individuals because it increases sensory sensitivity, which adds to feelings of anxiety and may contribute to some core traits of ASD. Lundwall's research on camouflaging can also help clinicians predict when they should be concerned about mental health distress in women with ASD. She believes it may be beneficial to measure camouflaging as part of mental health assessments for women who struggle socially.

Getting Support for the Diagnosis

Once the hurdles to gaining a diagnosis are overcome, a new set of challenges emerges. Not all parents and caregivers are equally prepared for a diagnosis, nor are they equally tuned in to how to access available services. To help address this issue, Mikle South, professor of clinical and developmental psychology and cognitive and behavioral neuroscience, and

Emily Anderberg (PhD '19) researched the impact of a provider's tone on parents during their child's ASD diagnosis.⁸

South and Anderberg found that many of the providers they interviewed did not have a process for screening parents to determine their pre-existing knowledge of ASD or their expectation of an ASD diagnosis. Their research also provided some insight on how clinicians should share an autism diagnosis.

"We as clinicians need to make the diagnosis process better for families. We don't get a lot of training on how to tell a family a big diagnosis like this, especially sharing all the services that might follow," says Anderberg, who is now a clinician at the Lurie Center for Autism in Massachusetts.

Families that come into a session feeling highly anxious about a diagnosis or uninformed about ASD are more likely to leave the appointment with difficult emotions. On the other hand, families benefit from and value providers

who are direct in sharing information and who offer warmth and empathy.

"It's critical for providers to survey families ahead of time about expectations and pay attention to emotional cues during the appointment," says Anderberg. Providers who recognize parents with high anxiety should take extra time walking the family through the resources available. She adds, "A provider's positivity and warmth can help predict the parents' positive emotional reactions and mitigate negative emotional experiences."

Beyond offering extra time for less-prepared families and abundant information for prepared families, South says providers should discuss strategies to promote the child's success. "Let's also talk about the positive characteristics associated with autism, such as reliability, persistence, focus, attention to detail, and out-of-the-box thinking," South says. "We want to emphasize autism as a different way of being, not a broken way of being." **C**

ENDNOTES

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EARTH TONES, FAITH WILLIAMS



DO UNTO OTHERS, CASEY GESLISON



YOUR FIGHT IS MY FIGHT, NICHOLAS REX, THIRD PLACE

Zion

Under Our Fingernails

BY CALEB WILLIAMS



LET ZION IN HER BEAUTY RISE, KATHRYN OGDEN, FIRST PLACE



CHARACTER, ATTRIBUTES, AND FAITHFULNESS,
ALINA VANDERWOOD, SECOND PLACE

DIVERSITY, COLLABORATION, AND INCLUSION MISSION STATEMENT:

*The Committee for Diversity,
Collaboration, and Inclusion
seeks to nurture a Zion
community—grounded
in unity, mutual respect,
and charity toward all—in
the BYU College of Family,
Home, and Social Sciences.*

In her previous role as associate dean over faculty promotion, Laura Padilla-Walker, dean of the College of Family, Home, and Social Sciences, noticed that people of color and female faculty members were facing unique challenges in the promotion and tenure process. Padilla-Walker formed a committee of faculty members that began to take a hard look at these issues and ultimately decided to do something about it.

True to their academic training, the committee members started by gathering data. They met with underrepresented faculty and gave them a space to share their experiences and concerns. In 2018, the information they gathered became the basis on which the Committee for Diversity, Collaboration, and

Inclusion (DCI) was created for the College of Family, Home, and Social Sciences. This committee also split into various subcommittees to better focus on specific issues.

Following the deaths of George Floyd, Breonna Taylor, and Ahmaud Arbery and the protests that followed, increased attention was given to issues of race and inclusion throughout the country and at BYU. The College of Family, Home, and Social Sciences is unique in that many faculty members specialize in issues concerning race, gender, and discrimination. This expertise has made the college's diversity and belonging efforts a proactive model for the BYU Committee on Race, Equity, and Belonging, which President Kevin J Worthen formed in June 2020.



Members of the Diversity, Collaboration, and Inclusion Student Committee with Deans Ogles, Padilla-Walker, and Giddins.

Pure:

*Containing nothing which
does not properly belong.*

*"Zion is a place where all properly
belong due to the mindset possessed
by all in the community."*

—ASST. DEAN LITA LITTLE GIDDINS

Concerning the importance of belonging efforts at BYU, Padilla-Walker says, "Diversity and belonging are important everywhere. But at BYU, we are seeking to create a Zion community where there are no poor among us. I do not believe we can reach our full potential if there are those who feel they do not belong or those who feel others do not belong."

The DCI mission outlines three areas of emphasis for the college.

1. "We will promote the recruitment, training, retention, promotion, and support of faculty from underrepresented groups, recognizing that their perspectives and contributions enrich the quality of our college's research, teaching, and programming, while strengthening and improving social interactions."

The collaboration that has taken place to build and strengthen the DCI committees is an inspiration to Lita Little Giddins, assistant dean of diversity, collaboration, and inclusion, as she strives to build Zion for the pure in heart.

Of the many words associated with Zion, Giddins is particularly tied to *pure*. She especially likes the Merriam-Webster dictionary's third definition of "pure," which reads, "containing nothing that does not properly belong."

"Zion is a place where all properly belong due to the mindset possessed by all in the community," says Giddins. "Those who see, hear, and interact with one another feel safe to disagree and make mistakes because love of God and for each other prevails. Acceptance lifts and aids one's ability to thrive equitably, eliminating the poor among them. This type of mindset enables Zion to become a refuge from all that is not pure."

The DCI committee's initial efforts to support underrepresented faculty members were just the beginning, because changing the culture and structures of institutions requires persistent effort and time.

"Unity is not achieved overnight, so my goals for DCI are to maintain our momentum and focus long term," explains Padilla-Walker. This process involves hiring and retaining diverse faculty, admitting an increasingly diverse

BUILDING A DIVERSE COMMUNITY TODAY FOR A ZION COMMUNITY TOMORROW

The DCI committee sponsored an art competition with this theme, and student submissions were displayed in the Harold B. Lee Library atrium during winter semester 2021.



GRAFTING, EDEN SMITH,
HONORABLE MENTION



THEIR TRAUMA REMAINS, LINDSEY MEZA,
HONORABLE MENTION



A CHANGE OF HEART,
JOSEPH CHU



BROKEN HANDS UNITED,
EMILY SCHWARTZ

population of students, and supporting those who are already here and those who are yet to come.

2. "We will collaborate with faculty members, deans, chairs, mentors, and other campus partners to create inclusive academic environments where faculty, students, and staff of all backgrounds and experiences can succeed, thrive, and contribute to the aims of Brigham Young University."

Living among a majority white student body, Samuel Castillo (BS '21), a recently graduated student in psychology and sociology, struggled to find a sense of community that he could identify with. For a long time, he felt lost and alone and like there wasn't a place for him. He often felt that his accomplishments were minimized by demeaning comments such as "I wish I was Mexican so I could get scholarships."

Castillo became interested in the student DCI committee through friends he made in a class on race. Joining the committee empowered him to do something meaningful for his underrepresented peers. To Castillo, Zion is a place where everyone feels welcome, and that thought has been the foundation of his contribution to the DCI committee as he has worked toward his main goal of finding ways to help people feel welcomed, loved, and supported.

In reflecting on his most meaningful experiences, Castillo recalls participating on panels on diversity in classrooms where faculty requested it. As a panel member, he felt that he could be vulnerable about his experiences as a Mexican and LGBTQ student. Though there were uncomfortable moments, Castillo felt the presentations opened dialogue between minorities and those who want to better understand the lived experiences of minorities.

3. "We will strive to help students become sensitive citizens and leaders who are informed and aware of both diversity and culture, helping to make our BYU community and the broader communities in which they live more just, equitable, happy, and inclusive."

Nadia Terrón, a sociology major and DCI research assistant, had many of the same experiences as Castillo when she came to BYU. Terrón was born in Mexico but came to the United States as an infant and grew up in south Florida. Coming from an ethnically diverse area, Terrón was shocked at how homogeneous the culture at BYU felt. This was especially true in the business classes she took, where she felt like she was the only Latina in a crowd of white men. Like Castillo, Terrón struggled to feel a sense of community with her peers.

Terrón found comfort and connection with a professor in the Department of Sociology, who made her feel like there was a place for people like her in academia. The professor encouraged Terrón to pursue extracurricular opportunities, including working with Giddins on the DCI committee.

As the DCI social media coordinator, Terrón uses Instagram to educate people on the cultures of underrepresented groups while highlighting campus resources. She appreciates the great example of DCI committee members in the college, including the example Dean Ben Ogles and Padilla-Walker set by using their privilege to create a safe space to pursue the goal of Zion. It has helped her see a bigger picture enveloping the work she's doing: "DCI foreshadows what the Zion community can look like at BYU. We have a true harmony in our diversity."

For Terrón, meaningful change requires a top-down transformation, and she believes that, over time, hiring more diverse faculty members will create an environment where the needs of marginalized students and faculty are not only understood but addressed. This belief was institutionalized with recommendations made by the report from the Committee on Race, Equity, and Belonging at BYU. This report evaluated the current landscape at BYU and offered key findings and suggestions to improve inclusivity across the university.

Zion, a place where all people live with their hearts knit together in unity—not stripped of their unique identities but instead bringing beauty in their diversity—is being achieved step by step through leadership from the DCI committee. Zion is a cause that requires all of us to roll up our sleeves, confront the uncomfortable, and learn to purely love those who bring gifts that are different than our own.

And this is how DCI committee members are engaging us in Zion-building. They don't want Zion to be something that's simply talked about in classes—they want us to get Zion under our fingernails as we are on our knees, elbow-deep in the work, just as Madison Siebers described in her DCI Art Contest submission. It is only by dedicating our hands and hearts to this holy endeavor that each of us becomes pure and can join our brothers and sisters in Zion. **Q**

"I was inspired by our community's need for racial diversity to create Zion. When I was a freshman, a professor once talked about living our lives like we 'had Zion under our fingernails.' It has been a motto for me as I've made life decisions—I want to be on my knees, elbow-deep in the work."

—MADISON SIEBERS

Zion Under Her Nails
Honorable Mention



A DAY IN THE LIFE, CARRIE NELSON,
HONORABLE MENTION



A New Era for Ben Ogles

BY
BAYLIE DUCE NORDGREN
AND **LISA ANN THOMSON**

PHOTOGRAPHY BY **BRADLEY SLADE**

Classroom visits were common for Benjamin M. Ogles during his 10-year tenure as the dean of the College of Family, Home, and Social Sciences. Amy Harris, associate professor of history, clearly remembers the day he stopped in her classroom.

"He sat unobtrusively on the back row," she recalls. "But when I shifted from lecture to a hands-on activity, he chose to join in the activity with the students. I was already impressed that he was sitting in on classes to get a lay of the land. I was also impressed that he made it clear he was just coming to observe and understand. But no matter how much he'd impressed me, it was once he started interacting with students in such friendly ways that he won my trust."

That small moment encapsulates Ogles's time as dean. He came to his post willing to listen and observe, and then he rolled up his sleeves and got to work.

Ogles earned his undergraduate degree in accounting and a PhD in clinical psychology from BYU and then spent more than 20 years as a professor and administrator at Ohio University in Athens, Ohio, including six

years as dean of the College of Arts and Sciences.

When Ogles returned to BYU to accept the position of dean in 2011, there was plenty of work to do—he led nine departments, over 300 faculty members and staff, and more than 6,000 students. As he settled into his role, the challenges settled in too. But they didn't faze Ogles, according to those who worked closely with him.

"This was a turbulent time in some ways, and you wouldn't really know it because he was unflappable," says Kelly Patterson, a professor of political science who served on the search committee that brought Ogles to BYU and who also served as associate dean under Ogles. Patterson notes that serious issues have come to the forefront during Ogles's tenure, such as sexual assault and racism, "and he managed that with intelligence and a grace and dignity that few leaders could muster."

For Ogles, it was a natural fit for the College of Family, Home, and Social Sciences to lead out on these difficult topics. "As our college name indicates, we are focused on social and family interactions through the lens of various disciplines. Our



faculty have been more or less engaged in the work of creating a 'Beloved Community' for many years," he says.

In fact, one of the things Ogles loved best about being dean was "saying yes to as many good ideas as possible, followed by supporting the innovative work of faculty, staff, and administrators," he says. Among the many yeses he gave were two prominent projects that have directly impacted the vision of creating a Beloved Community: the Civil Rights Seminar and the Diversity, Collaboration, and Inclusion Committee.

The Civil Rights Seminar grew out of a conversation between Ogles and a colleague, Jonathan Sandberg. After Ogles shared his own experience of visiting anti-apartheid sites in South Africa, Sandberg proposed the

Civil Rights Seminar. By the following spring, the course and its concluding field trip to U.S. civil rights sites were up and running. The seminar is now entering its tenth year.

More recently, in 2018, then associate dean Laura Padilla-Walker led out by recommending the creation of a college Diversity, Collaboration, and Inclusion Committee, which Ogles enthusiastically supported and which the university at large has used as a model by creating its own Committee on Race, Equity, and Belonging in 2020.

"Our efforts to create a place where faculty, staff, and students feel they belong within college environments have been constant, but they were hastened under the direction of Laura Padilla-Walker," Ogles says,



crediting the new dean of the college for her vision to elevate and address these issues.

During his time as dean, Ogles also participated in college growth both in faculty appointments and fundraising. Ogles considers the hiring of “more than 100 outstanding faculty” one of his most notable accomplishments.

Ogles, representing the college, worked with Philanthropies to raise significant funds to support students. Ogles relished working with donors and the students who benefited from their contributions as a self-described middleman.

“This view from the middle allows one to appreciate the amazing generosity of people with means while marveling at the life-changing opportunities given,

sometimes in miraculous ways, to students,” Ogles says.

Faculty and staff summarize Dean Ogles’s leadership with common themes: kindness, friendship, support, and an ever-present smile.

“Several times a semester, I’d cross paths with Dean Ogles somewhere on campus, and he’d greet me with a big smile and a kind hello,” says Adam Dynes, assistant professor of political science. “It seems like a small thing, but I was always impressed by the kindness that he seemed to show everyone, including brand-new assistant professors like myself.”

When it came time to celebrate Ogles’s decade as dean, in true fashion, he agreed only to a small gathering of coworkers and some commemorative ice

cream. This likely came as no surprise to Dana Hunter, visiting associate teaching professor in the School of Family Life. She shares this anecdote: “When Dean Ogles would visit the labs, he would walk around and talk to our students, inquire about techniques they were learning, and tell us about recipes he’d recently discovered. When we learned of Dean Ogles’s love for ice cream, we made it a point to take some of our homemade raspberry ice cream to him each semester during our dairy week.”

So instead of a big reception, the dean’s office gathered for ice cream, marked with conversations about the best flavors (vanilla, says Ogles) and what elements make the best ice cream (no less than 20% fat content, he insists).

Ogles has now returned to the classroom in the Psychology Department. During his time as dean, he believed the best teachers were also the best scholars, and he hopes to continue to model that important synergy in his own classrooms.

“I hope to be the kind of scholar-teacher that helps students learn the most up-to-date theories and practices in our field, and I believe that current engagement in cutting-edge research enhances one’s teaching,” he says.

David Wood, assistant professor in the School of Social Work, sums up the college’s collective feelings about Dean Ogles: “We have been lucky to have him as the dean, and we will continue to benefit from him as a member of our great faculty.”



BYU PHOTO

The Human Family Data Set

BY
CALEB WILLIAMS

Creating a profile on FamilySearch's Family Tree—the largest public family tree—for every recorded person and linking them to as many records and family members as possible is an ambitious goal. But it's the vision Joseph Price, professor of economics, has for his Record Linking Lab. He and a team of students are using artificial intelligence and machine learning to develop ways that humans and computers can work together to dramatically increase the accessibility of records on FamilySearch.

Why would an economist be so interested in gathering and connecting records of the entire human family? From an economic perspective, Price and his team

find the prospect of being able to follow every single person who lived in a country over a 100-year period, for example, amazing.

"Economists care deeply about mobility, migration, and markets," says Price. "If I can follow someone and see what their occupation is every 10 years and when and who they marry, how many kids they have, where they decide to live, and how long they live—those are all key outcomes economists care about."

Record linking isn't a new concept, nor is it unique to family history. It's a challenge faced by every industry as more and more data are collected from customer records, interactions, and online behavior but then stored in different databases with no common key. To be able to link records and extract information quickly, Price and the students in his lab are developing and using a wide set of tools.


One such tool is reverse indexing. Instead of a person typing information from an image of a form, the machine does the work of extracting the information—even when it's handwritten. The machine then displays several handwritten versions of what is assumed to be the same name and presents them, with a typed version of the name, to a person for verification. The person simply marks which handwritten names do not match the typed name and then submits the batch. Reverse indexing improves the handwriting recognition of the machine until it matches the accuracy of a human. It's quick and can easily be done on a small screen on the go. You can try reverse indexing at rll.byu.edu/volunteer.

Resolving individual identities across records gives researchers a complete picture of a single

individual with all their events and relationships. This enhancement to the Family Tree is an important resource for answering social science questions.

Price's team, for example, has been examining the effects of anti-German discrimination during World War I by following German Americans from 1910 to 1920. Another project looks at college registration data to discover what role colleges play in upward mobility.

This social science treasure trove is influential far beyond BYU. Price's lab has assisted researchers at Brown, Chicago, Michigan, Stanford, and UCLA. "We're happy to help with any projects that can directly benefit FamilySearch either by expanding its collection of indexed data or improving the connections on the Family Tree," says Price. In every case, the projects provide meaningful research experiences for BYU students.

Price believes that whether the records are used for economic research or genealogical research, the core purpose of gathering records in one place is the same. He says, "At the end of the day, I want every single person who's ever lived to have a profile on the Family Tree." 

New Faculty

Meet the 13 new CFS-track faculty members who were hired in the college in 2021.



RUTH KERRY

Associate Professor of Geography
PhD in precision agriculture, University of Reading, 2004
Affiliate assistant professor, Auburn University



DAVID ROMNEY

Assistant Professor of Political Science
PhD in government, Harvard, 2020
Postdoctoral fellow, Weatherhead Center for International Affairs, Harvard



RYAN HILL

Assistant Professor of Economics
PhD in economics, MIT, 2020
Postdoctoral researcher, Kellogg School of Management, Northwestern University



RICHARD PATTERSON

Assistant Professor of Economics
PhD in policy analysis and management, Cornell, 2015
Assistant professor, United States Military Academy



LIZ MCGUIRE

Assistant Professor of Political Science
PhD in political science, Yale, 2021



SANDRA SEPHTON

Professor of Psychology
PhD in behavioral neuroscience, BYU, 1995
Professor, University of Louisville
Senior scientist, James Graham Brown Cancer Center



KARA DURACCIO

Assistant Professor of Psychology
PhD in clinical psychology, BYU, 2019
General pediatrics research fellow, Cincinnati Children's Hospital Medical Center



DAWN-MARIE WOOD

Assistant Teaching Professor of Psychology
MS in psychology, behavioral neuroscience, BYU, 1994
Visiting assistant teaching professor, BYU



ASHLEY FRASER

Assistant Professor of Family Life
PhD in family and human development, Arizona State University, 2021



ANDREA KINGHORN BUSBY

Assistant Professor of Family Life
PhD in human development and social policy, Northwestern University, 2021



ASHLEY

LEBARON-BLACK

Assistant Professor of Family Life
PhD in family studies and human development, University of Arizona, 2021



DANIEL FROST

Assistant Professor of Family Life
PhD in politics, Princeton, 2013
Assistant professor, Clemson
Visiting assistant professor, BYU



MELISSA ALCARAZ

Assistant Professor of Sociology
PhD in sociology, the Ohio State University, 2021

Welcome, Dean Padilla-Walker

BY LISA ANN THOMSON AND CALEB WILLIAMS



Listening to the October 2020 general conference, Laura Padilla-Walker was struck by President Russell M. Nelson's call to gather Israel. He noted that gathering Israel included "building faith and testimony in the hearts of those with whom we live, work, and serve," and he called it "*the most important work in the world.*"¹

"Surely the College of Family, Home, and Social Sciences should be involved in the most important work in the world," Padilla-Walker says, and as newly appointed dean, she is heeding the prophet's call. "How we balance secular and spiritual education is critical for building testimony."

Her vision for the college is a place of exceptional scholarship, teaching, and mentored learning, fully integrated with spirituality. Additionally, Padilla-Walker sees this integration of the secular and spiritual as not only the best way to educate students but also the best way to address the issues of our times.

"As I look to the future, I think one of the single most important challenges our students (and perhaps faculty and staff) will face will be maintaining their faith and building their testimonies as they interact in a world that is increasingly divided," says Padilla-Walker. "Because we are a university, we must strive to offer our students the highest-quality secular education possible in an atmosphere of excellence. But because we are BYU, we are blessed to know from the mission statement that 'any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved.'"²


Padilla-Walker believes that the College of Family, Home, and Social Sciences is uniquely positioned to make a positive contribution to current social issues. "As social scientists, the faculty and students in the college should play an essential role in establishing a Zion community because we study how individuals, groups, systems, societies, and cultures develop, function, and thrive," she says.

Padilla-Walker obtained her schooling in the Midwest, with her undergraduate degree in psychology from Central Michigan University and her master's and PhD in developmental psychology from the University of Nebraska–Lincoln. When the opportunity came to join the faculty at BYU, Padilla-Walker had never been to campus and was unfamiliar with the university's vision. She admits she was concerned about the standard of excellence in both research and teaching.

But when Padilla-Walker arrived in 2005, she discovered how research benefits and strengthens her teaching and found that BYU provides the perfect balance between the two with its focus on undergraduate education and its efforts to give meaningful research opportunities to students. But it was an unexpected blessing for her as a convert to The Church of Jesus Christ of Latter-day Saints to be allowed—even encouraged—to integrate spirituality with secular pursuits, and that has helped shape her academic interests.

"I had an interest in the role of parents in the development of values," Padilla-Walker says. In her research, she has explored many dimensions of parenting as it relates to moral development, media, and sexuality. She is widely published in premier academic outlets, such as Oxford University Press, *Developmental Psychology*, and *Journal of Family Psychology*, as well as in consumer-focused outlets such as Deseret Book.

"What we are learning is so essential to parents that it feels especially valuable to publish high-quality research and then find ways to get this information into the hands of parents who really need it," Padilla-Walker says.

In response to her appointment, outgoing dean Benjamin M. Ogles says, "Who better to lead a college than an outstanding scholar? But not only is she a productive researcher, she is an excellent teacher who has the range to engage students at the introductory level, major level, and graduate level. Dean Laura Padilla-Walker will not only be an outstanding leader; she is a model of the kind of faculty member we hope for the entire college." 

"As social scientists, [we] should play an essential role in establishing a Zion community because we study how individuals, groups, systems, societies, and cultures develop, function, and thrive."

— LAURA
PADILLA-WALKER

Also new

IN THE DEAN'S OFFICE



NIWAKO YAMAWAKI

Associate Dean for Development
Professor of Psychology



DANNY DAMRON

Assistant Dean for Experiential
Learning and Professional
Development



JORDAN KARPOWITZ

Assistant Dean for Communications
and External Relations



LITA LITTLE GIDDINS

Assistant Dean for Diversity,
Collaboration, and Inclusion

¹ Russell M. Nelson, "Let God Prevail," *Liahona*, November 2020, emphasis in original.

² The Mission of Brigham Young University, <https://aims.byu.edu/byu-mission-statement>.

Pathos, Logos, Ethos

A Guide to Public Writing

BY BAYLIE DUCE NORDGREN

If you could type words on a jumbotron during a football game, you would catch the attention of thousands of spectators. According to Hal Boyd, a member of the faculty advisement committee in the Office of Civic Engagement at BYU and executive editor of *Deseret News's* national edition, writing an op-ed can have a similarly large effect—larger than we think.

"Thousands of people read and react to your ideas in real time. In other words, by its very nature, public writing engages those around us," says Boyd.

In a world where opinions are a dime a dozen, our society needs a stronger presence of informed and supported opinion and writing, and publishing op-eds is one of the most powerful methods of sharing such opinions. Boyd argues that op-eds are an important element of public discourse, especially when they present appealing, logical, and defensible positions that can be used to motivate social and legislative change.

Boyd encourages each citizen to write op-eds to take advantage of the opportunity to shape the values and beliefs in their community. He also argues that writing op-eds is as much about informing our neighbors,

community leaders, and policy makers as it is about refining our own ideas. The writing process improves our thinking.

"Writing publicly forces us to research topics more deeply, think more clearly, and consider other viewpoints," he says.

Boyd is an accomplished writer, and his opinion essays have been featured by the *Atlantic* and *Newsweek*. He believes the most persuasive writing uses pathos, logos, and ethos. "Aristotle's counsel has stood the test of two millennia and still works today," he says. Boyd shares three tips for effective, engaging public writing.

1 CONNECT EMOTIONALLY

As an associate professor of family life, Boyd focuses his public writing on issues related to marriage and family. He says, "If I had to choose one urgent message to share with the secular world, it's that families are integral to helping improve social outcomes. I want us to find ways to support and champion the nuclear family because strong families lift us all." His passion for the topic of

families helps him connect to readers on an emotional level because we all have strong feelings about our families. To use **pathos**, or emotion, in your writing, use stories that draw the reader in or anecdotes you know they can relate to.

2 SHARE DEFENSIBLE FACTS AND FIGURES

Logos, or logic, is essential for supporting the central thesis of your writing. Without it, you're simply making an emotional argument that won't withstand scrutiny. Logical reasoning, facts, and evidence establish the credibility of the claims you are making. In Boyd's most memorable op-ed, which he coauthored in February 2020 for the *Atlantic* with W. Bradford Wilcox at the University of Virginia, Boyd and Wilcox cite several studies that counter the argument that the nuclear family is disintegrating and not necessary. Presenting a story that emotionally connects and then backing it up with evidence delivers a solid argument.

3 BE EVENHANDED

Finally, **ethos**, or character and ethics, focuses on credibility and trust. If you want people to respect your opinion and seriously consider your point of view, they need to be able to trust you. This means writing in an evenhanded, thoughtful manner. Make sure to cite reputable sources that are authoritative on the topic.

Whatever you are passionate about, a well-crafted op-ed built on a foundation of emotion, logic, and credibility is a powerful tool for persuasively contributing to public discourse and engaging in civic dialogue. ■



HAL BOYD

Hal Boyd has served as director of family public scholarship, an associate professor of family law and policy, and a fellow of the Wheatley Institute at BYU. He is now executive editor of Deseret News's national edition. His essays have been featured by the Atlantic, Religion & Politics, First Things, and Newsweek. He has been a guest on NPR and CNN, and his commentary has been cited in pages of the New York Times and the Washington Post.

Students Learn to “Go Forth and Serve”

BY BAYLIE DUCE NORDGREN

The Office of Civic Engagement at BYU, directed by Quin Monson, professor of political science, helps students gain skills and find opportunities to express their duties as citizens in their communities.

Jordan Etherington, a 2021 graduate from Taylorsville, Utah, who majored in human development, took advantage of the civic engagement leadership minor. “The program taught me the importance of making connections with community leaders and organizations,” he says.

The essence of civic service is to solve problems at the community level; therefore, each student in the civic engagement leadership minor is required to complete a capstone project to solve a community problem. For his project, Etherington organized efforts between several organizations to open a food pantry in Springville. The project involved Mountainland Head Start, the Kiwanis Club of Springville, and Community Action Services and Food Bank in Provo.

Etherington was drawn to the civic engagement minor because of his desire to become a positive agent for change in his community. He believes there is ample opportunity for BYU students who want to make a difference. “If there is a cause you want to be involved in, just reach out to the organization and see what opportunities they have,” Etherington says. “They won’t turn you away.”



Jordan Etherington (second from left) celebrates the opening of the Springville Food Pantry, which he helped create by coordinating the efforts of several community service organizations.

Old School and New Fangled

Gerontology Minors Connect with Older Adults

Caroline
you did brighten my
Valentine's Day! ❤️ I
made a smile on my
one never put even
I hope to hear from
soon

“Seeing how we develop as adults and then experience the aging process is captivating. There’s really nothing like it.”

—Caroline Bown



BY
CALEB WILLIAMS

When was the last time you mailed a hand-written letter to your grandma or grandpa or mom or dad in a care facility? Or maybe you were able to connect with them via video conferencing. Whether you used old-school snail mail or new-fangled video technology—both are important means of connecting with older adults, especially during the pandemic.

One of the biggest side effects of COVID-19 distancing requirements is an acute sense of loneliness for older adults. Many studies point to the physical and mental effects of limited social connections, including research by Julianne Holt-Lunstad, BYU professor of psychology and neuroscience. She reports that the likelihood of death increases 26% from being lonely.¹ Social science as a discipline is interested in the impact isolation can have on people’s health as they age.

Caroline Bown, a 2021 graduate from St. George, Utah, majoring in family studies and pursuing a minor in gerontology, took SFL 334: Adult Development and Aging in the Family during the fall 2020 semester. This course, taught by Jeremy Yorgason, professor of family life and director of the Gerontology Program, traditionally involves students in a service-learning opportunity where they can provide communication, connection, and support to older adults living in long-term care facilities. Students also benefit from pairing what they are learning about aging with real-world observations of the process. With the unique challenges brought on by COVID-19, the project for fall 2020 had to evolve to accommodate requirements for physical distancing—and a pen pal program was born.

“At first it felt a little strange to be writing to someone I didn’t know,” says Bown, who had not had a pen pal since elementary school. She later came to appreciate the opportunity

to learn from different people about who they are and how they’ve dealt with the aging process. “Each individual we wrote to had their own story to share, their own personal experiences, personality, hobbies, perspectives,” she says. “It was really fun to exchange letters.”

Because so many elderly people in the community signed up for the program, Bown and her classmates were each able to write to multiple residents. At times there weren’t enough students to write to the growing number of older adults who wanted to participate in the program, so Bown tried to write at least once to those who didn’t have an assigned pen pal.

Bown says, “It’s the best when they write back, but even with those who don’t or can’t—it just makes you happy to know that they’re getting some mail and love sent their way and that maybe it will brighten their day a little bit.”

Students were always excited to have their response letters delivered to them in class. They often took time to share what



Dear Ruth,

This week in class we talked about how “older” brains tend to be better at some critical-thinking and problem-solving skills. It’s something called crystallized intelligence and is a result of being able to combine thinking with life experience—allowing one to think about things in different ways and from different perspectives. It’s actually really cool, and it proves just how valuable older brains are!!

So from a more intelligent and wise brain, what advice would you give to a 23 year old? Is there anything you know now that you wish you had known at my age?

I hope you have a wonderful rest of your day, Ruth. Thanks for being my Pen Pal!

Sincerely,
Caroline

Happy
Easter
To you
Caroline

their pen pals had written and discuss how the ideas they were learning in class applied to their pen pals’ letters.

For Bown, a particular highlight of the semester was having video calls with the care facility residents. Students had the opportunity to ask questions or share talents during these virtual get-togethers. Some students performed music, others demonstrated gymnastics, and some even conducted science experiments. The residents shared their own talents as well, with one elderly man demonstrating to the students the tedious process of making chain mail.

The older adults also shared “fun stories, deep wisdom, some hard truths, and beautiful perspectives,” which Bown particularly appreciated. Video conferencing allowed students and residents to bridge the divide built by distancing requirements. Bown loved the program so much that she asked Yorgason if

she could continue participating and then spent winter semester helping Yorgason’s new students carry on the project. On top of doing the same things she was doing before, Bown coordinated meetings, delivered letters, and helped with the flow of communication.

With the project, classroom and textbook learning were validated as students witnessed firsthand accounts of what life is like as one gets older, including becoming unable to drive, losing a spouse, and moving into a care

facility. In spite of the limitations that come with aging, Bown says the experience shifted her perspective. To her, age is no longer in opposition to beauty, instead “age is beauty,” she says.

“Overall, I think if there were ever an eighth world wonder to be named it would have to be humanity—and I’d bump it up to the top of the list,” says Bown. “People are amazing, and seeing how we develop as adults and then experience the aging process is captivating. There’s really nothing like

it. We all are inevitably aging, but we all have our own story to tell; a unique narrative full of our own challenges, triumphs, adventures, and life experiences that help make up the wonder that is humanity.”

1 Julianne Holt-Lunstad, Timothy B. Smith, Mark Baker, Tyler Harris, and David Stephenson, “Loneliness and Social Isolation as Risk Factors for Mortality: A Meta-Analytic Review,” *Perspectives on Psychological Science* 10, no. 2 (March 11, 2015): 202–212, <https://doi.org/10.1177/1745691614568352>.



DEPARTMENT HIGHLIGHTS

BRIGHT SPOTS FROM EVERY DISCIPLINE

Each year our dedicated faculty and students make valuable strides in academic discovery in their respective fields. Here are a few highlights from 2021.



ANTHROPOLOGY

Jacob Hickman published a paper analyzing the funeral of a Hmong general who fought with the CIA titled "America's Secret War in Laos." Greg Thompson published an article in the journal *Theory Into Practice* on the role of academic language in schooling. Jim Allison and Marion Forest, a research associate, cotaught the Archaeology of Health, Healthcare, and Disease course. They had students research the archaeology and history of the 1918 flu pandemic in Provo and produce a podcast. Scott Ure led excavations at Snow Farm, a newly discovered Fremont Native American site in Payson, Utah. With graduate student Sylvie Littledale, Zach Chase established a new research partnership with Peruvian archaeologists from Caqui Estudios Interdisciplinarios en Huarochirí to perform isotopic analyses of skeletal materials from Huarochirí, Peru. Michael Searcy received the college's Martin B. Hickman Excellence in Teaching Award. Director of the Office of Anthropology Richard Talbot received the Dean's Platinum Service Award.



ECONOMICS

After a temporary stay in the Crabtree Building, the department

moved into the new West View Building. Olga Stoddard created a Diversity in Economics seminar to promote diverse voices in research in the often homogeneous discipline of economics. Lars Lefgren, John Stovall, and Stoddard published "Rationalizing Self-Defeating Behaviors: Theory and Evidence" in the *Journal of Health Economics*. Additionally, professors Emily Leslie and Riley Wilson published research in the *Journal of Public Economics* that confirms the rise of domestic violence reports since the start of the pandemic. Professor C. Arden Pope III received a Sponsored Research Recognition Award. Joseph Price received the James B. McDonald Professorship. Scott Condie received an Associate Professor Award from the college. Lars Lefgren is the new department chair.



FAMILY LIFE

Professors and students in the School of Family Life published 174 peer-reviewed publications, up 74% from 2018. The number of students as coauthors also grew from 73 to 92. Sarah Coyne published a study on social media use and suicidality in youth after following this population for several years, making it the longest study to date on this topic. Coyne also received a Mary Lou Fulton Professorship and a BYU Inspiring Learning Award. Dawna Baugh, associate professor of family and consumer sciences, and Erin Holmes, professor of family life, each received awards from the BYU Faculty Women's Association. Holmes also received an Associate Professor Award from the college. Larry Nelson received a General Education Professorship. Stephen Duncan, now retired, delivered the 56th annual Virginia F. Cutler Lecture on the science of healthy marriage and family life. Dean Busby received the Camilla Eyring Kimball Professorship. Holmes was promoted to professor and is now director of the School of Family Life.



GEOGRAPHY

Two faculty members received teaching awards from the college: Matt Bekker in environmental studies and adjunct faculty member Steve Schill each received the Martin B. Hickman Excellence in Teaching Award. Ruth Kerry was hired as an associate professor in January 2021 to teach in the environmental studies emphasis. She comes to us from Auburn University and received her PhD in precision agriculture from the University of Reading in the UK. Daniel Olsen was promoted to full professor and accepted the position of department chair in May 2021. During the 2020–2021 school year, professors from the Department of Geography had 61 publications, including 6 books, 25 book chapters, and 26 journal articles.



HISTORY

The department hosted *History's Calling*, a webinar series looking at unique career paths of alumni in the field. Richard Bell, professor at the University of Maryland, delivered the second annual Darius Gray Lecture about American slavery and the Underground Railroad. Rebecca de Schweinitz published an article exploring what freedom without family meant to enslaved people. As part of an ongoing book project on the Anglo-American politics of slavery, Matthew Mason published "North American Calm, West Indian Storm: The Politics of the Somerset Decision in the British Atlantic." Joel Harrington gave the 2020 Jensen Lecture on Hans Staden, a 16th-century Hessian mercenary who faithfully endured captivity by the Tupinambá band of southern Brazil. Jenny Pulsipher

received the Karl G. Maeser Research and Creative Arts Award, Sarah Loose received the college's Martin B. Hickman Innovation in Teaching Award, Brenden Rensink received the Marjorie Pay Hinckley Young Scholar Award, and David-James Gonzales was named an Institute for Citizens and Scholars 2021 Career Enhancement Fellow.



The Neuroscience Department has now permanently transitioned to the College of Life Sciences. To engage students with a fun and socially responsible activity, the Neuroscience Center developed a "hidden brain" outdoor activity where brain-shaped stress balls were hidden around campus with clues to their location shared on social media. Students would find the hidden brain, return it to the department, and spin a wheel to win a prize. Throughout the year, almost 30 brains were hidden and found around campus.



Even with canceled conferences and COVID-19 restrictions, faculty members were busy getting their scholarship out to the world. Jeremy Pope presented "The Spirit of Party vs. The Constitution" for the BYU Kennedy Center. Kelly Patterson received the 2020–21 Martin B. Hickman Scholar Award and delivered his lecture, "Pandemics and the Politics of Individualism." Daniel Nelson received a Mary Lou Fulton Professorship to support his research on international development, foreign aid, and international organizations. Darren Hawkins

currently serves as director of the Global Politics Lab. He received the Citizenship Award from the college and is motivated to provide faculty and students with better resources for mental health. Josh Gubler received a university Early Career Teaching Award. Mike Barber received the college's Young Scholar Award. Chris Karpowitz received the Philip E. Converse Award from the American Political Science Association for his coauthored book *The Silent Sex: Gender, Deliberation, and Institutions*. Jay Goodliffe is the new department chair.



Niwako Yamawaki presented the second annual Hickman Diversity and Inclusion Lecture, titled "My Perspective as an Immigrant." She delivered a university devotional on a similar theme. Rebecca Lundwall worked with her research team to publish research on autism, women, depression, and suicide. Thanks to Lundwall's efforts, 30 research assistants were able to gain practical research experience despite the pandemic. Julianne Holt-Lunstad shared her research on the importance of social connectedness in a TEDxBYU talk. Wendy Birmingham received the college's Young Scholar Award. Brock Kirwan, who is affiliated with the Neuroscience Center, received the Karl G. Maeser Excellence in Teaching Award for his outstanding contributions both inside and outside the classroom.



The annual Social Work Conference funded by the Marjorie Pay Hinckley

Endowed Chair focused on providing adequate care for LGBTQ youth in Utah. This conference featured four lectures and a panel discussion with experts from the local community of social workers and was critical in helping future social workers better understand how to meet the diverse needs of teens who identify as LGBTQ. Sherinah Saasa and Stacey Shaw participated in research projects focused on understanding issues faced by immigrant populations. Shaw also received a Marjorie Pay Hinckley Young Scholar Award. Dave Wood, Andersen Fellow, continued his research on help-seeking behavior and suicide prevention program outcomes for veterans. Wendy Sheffield received a BYU Inspiring Learning Award for Experiential Learning.



Faculty were busy this year teaching remote courses and publishing research. Jacob Rugh wrote about the fall of Black home ownership since the 1968 Fair Housing Act. Rugh also connected lower home ownership with lower voter turnout. Ryan Gabriel was appointed to the newly formed university Committee on Race, Equity, and Belonging. He delivered a university devotional in April 2021 on racism and the pursuit of Zion. Carol Ward published a paper about rural Utah women veterans' access to VA health-care. Mikaela Dufur was appointed as an associate dean of the college and coauthored a paper comparing parent disciplinary tactics across racial groups and between the United States and the UK. Curtis Child published an article in *Sociological Science* titled "How to Sell a Friend: Disinterest as Relational Work in Direct Sales." Scott Sanders received a Mollie and Karl Butler Young Scholar Award in Western Studies. Curtis Child is now department chair.

The American Heritage Experiment—with Patterwitz

BY
LISA ANN THOMSON
AND CALEB WILLIAMS

It was a lesson on scarcity and opportunity cost gone wild. In the fall of 2020, a box of Krispy Kreme donuts was going to the highest bidder during a live-streamed American Heritage lecture. Students frantically placed bids in real time. To up the ante, a teaching assistant stood by in a golf cart with the donuts, prepared to deliver them live on air to the winner.

The bids ticked up and, for one American Heritage student, that box of Krispy Kremes was worth \$100. The TA zipped to his location—Helaman Halls—with the prize. The excitement of the win had spread through the dorm, and an enthusiastic group gathered to receive the spoils . . .

. . . including a guy in a towel straight from the shower . . .

. . . streaming live to more than 2,300 American Heritage students.

"That made a few of us sweat for a moment," says Kristen Betts, administrator for American Heritage.

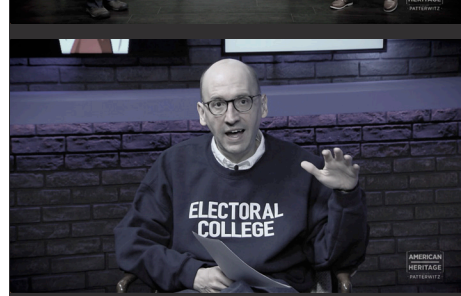
No doubt it made the student sweat too, but he played along and even returned during another lecture to read a quote—in a very large towel. He wasn't even taking American

Heritage, but he affectionately became known as "the towel guy."

The towel guy is just one of the fond memories that political science professors Chris Karpowitz and Kelly Patterson have of the unusual 2020–21 school year as they team taught American Heritage during the pandemic. Their escapades were a direct result of the creative thinking that made American Heritage a campus phenomenon and turned it into what some dubbed the *SportsCenter* of the social sciences.

Going Hollywood

American Heritage is a GE requirement for all BYU students, and responsibility for teaching rotates between a group of professors. Karpowitz and Patterson were up for fall 2020. Preparing for the inevitable move to teaching online, the two began brainstorming as far back as April 2020. Even if they had tried to hold in-person classes by fall, social distancing would have meant moving the famously large lectures to the cavernous Marriott Center, and that didn't



feel right. They knew that many of their students would be first-year students who had likely lost out on their senior year of high school or had been released early from missions or were waiting to be reassigned. They needed connection, even from American Heritage.

The professors could have individually done what most did during that time: video conference from their home offices. But Karpowitz and Patterson had a history of collaboration on the course, and they decided to go big. They engaged Ron Ralston and his production team from the Office of Information Technology. Ralston turned the American Heritage review room in the Harold B. Lee Library into a veritable television studio. Patterson and Karpowitz combined sections so lectures were held live twice a week for all students, broadcast from their new studio. TAs continued to hold weekly labs in-person or online with small groups.

The lectures included both professors flanking a monitor that displayed notes and other visuals. They lectured, discussed, and bantered. They began to incorporate props such as campaign posters, Christmas stockings, baseball caps, and a pug named Luna. The balding professors donned wigs for a discussion about the symbolism of long hair in the 1960s, and Patterson showed up in a towel (over his suit) after the "incident." Students engaged through live chat as well as on-air student panels in which small groups participated via Zoom. An Instagram account popped up called @byuamericanheritagememes. The teaching pair was dubbed "Patterwitz." Patterwitz T-shirts were made and worn like an inside joke.

"It was an unforgettable year," says Karpowitz.

Professor of psychology and then dean Benjamin M. Ogles notes, "A whole community developed around the course because of the creative instructional methods. At one point, I realized that for these first-year students, their shared experience at BYU revolved around two common features: A winning football team and Patterwitz."

Teamwork Makes the Dream Work

Truly it took a team to pull off the *SportsCenter* format. "I learned that not just faculty care about student learning," says Patterson. "It took multiple parts of campus to come together to make the course happen."

Betts, the American Heritage administrator, adds, "We were *all* committed to providing this incoming class with the opportunity to gain a sense of belonging and feel connected to each other and the university."

Patterson gives kudos to his partner in crime, Karpowitz—"Chris knows American Heritage better than anybody"—and to Betts, who managed the TA army and all course resources—"She is amazing." Of Ralston and his IT team, Patterson simply says, "Ron Ralston was a miracle."

Karpowitz adds, "I feel extremely grateful to have worked with Ron Ralston and his entire crew in a common effort to create new ways of connecting with students in the midst of the pandemic. We also had on-the-ground support from Bruce Burgon, who tirelessly provided technology resources to all the faculty in the college."

He also gives a shout-out to the TAs. "Because we couldn't be with the students in a large lecture format, the TAs were our primary source of connection to individual students," Karpowitz says. "Their willingness to

press forward despite the challenges of the pandemic was inspirational."

Back to Normal—but Better

Patterwitz is back to the bullpen while another set of professors is up. With vaccinations and falling COVID cases, American Heritage has returned to its in-person lecture format, and for Patterson and Karpowitz, that's a positive thing.


"I learned how much I miss being with students," Patterson says of his on-air experience. "They bring a joy and energy to learning."

But the school is exploring ways to implement some of the successful elements of the



2020–21 school year, including continuing live student panels and providing online reviews.

"We learned so much about how to creatively share content," Karpowitz says. "But we also felt keenly the need to be with our students. We hope this experience will allow us to combine both of those elements in the future."

While it is unlikely a towel-clad student will appear in a lecture anytime soon, it is very likely 2020–21 will leave a lasting mark on American Heritage. 



FROM STUDENTS TO SCHOLARS


BY JORDAN KARPOWITZ

On Thursday, April 8, 2021, students from across the College of Family, Home, and Social Sciences gathered virtually for the 17th annual Mary Lou Fulton Mentored Student Research Conference.

"It's my second-favorite day of the year after Christmas, because this is the time when you really get to see our student scholars understand that they're scholars—you see the light bulb go on when they're able to share their research with everyone," says Mikaela Dufur, associate dean of the college and conference chair.

In a normal year, all of the students' research posters would have been lined up, and the students would have been there to talk about their research. During the pandemic, posters were presented online, and students uploaded a 30-second video of themselves talking about their research. In the 2021 school year, 412 students submitted 305 posters.

"Our students are extraordinary in general in the science they produce but unbelievable in their ability to do that while managing pandemic conditions," says Dufur. Engaging students in opportunities for experiential learning is a core part of the college's aim to prepare students to be active participants in their respective disciplines. The conference encourages students to gain experience with the research process by working with a faculty mentor and then gives them the opportunity to present and celebrate their efforts in a professional setting. This not only builds résumés but also helps prepare students with tools for success in the next step of their education and in their future careers.

Top submissions in each department are awarded cash prizes. Selected posters this year included titles such as "Greenness Is Associated with Decreased Mortality Risk in Cancer Patients," "White Identity Does Not Equal Racial Resentment," and "Breadwinners and Bread Makers: Trends in Gender Ideology Among Religious Working and Stay-at-Home Mothers." Find more information at fultonchair.byu.edu. 

The Mary Lou Fulton Endowed Chair provides funding for the annual conference and many other opportunities for experiential learning, such as internship grants and student travel grants to academic conferences.



Camilla Alarcon, a political science student from Colorado who graduated in April 2021, is interviewed about her experience participating in the Mary Lou Fulton Mentored Student Research Conference for the past three years.



During the awards broadcast, students pause to send a wave of thanks to Ira Fulton for his generous support of the annual conference.



LAURA PADILLA-WALKER
IS THE FIRST WOMAN AND
SEVENTH DEAN
TO LEAD THE
COLLEGE

1ST

30

STUDENTS PURSUING A
CIVIC ENGAGEMENT
MINOR

TOTAL HOURS OF
THERAPY SESSIONS AT THE
COMPREHENSIVE CLINIC

5,569

45

UNDERREPRESENTED STUDENTS
PREPARED FOR GRADUATE
SCHOOL BY PARTICIPATING IN THE
RESEARCH ACADEMY

WINNING
SUBMISSIONS IN
THE DIVERSITY,
COLLABORATION,
AND INCLUSION
ART CONTEST

12

161

FACULTY
PRESENTATIONS
AND
PUBLICATIONS
WITH STUDENT
COAUTHORS

40

YEARS SINCE THE
COLLEGE WAS FORMED

52,802

INDIVIDUALS' PRE-1841 CENSUS
RECORDS EXTRACTED AS PART
OF THE EARLY BRITISH
CENSUS PROJECT

412

STUDENTS PRESENTED
RESEARCH AT THE
MARY LOU FULTON MENTORED
STUDENT RESEARCH
CONFERENCE

10

GRADUATE
STUDENTS
PARTICIPATED IN THE
THREE MINUTE
THESIS COMPETITION

COVID-19 CHANGES:

13,938

LIVE CLASSES HELD
OVER ZOOM

487

LETTERS EXCHANGED BETWEEN STUDENTS
AND OLDER ADULTS IN THE GERONTOLOGY
PEN PAL PROGRAM

3,730

STUDENTS ENROLLED IN A
LIVESTREAMED AMERICAN
HERITAGE COURSE

281

STUDENTS COMPLETED INTERNSHIPS

66

STUDENTS PARTICIPATED IN
BLENDED OR REMOTE
INTERNSHIPS

OVERHEARD IN THE PANDEMIC

March 12, 2020, is a day of infamy around the country. For BYU students whose classes were canceled March 13–17 before moving to remote learning, it was the first spring break—except they weren't supposed to travel anywhere but home. Here are a few things we've heard about life and learning in the pandemic.





BYU MOVES ONLINE

"Rise and shout, the Cougars are out, along the trail TO FINALLY HAVING SPRING BREAK!"

TALKING ABOUT CORONAVIRUS

"We should follow Dumbledore's example and just cancel finals."

"If Chick-fil-A closes, that's when I'll REALLY start to panic."



"When BYU shuts down intramural basketball, that's when I'll be peeved."

WE ADJUST TO VIRTUAL LIFE

ON A VIDEO MEETING WITH A STUDENT

Student: "You look tired."

Professor: "Nah, that's just my face without makeup."

"God is the greatest proctor."

"All I pin on Pinterest these days is recipes for different types of cheesy bread."

"A guy in my class literally just started doing pull-ups during a zoomed class, camera set above him, looking straight into the camera at all times. REALLY?!?"

"Maybe when this quarantine is over, I can flex in the student gym with my Samsung Galaxy Buds."

Professor: "Did I accidentally post the solutions to the midterm and not the exam itself online? Possibly. How's your semester going?"

ZOOM CHAT

Woman 1: "Your audio is on, sister."

Woman 2: "Did you hear anything odd?"

Woman 1: "Just some loud yawns."

"That's not your job. I'm super ticked!" says a woman in response to a professor before she realized that she forgot to mute her microphone.

"During class I was reminding my boyfriend how hot he is. . . . Then my professor had to ask me to mute myself because apparently my whole class heard me."

BUT SOME THINGS STAY THE SAME

"Why do I need to date when I can just watch *The Bachelorette* to figure out what I do and don't like in a man?"

"Worst time to get in a relationship is two to three weeks before Valentine's Day. Still in that awkward phase. If you plan something, it's weird, but also if you don't plan anything, it's weird."



"I have never struggled with humility."

"They put in a 97, but I got a 97.5!"

"I should not have eaten as many Uncrustables as I did."

"Today I ONLY ran like 18 miles because I forgot to set my alarm."

Man 1: "I think she might be the one, but I don't have a ring."

Man 2: "I got you, bro. I always bring a backup ring for my bros."

Man 1: "Hey dude! What's up?"

Man 2: "Oh, dude, what's up with you?"

Man 1: "Nothing much, how's your sister?"

AT A PREPANDEMIC BYU BASKETBALL GAME

"There's a fat chance my future wife is in this room."

"My soul is just WAY out of her league."

Scott Dunaway Retires After Four Decades of Service

BY
CALEB WILLIAMS

In 2021, Scott Dunaway celebrated retirement after 39 years of service at BYU. During his tenure as assistant dean over internships in the College of Family, Home, and Social Sciences and as director of the Washington Seminar, Dunaway worked under six deans and provided consistency and institutional knowledge as only long-term administrators can.

Lisa Peck, Washington Seminar internship coordinator, says, "One of the things I admire most about Scott is how consistent and conscientious he is. I've never seen him waffle on what he is committed to doing."

With these traits and his ability to build relationships with friends, faculty, students, and alumni, Dunaway helped hundreds of students complete internships every semester. He oversaw the Washington Seminar, the Utah State Legislature internship program, and many other internship opportunities for students in psychology, sociology, and the School of Family Life.

THE WASHINGTON SEMINAR

The Washington Seminar gives students from all majors a semester-long experience in the nation's capital with excursions to historic sites, weekly briefings

with Washington insiders, and internships with government institutions, lobbying organizations, nongovernmental organizations, or other workplaces. As the program's administrator, Dunaway was responsible for securing internship opportunities, accommodations, and financial support for qualified students.

"His efforts helped elevate the Washington Seminar program from a DC internship into one of the crown jewels of BYU," says Jay Goodliffe, professor of political science and faculty director for the program in Washington during the 2020–21 academic year.

The Washington Seminar gained important legitimacy in 2002 when the Milton A. Barlow Center was dedicated. The center is a permanent BYU facility to house student interns and provide a university presence in the heart of Washington. Dunaway

was instrumental in obtaining the property and funding for the center.

"Scott's role in helping obtain, retrofit, and manage the Barlow Center is one of his most important contributions," says David Magleby, professor emeritus of political science and former dean of the college. "Scott's work to involve students from across the campus in this internship experience leaves a tremendous legacy."

ALUMNI CONNECTIONS AND DONOR RELATIONSHIPS

Dunaway's talent for building relationships also benefited the college more broadly. He managed a small group of students that reaches out to alumni to update their records with the college. In addition, he assisted with events and meetings that involved donors, alumni, and

our college National Advisory Council, which consists of both alumni and friends of the college. Dunaway's connections with students past and present, along with his friendly manner and organizational skills, helped build our list of college supporters.

Dunaway's efforts prove the impact that dedicated administrators have on the success of a student's educational experience. But Dunaway feels he also learned much during his time at BYU, particularly about the importance of relationships and the generosity of others. He looks forward to using those talents in more service—as a grandfather with a growing posterity and as a community volunteer. We appreciate his contributions over four decades of service and will miss his affable demeanor. To him, we wish a happy and healthy retirement. 📌



From top: Scott Dunaway with Ben Ogles, Lisa Peck, and Jim Crawley. Left: The Barlow Center, home of the Washington Seminar.



Everyone Deserves a Shot at Healing

BY
BAYLIE DUCE NORDGREN

"One of the biggest take-aways from this internship was learning that everyone deserves a shot at healing, regardless of the choices they've made," says Teancum Faumui (MSW '20).


Faumui was a clinical intern for eight months at Oxbow Academy, a treatment center for adolescent males with sexual trauma-related issues. Throughout Faumui's internship, he was able to work with individuals, families, and groups using the center's unique equine therapy program. "Being able to watch kids make emotional connections with horses without using words was very profound," he says.

Faumui worked with adolescents between the ages of 13 and 19 who were in the early stages of treatment. He says the first step of healing requires the patient to

open up, and for that to happen the therapist must earn the patient's trust. "Sexual behavior can be so shameful and secretive that you have to be able to build enough of a relationship that patients will share with you," he says. "Without that relationship, you can't help them learn how to take ownership of past decisions, which is a huge part of the treatment."

Initially, Faumui's internship was overwhelming, but he relied on his supervisors and professors to help him navigate the new waters of being a therapist. "They taught, encouraged, and inspired me. The more I relied on their support, the more competent and confident I became," says Faumui.

Near the end of his internship, when Faumui was wondering what he would do after graduation, his supervisor offered him full-time employment. Faumui is still employed at Oxbow and is working toward completing the requirements to become a licensed clinical social worker (LCSW) to be certified to treat trauma; he is also working on receiving full licensure as a sex-addiction therapist.

Faumui received support for his internship through a grant from the Marjorie Pay Hinckley Endowed Chair in Social Work and the Social Sciences. He says that this internship opportunity—one that evolved to a career opportunity—would not have been possible without the generosity of the grant he received. "Receiving this wonderful gift enabled me to develop my clinical skills and focus more fully on becoming the therapist I want to be," Faumui says. 

TEANCUM FAUMUI is from Ephraim, Utah, and completed an internship as part of the Master of Social Work program. Each year, the college supports hundreds of students as they pursue experiential learning opportunities.



Advocating for Children with Autism in Cambodia—and Closer to Home

As a doctor, Oleson hopes to become a better advocate for children with neurodevelopmental disabilities, wherever they are. He believes that collaborating across borders is the way to find the best solutions.

BY
BAYLIE DUCE
NORDGREN

David Oleson's (BS '16) first experience in Cambodia was as a missionary for The Church of Jesus Christ of Latter-day Saints in 2010. During that time, he witnessed the deep-rooted and devastating effects of the Cambodian genocide on the education, economy, and health of the Cambodian people.

"I saw a lot of suffering from mental-health and substance-use disorders. It really made me hurt and feel a lot of compassion and desire to alleviate suffering if I could," Oleson says.

With a deep longing to make a difference, Oleson searched for an opportunity to return to Cambodia and be involved in a project that would help the people he loved. Eventually a contact in Cambodia reached out with the suggestion to study autism, which Oleson was familiar with from his undergraduate degree in neuroscience. He applied to the Fulbright Foreign Student Program for support to research the experiences and needs of Cambodian families who have children with autism, and his application was accepted.

In September 2019, Oleson took a year of leave from Baylor Medical School and went as a Fulbright Fellow with his family to Cambodia. Working with the KHANA

Center for Population Health Research, he began researching the knowledge, attitudes, and practices of the parents of and providers for children with autism, with the goal of influencing the culture to be more accepting of children with developmental neurological differences.

Oleson first spent time orienting himself to the Cambodian health care system, learning what was being done already so his ideas could be relevant and informed. As he interviewed families of children with autism as well as service providers in the community (physicians, therapists, nonprofits), he aimed to understand their perspective on how the health care system could be improved to help families gain access to the best resources.

Oleson was surprised to find many resources in both the government and private sector were already available for children with autism.

"It was encouraging to learn that there were local people and people from other countries addressing the needs of children with autism and other neurodevelopmental disabilities," he says.

One problem Oleson identified, though, was how fragmented the resources were. Many services were difficult to find, especially online. He also noticed that providers were not supplying information about what parents could do at home to help their children. Oleson spoke to many Cambodian parents and heard the different stories and



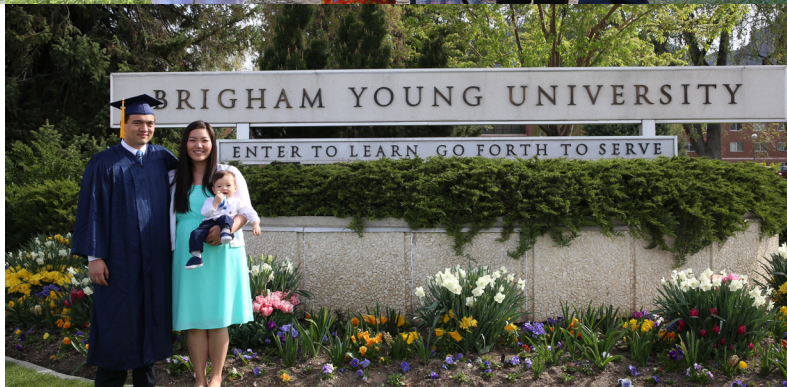
journeys of how they eventually arrived at an autism diagnosis for their child. They told Oleson that it would sometimes take years to get connected to the right resources and services.

As the COVID-19 pandemic hit in the spring of 2020, Oleson was required to leave the country immediately. He was disappointed that his research and data collection were interrupted but still hopes that he will be able to stay connected to the people of Cambodia virtually. He has even considered finishing the research remotely. His focus now is to build skills and expertise in helping children with neurodevelopmental disabilities like autism, ADHD, and Down syndrome.

Oleson graduated from medical school in 2021 and recently began a six-year residency in neurodevelopmental disability in Dallas. The residency will include two years of general pediatrics followed by a four-year neurodevelopmental disabilities training program. The program is designed to build future leaders in the field.

As a doctor, Oleson hopes to become a better advocate for children with neurodevelopmental disabilities, wherever they are. He believes that collaborating across borders is the way to find the best solutions.

"I hope that I can go back [to Cambodia] one day with my experience as a doctor and make a difference," he says. "I think it's not a matter of 'I know more, so I'm going to help you.' It's a matter of 'How can we solve these really complicated, challenging problems and help these vulnerable people in the best way?'" **C**



Top Left: David Oleson as a missionary in Cambodia. Top Right: Oleson with Church members in Cambodia. Middle: Oleson poses with family at graduation. Bottom: Oleson as a pediatric resident in Dallas.

Julie Haupt

She Taught Students for Their Tomorrows

School of Family Life associate professor Julie Haupt passed away unexpectedly on January 12, 2021. She was a beloved teacher, colleague, friend, and mentor to many at the university and throughout the community.



BY

CALEB WILLIAMS


In a 2015 interview for the *Y News*, BYU's employee newsletter, Julie Haupt remarked that her favorite place on campus was "the place that my children and I have fondly referred to as 'Duck Island' (the water feature below the carillon bell tower) where we have often played and picnicked together." This simple statement indicates the love Haupt had for both her family and the campus community she served.

For Haupt, family was everything, and she found that her greatest joy in life was spending time with her loved ones. During her more than 33 years at BYU, Haupt shared her passion for studying and writing about family topics. In addition to receiving various teaching awards, she was recognized by students and staff with the Brigham Award in 2016 in honor of her many contributions to the university.

Most recently, Haupt directed the writing program in the School of Family Life, where she focused on helping students

learn to write for academia. She taught SFL 315: Effective Writing and Presenting, which was designed specifically to help family life students excel in writing for their field of study, and she was the editor of *Family Perspectives*, an academic journal published by the School of Family Life. Haupt once said, "I often try to gear my teaching not only to who [my students] are today, but who they will be in their tomorrows."

Outside the university, Haupt was busy building bridges between the United States and China. In 2007, she founded the Celebrating Arts nonprofit, which has helped thousands of people from both countries create and enjoy unity through the arts.

Colleague and friend Hal Boyd remembers Haupt and the legacy that she left: "I simply can't imagine a soul more prepared for the hereafter than Julie. I already miss her immense contributions and wisdom. What an incredible friend, colleague, and mentor." 



ABOVE: BYU PHOTO. BELOW: SAVANNA SORESENSEN

MEMORIALS



Alma Don Sorensen (1935–2021)

Don Sorensen passed away peacefully at his St. George, Utah, home on January 27, 2021. Sorensen gave over 30 years of service to the Political Science Department and was recognized with many teaching awards, including Honors Professor of the Year. He enjoyed teaching, writing, and publishing academic articles. In both his professional and personal endeavors, Sorensen is remembered fondly by all who knew him.

David G. Weight (1936–2020)

David Weight passed away on September 25, 2020, from COVID-related complications. Weight was a clinical psychologist and neuropsychologist and professor of psychology at BYU. Over his 34-year teaching career, Weight was known for being far ahead of his time in his acceptance of and advocacy for the mentally ill, people of color, and LGBTQ individuals. Beyond his academic work, Weight is remembered for his community service and his love of the arts.

William Fox (1934–2020)

William Fox passed away peacefully on May 24, 2020, at his Provo home. Fox joined BYU in 1966 to teach in the Lamanite Placement Program, a nationally recognized model for teaching Native American students, and he received the Karl G. Maeser Excellence in Teaching Award for his work. He then taught in the History Department at BYU until 1999. He will be remembered for his hard work and for his dedication in his field of study and to his family and friends.

Our Writers



Baylie Duce Nordgren

BY
CALEB WILLIAMS

Baylie wrote for the dean's office for three semesters before graduating in April 2021. She double majored in public relations and Portuguese and plans to work in PR while she applies to law school. After her first year at BYU, Baylie served a mission in Portugal. There, she learned to appreciate the influence of religion on the country's beautiful and vibrant culture.

Throughout her time working in the college, Baylie came to understand the impact of social science research on our communities. She loves learning about issues that have real-world application. As a writer, she enjoyed bringing complicated scientific research to the alumni audience.

Baylie also provided communications support for the BYU men's rugby team and would love the opportunity to work with professional sports teams in a communications role. During her campus experience, Baylie played on the BYU women's rugby team with her twin sister. She also likes photography, traveling, trying new food, and spending time with friends and family. Baylie grew up in the small town of Hamilton, Montana, where she enjoyed a strong sense of community.



Caleb Williams

BY
BAYLIE DUCE NORDGREN

Caleb was a writer in the dean's office for nearly a year. He brought knowledge and enthusiasm to the college as a student studying editing and publishing and minoring in business. Because his father was in the U.S. Navy, Caleb has lived all over the world. He especially enjoyed living in Japan, and he returned as a missionary to the Japan Sendai mission after graduating from high school.

Caleb says that writing helped shape how he thinks about the world: "I now understand the importance of promoting the voices of academics because of the influence their research can have on society." Caleb's favorite story he wrote in 2021 was about how family history experts and medical researchers joined to mediate cancer risk. He feels he is learning a variety of skills such as how to organize and develop a story that engages readers. Caleb hopes to continue using his writing skills to help others appreciate the impact of the social sciences.

Caleb plans to graduate in April 2023 and anticipates a career with a publishing house or as a literary agent. In Caleb's spare time, he enjoys watching movies and creating religious art.

18th

MARJORIE PAY HINCKLEY
ENDOWED CHAIR IN SOCIAL WORK
AND THE SOCIAL SCIENCES
ANNUAL LECTURE

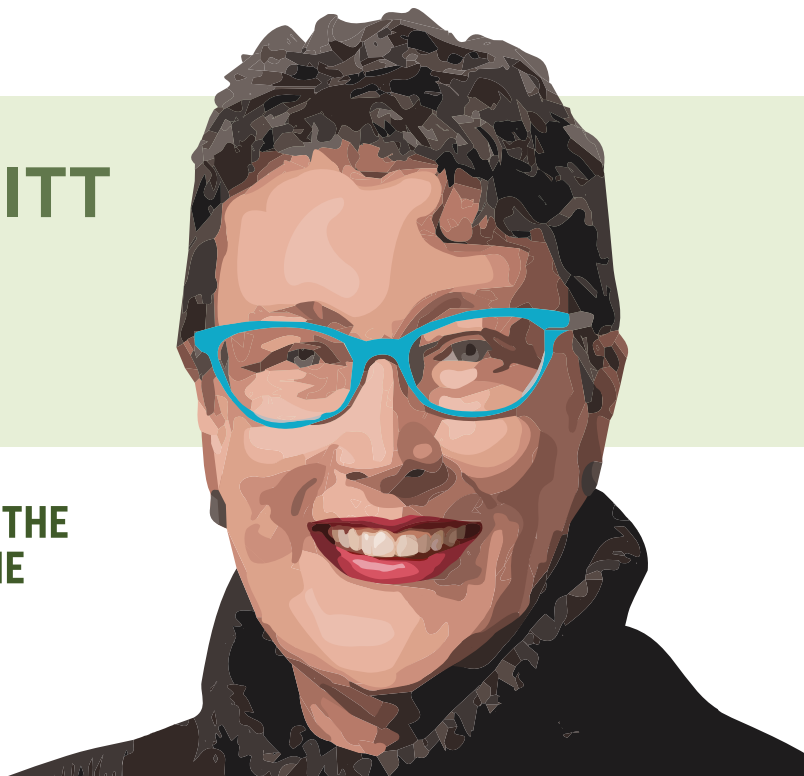
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An Inspired Meeting Leads to Inspiring Learning

KAYLIN IS GRADUATING with a degree in human development. She is a writer, a researcher, a returned missionary, a wife, a new mom, a pickleball player, and an advocate for families. "At BYU, I learned to identify truth, to see true principles in application and connect them to gospel principles," Kaylin says. "I want to help build strong families in our society for the rest of my life."

A few years ago, while riding the train to Provo, Kaylin had a chance meeting with Professor Julie Haupt. Prompted by the Spirit, Haupt struck up a conversation with Kaylin. Months later, Haupt became an important mentor to Kaylin, who published three articles with Haupt's support. Kaylin was also a TA for Haupt and went on to be on the School of Family Life editorial board and one of its editors in chief. This is inspiring learning.

To provide support for students like Kaylin in the School of Family Life, go to give.byu.edu/fhss.





In 2021, Dean Ben Ogles returned to his classroom and research responsibilities while Laura Padilla-Walker stepped into the role of dean. She is the first woman to lead the college—40 years after it was formed by merging the College of Family Living and the College of Social Sciences in 1981. In this issue, read about Dean Ogles’s tenure and Dean Padilla-Walker’s vision.

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HOME, AND SOCIAL SCIENCES

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