Continuing to Improve the Quality

p.8
Leading with Learning:
New Center for Teaching and Learning begins to takes shape
This year has yielded a great many changes for our students and for our beautiful campus. We recently laid the footings and foundations for new buildings to be added to campus. The groundbreaking ceremony for these buildings was held on the same day as one of our largest every graduating classes was sent out into the world to make their mark. It is our hope that as we lay foundations for new buildings, the foundations of integrity and learning are well laid in our graduates. Identified in the scriptures and expanded on by our modern day prophets are many principles concerning building. One is building on a firm foundation. Much like our new on-campus building sites which needed time for “setting” before pouring the footings and the foundations, we hope that you are becoming settled and anchored securely and soundly in your faith in the Savior and your obedience to His teachings.

A second principle is building now for eternity; if we build for the long term, the eternities, we will build differently than if we build just for the moment. I love how the prophet Joseph Smith responded whenever he was asked by the saints how permanently they should build their homes. He would say, “Build as though you were going to stay forever.” Building now for eternity requires that the quality of the materials, ideas and values applied in whatever you build will be worthy of your good name and reputation. It also means not compromising or cutting corners at any point in the process.

Finally, we must build so the result is fitly framed. When building any aspect of your personal life—whether a marriage, a family, a career, a community, or the kingdom of God—this principle enables each aspect both individually and collectively to withstand every challenge. By being “fitly framed together,” each aspect is tied to that sure foundation which cannot fail, whatever storms or circumstances may come. As we hear the Savior’s words received through His prophets, heed the promptings of the Holy Ghost, and then choose to bind ourselves to Him and His gospel, we become fitly framed and will merit all that He has promised.

As we inevitably take on greater and greater challenges in our efforts to build a successful life filled with the peace and joy the Savior has promised, we will need to deepen and broaden our personal application of these principles of building. May the Lord bless us as we do so.

Mahalo,
Steven C. Wheelwright
President
The ability to serve, assist, have compassion towards, and improve the lives of others is a central goal of the College of Human Development at BYU–Hawaii. To help keep these principles on the minds of students and faculty alike, the college has adopted the motto “Touching the lives of real people.”

And proven results abound in every department and major within the college that includes the School of Education, Social Work, TESOL (Teaching English to Speakers of Other Languages), and Religion. Students— even before they graduate—are learning how to make meaningful and long-lasting impacts as they influence real lives. Here are a few examples:

Marvelyn Santeco, decided to spend a summer teaching in an international school in Thailand. She spent six and a half weeks working with 24 students from grades 3-5. These students were enrolled in the summer program in order to improve their English before the next school year. The last week, Santeco said, was filled with tears. All the students begged her not to leave. “Five weeks,” she said. “That’s all it took to love these students. Five weeks was all it took to build the confidence in them that they could do it, that they could speak, write, read, and interact in English.” Santeco has received letters and Facebook messages from students who say that they will never forget her and that they will come and visit her someday. “It warms my heart knowing I played a role in their success, confidence, and love for learning. That’s all any teacher really wants: to make a difference in a student’s life.”

“Touching the Lives of Real People
Marvelyn Santeco”

Michelle Stacey spent her summer teaching in Tonga at Lakeba Village in Fiji. This school is comprised of eighty-five, grades 1-8, and four teachers. “Before arriving, I was unsure of what to expect,” Peach said. “But when I got there and saw the smiles on their faces and their eagerness to learn, I was so motivated to help them. I was able to ‘touch real lives.’ We were able to help them learn and give them supplies, and I remember all of the countless smiles, laughs, hours of dancing, and hugs. We touched their lives by giving them the opportunity to be loved by someone they look up to and making each individual student feel special. I also think about how they touched my life with the immeasurable joy they gave me.”

Adrienne Cardoza completed 500 hours of tutoring as a requirement of TESOL majors, from Ohio, and she says her students kept her motivated. She tells a story about a fellow BYU–Hawaii student from Japan she was able to tutor who, in turn, would tutor her in Japanese. One day, she invited him to eat lunch with her and her friends, and he was immediately accepted into the group. Cardoza was able to see his English skills improve at an amazing rate. Later, when that student went on his mission, he wrote Cardoza a letter saying that she made English fun for him while he was at BYU–Hawaii and that she was the reason he wanted to continue to learn English. Cardoza said, “I am not sure that I have really touched anyone’s life. People are most touched when you remember the little things. If you let people know that they are unique and worth remembering, they will come to believe it because everyone is worth the effort.”

“Ann Peach with students and their teacher Madame Meri”

Adrienne Cardoza

Adrienne Cardoza
I n all the world, there are only three loca-
tions where we find in the same place a
House of the Lord, a Brigham Young University
campus, and a community of love, learning, and service—and only in Laie
do we speak of ohana (family), lokahi
(unity), pono (balanced and true), not to
mention one, buckla, and poi.

Perhaps you have felt so homesick you
wanted to cry and hide under your bed. But
maybe you didn’t feel that way when you first
arrived in the mission field, when you
returned from your mission, or when you
think about what you will do after you
graduate—or perhaps you wonder if you
will graduate.

I think you feel alone, unsure, appre-
hensive. We may feel ill or wish we could do
something over. In such moments, which
we each feel, our Savior says, “Be not afraid,
only believe.” There are many ways and
many reasons we feel uncertainty, doubt,
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ness do not. Believe our Lord Jesus Christ:
“Be not afraid, only believe.” There are many ways and
to study things out, ask and act in faith, and be
grateful we can know in our mind and in our heart
(2 Cor. 1:2).

In decisions relating to marriage, family, we each
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The decision of faith

When we embark on life’s journey, we do
not know where it will take us. Nor may we
know exactly where we will want to go. But
we can be happy at home, sealed in our genera-
tions, grateful to the Lord for a lifetime of
memories.

Spiritually create a future where you
come to Jesus Christ and let Him lead you.
Believe our Lord Jesus Christ: “Be not afraid,
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The decision of eternal marriage and family

I first met Sister Susan Lindsay when she
was preparing for a mission to Taiwan, and
I was teaching Chinese culture classes at the
Provo MTC. After Sister Lindsay returned
from her mission, our first date included
climbing trees. We went out every day for 30
twelve years” (Mark 5:22-23; 35-42).

Among us, or in our circle of family
and friends, are those who are, figuratively or
actually, uncertain or lost. Perhaps our
parents, or spouse, or other family member
do not yet understand the wonderful gospel
we have found. Perhaps a dear mission
companion has temporarily lost his or her way.
Perhaps a roommate
is going through the motions of attend-
ing Church but inside is uncertain or
doubting.

In all these situations, our Lord says, be
not afraid, only believe (Alma 5:7).   Belief
in the doctrine of Christ and endure to the end.

Our Savior wants to make us whole. He
can and will mend our bodies and spirits. In
due course, he will remove every sickness and
disease. In due course, he will remove every
rejoiced and said unto her, Talitha cumi;

"Be not afraid, only believe.

Of the synagogue, Jairus by name; and when he saw
Jesus, [Jesus] fell at his feet. And besought [Jesus] greatly, saying, My little daughter
lieth at the point of death; I pray thee, come
and lay thy hands on her, that she may be
made whole; only I say, let not my daughter die.

Jesus took the damsel by the hand, and said unto her, Talitha cumi;

"And he took the damsel by the hand, and said unto her, Talitha cumi; which is, being interpreted, Daughters, I say unto thee, arise.”

“And straightway—” please notice it was immediately — “the damsel arose, and walked, for she was of the age of twelve years” (Mark 5:22-23, 35-42).

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By any standard, Jesus Christ is the ultimate model of "Be not afraid, only believe." In all the situations where we find in the same place a House of the Lord, a Brigham Young University campus, and a community of love, learning, and service—and only in Laie do we speak of ohana (family), lokahi (unity), pono (balanced and true), not to mention one, buckla, and poi.

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Be not afraid, only believe. When you are uncertain, lonely, undecided,embarrassed, ashamed, or otherwise afraid, as we may each feel at times, please remember our Savior. He is always here with us, inviting gently, powerfully, lovingly, be not afraid, only believe.

Adapted from a BYU-Hawaii Devotional Address given on September 24, 2013. Elder Gong was serving as President of the Asia Area at the time of the address. The full address can be found at devotional.
bysu.edu/ElderGong.
Mission and Learning Framework

Learn – Lead – Build. Students, faculty, staff, and alumni know these words refer to the university’s long-standing and prophetic mission “to integrate both spiritual and secular learning, and to prepare students with character and integrity who can provide leadership in their families, their communities, their chosen fields, and in building the kingdom of God.”

To help students and teachers fulfill this mission, BYU–Hawaii developed and integrated its Framework for Student Learning, a unique learning model that focuses on six principles of education that drive learning and three practices that put those principles into action.

By preparing for classroom instruction, being actively engaged in class, and improving the methods of studying and teaching, students and teachers become proactive in the educational experience. They develop habits that train them for a lifetime of learning and teaching, helping fulfill the university’s mission to prepare future leaders. BYU–Hawaii has been utilizing the Learning Framework for five years now, and as it has become part of the educational DNA at the university, it became clear that a center for learning would greatly enhance the Framework’s adoption and influence. Enter BYU–Hawaii’s Center for Learning and Teaching.

Purpose and Objectives

Announced in 2012 and officially opened in 2013 thanks to a generous donation by the long-time BYU–Hawaii supporters in the Edward D. Smith family, BYU–Hawaii’s Center for Learning and Teaching is an on-campus and online resource dedicated to the improvement and advancement of learning via the Learning Framework. This project is part of the strategic objective that has been developing over the last seven years to improve the quality of education on campus.

“The processes by which we learn and acquire knowledge have long been the focus of systematic scientific study,” says BYU–Hawaii President Steven C. Wheelwright. “And as with all truth, we should seek to understand and apply those truths that have been revealed as a result of these studies.” The Center for Learning and Teaching helps students and faculty to “understand and apply those truths” by gathering and consolidating the research regarding learning and teaching, sponsoring events centered around education, and stimulating teacher discussion. It also collects and provides a variety of educational resources, both on-campus and off-campus, for the benefit of everyone involved and interested in the learning and teaching process.

“There are two main purposes of the BYU–Hawaii Center for Learning and Teaching,” explains David Bybee, the director for the Center. “One is to dramatically improve the learning and teaching that goes on at BYU–Hawaii. The other is to help build a foundation of research findings based on the work of our own students and faculty as well as the work of others.”

The objectives of the Center are summarized in these points:

• To improve the quality of deep and transformative student learning at BYU–Hawaii.
• To align the culture of learning and instruction at BYU–Hawaii around true principles and practices of learning (applying gospel principles to learning).
• To make significant contributions to the national discussion regarding the crisis of student learning in higher education and effective responses.
• To identify and implement new media into innovative pedagogies of learning.
• To identify and contribute to research on learning.
What It Means for Teachers

“The Center for Learning and Teaching supports faculty in honing their craft as designers of learning,” says Chad Compton, associate academic vice president for instruction. “It supports faculty in their efforts by providing challenges to keep moving, not to get stationary in their craft.”

Many universities around the country have similar centers dedicated to researching the best ways to learn, placing BYU–Hawaii in the discussion and research that educational professionals around the world are seeking.

“We are entering a new period of learning,” explains Compton. “New research has been published that helps us better understand the nature of human learning. There is a whole new set of tools being invented because of the digital revolution. Our purpose at the Center for Learning and Teaching is to make available this new information, new understanding, new knowledge about learning and teaching, and to align teachers with that knowledge. The Center strives to make it easy for faculty to use those new tools.”

The Center organizes and sponsors conferences, seminars, and workshops, which are held directly in the Center’s conference rooms or at other suitable locations on campus. One specific way the Center has helped teachers is by organizing the Faculty Teaching & Learning Study Group, fostering conversation about quality teaching and the promotion of lifelong learning. They hold study sessions every month, and encourage new members of the faculty to be involved every time. Troy Smith, professor of Political Science, attended a few of the workshops and led one of the study sessions. “In the one that I directed, I was able to bring in some ideas about teaching and get faculty responses to those ideas based on their experiences,” says Smith. “Their ideas helped me better understand how to modify the ideas to fit our students and programs. And, hopefully, they gained an understanding of some different ways to approach education in the classroom.”

Adding to the regular study groups and other campus offerings, the Center for Teaching and Learning also provides online resources on their website for anyone who wants to become a better teacher and/or learner. It is a growing and active resource of the best practices in teaching and learning. The website has informational and promotional videos, academic articles used in the Center’s workshops, spiritual literature on education, and more.

What It Means for Students

“The core of what we do as a university is not teaching, it’s learning, helping the students learn,” says Compton. “Because the Center for Learning and Teaching helps instructors utilize the latest in educational research and technology in order to improve classroom instruction, they can create innovative learning environments where students succeed.”

Since helping students is truly at the core of the mission of BYU–Hawaii, helping students is the core of the purpose of the Center for Learning and Teaching.

“There are several programs and activities in the planning stages specifically designed for students as well as an initiative to provide meaningful student input on teaching besides just teacher evaluations,” says Bybee. “Because there are now more resources being activated to help implement the Learning Framework on the faculty end, we expect this to help students integrate the Learning Framework on their end. This should cause both the learning and teaching on this campus to continue to improve significantly.”

To learn more about innovative learning and teaching, the BYU–Hawaii Framework for Student Learning, and the Center for Learning and Teaching, visit CLT.byuh.edu.

By Gifts to BYU–Hawaii in wills, trusts, or life insurance policies bless students today and in the future.

If you have made or are planning to make a planned gift to BYU–Hawaii, you are invited to join the Matthew Cowley Society.

Find out more at www.ldsp.org/legacy/Cowley or call 800-525-8074.

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Contact the BYU–Hawaii Alumni Association:
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Email: alumni@byuh.edu

Have you included BYU-Hawaii in your estate plans?

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Fifty million people live in South Korea, making it comparatively one of the smaller nations in Asia. While not the most populous, this proud nation has a profound influence in both the region and the world.

The Republic of Korea, better known as South Korea, boasts one of the strongest economies of any nation. After World War II, the war-torn country worked hard to develop its national economy into the fifteenth largest in the world today. With rising influence in international business and commerce, Korea is home to many notable companies that have had dramatic impact on global trade: Samsung, LG, Pantech, Kia and Hyundai, to name a few.

Also growing rapidly in South Korea is The Church of Jesus Christ of Latter-day Saints, from having one member in 1951 to having more than 85,000 members today. The influence of the gospel in South Korea is helping to not only provide spiritual learning but also secular education through the Church Educational System.

Founded in 1955 as the Church College of Hawaii, BYU–Hawaii is the Church flagship campus for students in the Asia/Pacific region. At the groundbreaking ceremony for the school, David O. McKay, eighth President of the Church, prophesied that from this campus would “go men and women whose influence will be felt for generations.”

BYU–Hawaii, however, was not originally his plan. “I actually planned to go to the University of Utah with my cousin,” Park explained. “However, I suddenly felt a strong impression that I had to go to BYU–Hawaii.” Looking back, Park acknowledges that choosing to attend BYU–Hawaii was a great choice. “I really like that our school is culturally diverse. By having a lot of friends that also have English as a second language, we can help and rely on each other. Because of that, I have gained better confidence in speaking English.”

Knowing English will be a critical part of Park’s plan to return and enter the competitive job market of South Korea’s business world, since candidates that speak English fluently have a favorable advantage.

Not only has the university prepared Park well academically and socially, but it has strengthened him spiritually. “At BYU–Hawaii, I have had the opportunity to do many Church-related activities, such as attending meetings and participating in family home evenings,” Park explains. “These are good habits for students to start now so that we can continue them after we graduate. I have a stronger testimony than the one I had when I first came here.”

LEARNING

Hee Seop “Tony” Park, a senior majoring in Business Management, is from Daejon, South Korea. Park was in 5th grade when he joined the LDS Church with his sister and father. “Growing up in the Church was a blessing for me,” said Park. “But in Korea, the Church is very spread out, and not very many people know about it. If you asked someone if they knew about the Church, only a small number of people would be aware of it.”

Park attended a foreign-run high school in South Korea that emphasized learning in English, and because of his aptitude for English, he wanted to continue his education abroad. BYU–Hawaii, however, was not originally his plan. “I actually planned to go to the University of Utah with my cousin,” Park explained. “However, I suddenly felt a strong impression that I had to go to BYU–Hawaii.”

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LEADING

Many Korean alumni have become integral parts of building the Church in South Korea, fulfilling President McKay’s vision about students being leaders in the world. One notable example is that of Elder Yoon Hwan Choi of the Seventy who is from Seoul, South Korea. After converting to the Church at the age of 16, he came to BYU–Hawaii and graduated with a degree in Business Information Management in 1988.

“To me, ‘Building the Kingdom’ means ‘Gathering in Zion,’” Elder Choi told the university in an interview. “After graduating, I returned to Korea to start my career and serve in the Church. My experience at BYU–Hawaii has helped me through my jobs, church callings, and home life.” Elder Choi has worked as a manager of sales, administration, marketing, and customer support at Data General Korea and as director of CDC and MBS Venture Capital Company, and he has served in the Church with such callings as bishop, stake president, and Area Seventy and mission president.

BUILDING

BYU–Hawaii truly seeks to integrate both spiritual and secular learning, allowing for students to grow academically and spiritually, fostering the seeds for students to become genuine gold. Youngmeeong “Annie” Heo is a TESOL major from Busan, South Korea. The oldest of three children, Heo was born to convert parents. She was baptized at age 10, after her family became active again thanks to the faithful efforts of diligent home teachers.

Like Park, Heo was very unique in Korean society as a youth growing up a member of a Church. “For me, it was not that hard, although it probably was not as easy to be a member in my parents’ generation. People do not know much about my religion, and people my age tend not to be interested in religion at all. Some perspectives toward the Church were bad, and people sometimes believed false rumors about the Church.”

When she finished high school, she knew that she wanted to continue her education in an environment that would allow her to keep her gospel standards. “I was scared of Korean university culture, which often pressures people to drink as part of orientation. Circumstances were getting better at the time I was looking for schools, but I did not want to put myself in a dangerous situation,” she explained. Heo learned about BYU–Hawaii from some friends, and from alumni who had returned to live in South Korea. She knew that going to school in Hawaii would require her to become proficient in English. “I was really terrible at English,” she said. “However, I committed myself to studying English and set a goal to attend BYU–Hawaii.” Her commitment paid off and she got accepted to the university.

Continuing her progress in the gospel, Heo took time from her studies to serve a full-time mission in the Canada Edmonton Mission from January 2011 to July 2012, utilizing her hard-earned English skills. Now, she works in the English as an International Language (EIL) department, tutoring other students and helping them with their English.

“I truly love this school,” Heo says. “It was tough at first for me to adjust to a new culture and language. Even the Church culture here was different. It would be impossible for me to go through everything without inspired friends and leaders. So many people at BYU–Hawaii showed me great examples of keeping the commandments and enjoying their lives.” Heo is planning to be married in the temple in April to Ahiko Berda, a BYU–Hawaii student from Japan.

A PROPHETIC DESTINY

In April 2008, Elder M. Russell Ballard of the Quorum of the Twelve Apostles spoke at BYU–Hawaii about the destiny of the university. “I think that as we watch and are sensitive and attentive, we will see the hand of the Lord reach in now and start raising up people and putting them in a position to do what needs to be done in the work according to … the purposes that our Heavenly Father has for [the Pacific Rim]. … I believe that BYU–Hawaii is going to have an even greater role in this process of preparing the leadership of the Church in the future for that part of the world. Ever since I have been closely associated with the BYU–Hawaii campus, I have felt that those who have had a vision for this university … must have seen that there was a destiny for the university and the Polynesian Cultural Center that would move far beyond their original purposes.”

That destiny certainly has included, and continues to include, the Genuine Gold found in South Korea.

Discover more Genuine Gold at www.youtube.com/officialbyuhawaii (search “Refining Genuine Gold”).
n November 8, 2013, Typhoon Haiyan, the largest typhoon to hit the Philippines, slammed into the city of Tacloban with winds over 145 miles per hour (230 km/h). The colossal storm, also called Typhoon Yolanda in the Philippines, created a storm surge with waves over 17 feet (5.2 m) high that crashed against the shore, flooding the surrounding area and destroying buildings in its path. That day, over 6,000 people were killed and nearly two million were left homeless.

Viewers around the world watched footage of the storm and prayed that the people would be protected. Many members of the LDS Church were relieved to know that the missionaries were all safe. The tale of a particular group of sister missionaries was mesmerizing. Trapped in a home by the rising waters, ten sister missionaries broke a hole in the wall to escape, swam into the floodwaters, and used a rope to climb onto a roof where they huddled together in the driving rain, waiting for the typhoon to end. The storm was a dramatic and traumatizing experience for these missionaries and all those who survived the typhoon-caused tsunami in Tacloban and the surrounding area.

Natural disasters, like Typhoon Haiyan, occur across the world; nobody is immune. Because of the potential effects of disasters on all of us, I created a course on disaster management (PGMT 360) seven years ago to prepare students for emergencies and benefit their communities. My personal path into the realm of disaster management is unique but one that was found naturally.

As a teenager, I became fascinated by terrorism because of a terrorist group called the Red Army Faction, which targeted both capitalists and Americans in Germany where I lived. As I went to college and later graduate school, I studied the phenomenon of terrorism and what society could do to try to combat it. This led me to jobs in the national security realm, looking at the future of warfare and the role terrorism played in potential threats. Over 15 years ago, I discovered that “terrorism is local,” meaning that terrorist events first and foremost impact the local community, with local police, firefighers, and emergency medical personal responding to the incident. With this realization, I started working with local public safety personnel to become better prepared to prevent or respond more effectively to terrorist events.

I worked to help communities prepare for acts of terrorism, learned another important lesson: preparation and methods for response to terrorism had to take an “all-hazards approach.” This means that whatever resources were to be used by local communities to fight terrorism also had to be used to counter other potential hazards, such as fires, tornados, floods, etc. If special equipment was only to be used for a terrorist event, it would soon be forgotten and left unused until the time it was needed, and by then, none of the public safety personnel would know how to use the equipment. Instead, resources should be selected to counter a host of hazards, not just one alone.

This principle of taking an all-hazards approach has guided me over the past fifteen years and led me into the field of disaster management. When preparing for future disasters, choose options that will help you face multiple hazards and not only one particular type. For example, creating a disaster supply kit can help you in any type of disaster that may cause you to lose power or even force you from your home. These used to be referred to as “72-hour kits,” but recent information has shown that outside assistance can often take more than three days to arrive to an affected community, so a 72-hour supply is simply not enough.

You must first prepare yourself before you can assist your community or country. The saying that a “drowning man cannot rescue others” applies to this concept. The first step in personal and family preparedness is determining what our risks are. Ask yourself, “Is our community prone to floods, hurricanes, earthquakes, fires, etc.” Prepare for those hazards that occur most often or have the ability to do the greatest damage. You may need equipment, like a disaster supply kit, to deal with those potential hazards, and again, you need to take an all-hazards approach as you start acquiring resources.

The next critical step is creating a plan. Ask yourself, “Where will I go and what should I do in case a hazard occurs?” At BYU–Hawaii, the hazards that concern the community most are hurricanes and tsunamis. Understanding the unique nature of the hazard and what we should do helps us in times of crisis. For example, there is a student stake center on campus that serves as a hurricane shelter, but it is not a tsunami shelter. Tsunami evacuation zones are the second and third floors of any campus building.

Additionally, and as the final step, remember that creating a plan is good, but practicing a plan is even better. My first ward activity upon arriving in Laie eight years ago was practicing a tsunami evacuation. As priesthood leaders quickly notified us of a tsunami drill, the ward mobilized to higher ground within minutes with our disaster supply kits. Within the next few months, and even a few years later, a local earthquake and two tsunami warnings caused the ward to use and follow the same plan that they had practiced before.

With all this information and planning, what can we do to make a greater difference? Each year, 25-30 BYU–Hawaii students go into Honolulu, as part of the disaster management course, where they are trained to become certified Community Emergency Response Team members. They do this to become a resource to those around them should a disaster strike. On the last day of training, they wear hard hats and gloves and carry supplies to treat medical emergencies in a mock-disaster drill. Entering darkened rooms filled with fake smoke and actors playing victims, these students take the “final exam” of the disaster management course. Hours later with smiles on their tired faces, a new batch of young people are ready to go—wherever they might live—and serve in times of crisis. And while you can’t anticipate all the factors of every disaster, taking a few simple steps of preparation can make a world of difference for you, your loved ones, and others around you.
From My Home Country with Aloha

I-WORK, Brigham Young University-Hawaii’s international student aid program, is changing hundreds of lives all over the world each year. More than 1,200 students have been blessed since the program’s launch. Last year alone 616 students from more than 30 countries were benefited.

Designed to meet the challenges and goals of today, I-WORK not only brings international students to Laie and helps finance their education, it also encourages students to successfully return home where their experiences and leadership are needed.

“I-WORK is central to the university mission of fostering learners, leaders, and builders,” says President Steven C. Wheelwright. “Providing opportunities for these bright and promising students to come to Laie to learn and work and worship with a goal to return home to serve families and communities and to help build the kingdom of God is a wonderful purpose.”

I-WORK is an acronym for International Work Opportunity Returnability and Kuleana. (Kuleana is Hawaiian for responsibility.) The financial aid provided to students through I-WORK consists of three parts: student employment, need-based aid, and forgivable loans. I-WORK students receive different amounts of aid based on family income, available resources, and their home country’s economy. Families are asked to pay a portion of their student’s expenses. I-WORK students commit to work 19 hours per week on campus or at the Polynesian Cultural Center, and they agree to keep the honor code and work for good grades.

Last fall more than 60 percent of I-WORK students came from 13 countries in the Pacific—the largest groups of students were from Tonga, the Philippines, Fiji, Samoa, New Zealand, and Kiribati. Less than 40 percent of I-WORK students came from 14 countries or territories in Asia, with the largest number of students coming from Hong Kong, Mongolia, and Korea. A few I-WORK students came from countries not in the Pacific or Asia.

THE INVESTMENT WITH THE GREATEST RETURNS

The need-based aid and forgivable loan portions of I-WORK aid are largely funded by donations. I-WORK is the university’s top fundraising priority, and donors to the university provide more than 80 percent of the funding for this program.

“We love BYU-Hawaii students,” says Ed Smith, a longtime friend and supporter of BYU-Hawaii. “The smiles, stories, and spirits of these young people are inspiring—I love their hope. It is a blessing for my family and me to help them prepare for the future. We wholeheartedly support I-WORK.”

Left to right: Hui Ying Fan, Thantita Noisuwankul, Kit Nadado, Lena Hawaikirangi, Sione Tuitalili, Nelson Thunot, and Pita Kaveni Bainikalau are I-WORK students. The I-WORK program helps students like these from all over the world come to study at BYU-Hawaii and prepare to return home as learners, leaders, and builders. Read why these students appreciate I-WORK at ldsp.org/byu-hawaii/funds/scholarships.html.

“We eventually must learn how to live together as children of God… Laie is going to be a symbol of what we are trying to be as brothers and sisters in the gospel.”

—ELDER JEFFREY R. HOLLAND, 2002
Beach, the group moved to the Polynesian (elders) and keiki (children) from the compass sailing canoe, the Iosepa. Eldership helped establish the university’s own Pacific Islands Studies at BYU–Hawaii, acknowledged and paid tribute to the late Jonathan Napela Center for Hawaiian and Bridges, to welcome the Hokule’a to Laie. A spiritual energy that resides in people, objects, or places. As they prepare to sail around the world, the Hokule’a captains and crew wanted to draw from the powerful mana Laie has because of its strong families and stalwart faith. WELL Africa is a student-based organization that uses business and entrepreneurial skills to solve real-world problems and create sustainable solutions. BYU–Hawaii currently has 166 members.

Hokule’a visits Laie
The Hokule’a, a canoe constructed and launched in 1975 following traditional Hawaiian methods, visited Laie for the first time on October 11, 2013. Students and community members greeted the visitors at Hukilau Beach with a short ceremony. Attendees chanted “Hiki Mai E Na Puu,” a Hawaiian chant composed by Uncle Cy. Hukilau Beach is named for the manna from Laie. In Hawaiian culture, “mana” is a spiritual energy that resides in people, objects, or places. As they prepare to sail around the world, the Hokule’a captains and crew wanted to draw from the powerful mana Laie has because of its strong families and stalwart faith. WELL Africa is a student-based organization that uses business and entrepreneurial skills to solve real-world problems and create sustainable solutions. BYU–Hawaii currently has 166 members.

Enactus takes first runner up at national competition
BYU–Hawaii’s Enactus team traveled to Kansas City, Missouri, to compete in the final four and was eventually awarded first runner up. BYU–Hawaii’s Enactus team traveled to Kansas City, Missouri, to compete in the final four and was eventually awarded first runner up. BYU–Hawaii’s Enactus team traveled to Kansas City, Missouri, to compete in the final four and was eventually awarded first runner up.

BYU–Hawaii Athletics revamp website
The BYU–Hawaii athletics department has launched a new website, BYUHawaiiSports.com. The creation of this new website will help to provide Seaside fans with the latest sports news and information. BYU–Hawaii partnered with PrestoSports to build the new site. PrestoSports has provided platforms for over 500 institutions and athletic organizations, including athletic conferences and individual programs across NCAA Division I, II and III. The newly refurbished site features enhanced content with more photos and video, easier access to the latest Seaside news, and schedule information with links to game previews, recaps, and live stats on the home page.

Concert Choir tours New Zealand and Australia
The BYU–Hawaii Concert Choir presented “Youth of the Noble Birthright: What Will You Choose?” and counseled young adults to remember that their choices had eternal consequences and to look forward to the future.
Heber J. Grant Building is dedicated and finished

Elder Nelson participated in the dedication of the newly completed Heber J. Grant Building at BYU–Hawaii. More than 50 people filled the second-story chapel of the new building while thousands more watched a live broadcast of the dedication at the CAC. The speakers included Philip McArthur (dean of the College of Education, Health, and Human Services), President Richard E. Nelson, President David O. McKay, Elder Ronald A. Rasband, and Elder D. Todd Christofferson (BYU–Hawaii Stake Second Stake), Max Cheesman (BYU–Hawaii vice president of Academic), Steven C. Whebleworth (BYU–Hawaii president), Elder Paul V. Johnson (commissioner of the Church Educational System), and Elder Nelson, who gave brief remarks before he gave the dedicatory prayer.

The 41,000 square-foot building will serve as the new location for the College of Business, Computing and Government and as a student center for the Lay Hawaiian YMCA and Stake. Speakers compared the ideal function of the building, as a religious and academic building, to BYU–Hawaii’s mission to “integrate both spiritual and secular learning.” Elder Johnson suggested that such a location on campus would guide students to become “multi-purpose individuals,” helping them develop in all areas of their lives. “We are multi-purpose beings,” he said. “We have within us the ability to do multiple things.”

Annie Hwang named Senior Player of the Year

I-Hsuan (Annie) Hwang, was named the 2013 ITA (Intercollegiate Tennis Association) Women’s Senior Player of the Year. Her tenure was nothing short of dominant during her collegiate career. While playing in two national tournaments, two conference tournaments, two ITA/USTA Regional Championships, and two USTA/ITA National Small College Championships, Hwang posted an astonishing singles record of 80-1. She won two Division II USTA/ITA National Small College Championships, and two USTA/ITA Regional Championships, three conference tournaments, three conference tournaments, four national tournaments, and four ITA/USTA Regional Championships. However, she does not consider this one of his major accomplishments, his most significant being.

Piano Pedagogy Major is Keys to Success

Freddy Vongue (’98) is a Piano Pedagogy Major is serving as stake president in the Kailua Stake. President Vongue has been very helpful with assisting students who are from that stake.

Julia Rivera (’00)

Julia currently lives in Kuna, Idaho with her husband. She enjoys her job working as HR Compensation. She has lots of fond memories at BYU–Hawaii and misses her time here.

Don Carey – USA (ICS, ’92)

Don is currently living in Willow Park, Texas with his wife, the former Kara Kulton, (ICS’90) and children, Anna age 16 and Alyssa age 14. He works as a Software Engineer with Onyx Graphics. In 2001, he published a novel entitled Bumpy Landings, which is a set of BYU–Hawaii. He is serving as the 2014 Chairman of the LDS Storymakers Writers Conference.

Freddy Vongue (’98)

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Juri Widiger - Belgium (’04)

Juri is currently working as global affairs manager at ACM International Contest. The contest generally lasts five hours and requires teams to write a series of computer programs to solve a packet of story problems typically dealing with math, geometry, or graph theory. Teams are then ranked based on how many problems they solve. Sera, Lowry, and Jin’s team solved five of the 13 problems, more than any other team at the BYU–Hawaii site of the ACM International Contest. Graduate student The Pacific Northwest Region includes universities in British Columbia, Washington, Oregon, and Northern California.

ROGELIO D. MONTEMAYOR (’96)

Rogelio is currently working with the Church Educational System as one of the Seminary and Institute directors in the Philippines. His wife Leah Hotel and Restaurant Management (’96) is stay-at-home mom who takes care of their three children and teaches Sunday School and Institute. They have one son out in the mission field.

BYU–Hawaii students place first in Hawaii site of international computer programming contest

On Saturday, November 2, 2013, three BYU–Hawaii students took first place in the Hawaii site of the ACM International Collegiate Programming Contest, arguably the most recognized programming contest for university student programmers in the world. Penieta Sera (from Fiji), Thomas Lowry (from the Cook Islands), and MeiLin Jin (from China), all seniors majoring in Computer Science, were members of the winning team.

The contest generally lasts five hours and requires teams to write a series of computer programs to solve a packet of story problems typically dealing with math, geometry, or graph theory. Teams are then ranked based on the number of problems they solve. Sera, Lowry, and Jin’s team solved five of the 13 problems, more than any other team at the BYU–Hawaii site. With this score, they were also ranked 24th out of the 117 teams that competed in the Pacific Northwest Region of the ACM International Contest.

Graduate student The Pacific Northwest Region includes universities in British Columbia, Washington, Oregon, and Northern California.

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his family. He was able to baptize his wife, Vaiteiare, at BYU–Hawaii to whom he was later sealed in the Laie temple. They have three children, and he just had the opportunity to baptize his daughter, the eldest of the three kids, earlier this year.

Manea Tua-Tahill (’04)
After working in business and finance for a few years, Manea switched to teaching last year. He is currently teaching full-time at the University of French Polynesia. In 2006, Manea married a wonderful girl from Tahiti in the Salt Lake Temple. They have three children: two sons, ages 7 and 5, and a daughter who just turned 1.

Jeffrey Wiley (’05)
Jeffrey attended the Naval Postgraduate School in Monterey, California as a civilian and recipient of the Scholarship for Service program through the National Science Foundation. He earned a MS in Computer Science with a focus in Information Assurance. The Wileys moved to the Washington, D.C. area in 2009. Jeffrey has worked for the government in the field of digital forensics and incident response, working as a team lead for the incident response team and establishing a forensics lab at a large government agency.

Leilani Lopez (’95)
Leilani is working for Litz & Company PC, a small accounting company in Roy, Utah. She specializes in individual and business tax returns as well as financial audits for small companies and nonprofit organizations. A favorite past time of hers is reading and playing racquetball with her husband. They have five children who are all dancers with Ili O Polynesia in Layton, Utah. The boys all love dancing Samoan fire knife.

ALUMNI NEWS

Kari Bowes (’06)
Since graduating from BYU–Hawaii in June 2006, Kari has traveled to 47 of the 50 U.S. states, lived in Taiwan where she taught English, backpacked through southeast Asia, explored several Latin American countries, and accomplished her lifetime goal of successfully training for and completing a marathon with a faster than expected pace. She currently resides and thrives in Washington, D.C. where she was promoted to a marketing manager position at her company. There, she oversees a portfolio of cafes in the eastern region of the U.S.

LaNae Fisk-Dennison (’06)
After graduation, LaNae moved to New Zealand to complete an internship for LDS Family Services. There, she met her husband Orlo Dennison, and they were married in the NZ temple in 2007. A four-month internship turned into living in New Zealand for seven years, and LaNae is currently working as the team leader for a new and innovative alcohol and drug service called the Phoenix Center. The Phoenix Center began in 2011 as a pilot program, employing peer support workers and alcohol and drug clinicians to provide mobile assertive outreach.

ALEXIS YOUNG (’09)
After graduating from BYU–Hawaii with a BA TESOL, Alexis went on to teach English around the world, even teaching ESL at BYU–Hawaii for a while. While teaching English in Uganda, Alexis met six amazing women with amazing stories and started the social enterprise, 1000 Shillings (www.1000shillings.com), to help them. Now, Alexis splits her time between 1000 Shillings and teaching at a full-immersion ESL program at a private high school in Scottsdale, AZ with fellow ’09 graduate Sylvia Adam.

Kari Bowes (’06)
Jeffrey Wiley (’05)
Alexis Young (’09)
LaNae Fisk-Dennison (’06)
Share your story
Tell us what’s new with your life, your family and your career.
Email alumni@byuh.edu

1. BYU–Hawaii’s SIFE team competes at nationals and takes third place.
2. Broadway Cabaret performs “Show Stoppers,” a Broadway medley show, in the McKay Auditorium.
3. The Lady Seasiders travel to Florida for the NCAA II Elite Eight and are eliminated in the semi-finals.
4. The newly renovated McKay Foyer was celebrated with an open house and welcome meeting attended by students, faculty and staff on October 18, 2012.
5. Iosepa, BYU–Hawaii’s traditional Hawaiian voyaging canoe, completed its sail around the island of Oahu, providing both students and community members the opportunity to sail.
6. The Cook Islands Student Chapter showcases their talent at Culture Night.
7. The Club celebrates Chinese New Year with a themed dinner for students to enjoy.
May all who have come here see in this Center an effort to bring people of different nations, of different races together in a better exemplification of true brotherhood...

—President Hugh B. Brown, Dedication of the Polynesian Cultural Center, 12 October 1963