2012 Stewardship Review
The David O. McKay Center for Intercultural Understanding

6 February 2012
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Outcomes, Activities, and Accountability

A. McKay Center Student Learning Outcomes (or Service Outcomes)

The McKay Center continues with the mission to help fulfill President McKay’s prophecy that “from this school will go men and women whose influence will be felt for good toward the establishment of peace internationally” by functioning as a cross-cultural peacebuilding laboratory that:

1. **Educates BYUH students, faculty, staff and community members with the theoretical and practical tools they need to be leaders and peacebuilders.**

   To achieve this goal, the McKay Center offers a professional Intercultural Peacebuilding Certificate program requiring 19 credit hours to complete. Upon completion of the IPB program students will:
   - Relate their faith and the knowledge that they’ve obtained through their majors at BYUH to President McKay’s prophecy.
   - Learn foundational theories about cultural interaction, community building, cross cultural leadership and conflict resolution.
   - Develop and demonstrate a practical skill set to effectively manage, resolve and transform intercultural interaction and conflict.
   - Obtain a set of leadership theories and skills that can be employed in the international church as well as in their communities, countries, and internationally.
   - Give meaningful, high impact service back to the community with an eye toward creating and preserving intercultural understanding

2. **Sponsors community building and cross-cultural leadership opportunities and projects in the university, community and the world.**

   The McKay Center is engaged in a number of projects at the University, in the community and internationally in its efforts to meet this goal. They include:
   - Anatomy of Peace Workshops
   - Peace in the Home Workshops
   - Kawaiholo (Edible School Yard)
   - BYU-Hawaii Peer Mediation Program
   - Community Service Projects
   - Forums and Special Events
   - Peer Mentoring Program
   - Student Internships and leadership opportunities
B. McKay Center Activities in 2011

1. More Sections of IPB Classes

The past year has seen a continued increase in enrollment rates for IPB courses. In Winter 2011, we offered our first online IPB 300 Introduction class and followed with our first online IPB 400 mediation class in Fall 2011. This move has allowed us to facilitate more students into the program while keeping class sizes reasonable. Teaching mediation online is an innovative approach to student learning and our program’s growth. Last October, we had a mediation role-play using video technology where a student in Fiji and a student in Washington D.C. mediated a conflict between our TA’s in Hawaii. We have also added an additional IPB 390R course during a summer term that gives the students the opportunity to go through Arbinger’s facilitator training in an intensive two weeks. In 2011, we graduated a combined 41 students with the IPB Certificate and trained 18 students for facilitation. Combined, we now have roughly 165 students in the program at various stages. We will continue to develop an online curriculum to help support the growth of the program and to expand our reach to distance learners. Because of the intensive workload of the online courses we envision, we will try this coming year to use an IPB graduate to teach the online courses.

2. Internships and Placement

We are continuing to identify potential internships and placement opportunities for students in the IPB program. Our record of placing every IPB graduate that applied to grad school into the school of their choice has continued at 100% this past year. As part of the peer-mentoring program, we created a student-led opportunity search tank called weConnect. They made an aggressive push for more information about graduate schools contacting over 30 graduate schools soliciting for information about their programs. This included creating a stronger connection with our alumni. In November 2011, we held a post-graduate opportunity forum synthesizing this information where over 40 students attended. We also hosted Liz Shropshire on campus as she did a free training for 55 students on how to start her volunteer based music for peace program. She is offering 10 students internships as a result of that training. An alumni student now studying at Cornell took three of our students on an internship to work on her capstone project in India.

3. Field Trips

In February 2011, we took two students to Middle East. Another two students went to the Middle East in July, and we took two more students to Chicago in October. We created a more intensive application process for student field trips, and foresee an opportunity in both the Middle East and in South Africa for the coming year. This continues to be a transformative experience in our student’s education with one student reflecting,

“You learn that something you know must be of value when you fly over 4500 miles to share it with a group of humble community professionals…I recognize now a small sense of accomplishment I had in the room of that church in Little Village and on that basketball court as I realized how the hard work and dedication I had put into learning from and contributing to The McKay Center’s IPB program was finally about to come full circle. Somehow, the knowledge I had gained and internalized was exactly the theory and ideas these NGO’s needed to create a concrete foundation and a sustainable framework for the programs they had created.”
4. Forums/Training

In January, we hosted our second training for NGO professionals here at BYU-Hawaii. Program Directors from Washington D.C., Northern Ireland, South Africa and Israel came to our campus for an intensive week of training. Students participated in the planning and training. We had a wonderful forum where our students could interact and discuss everything from internships to starting their own NGOs as part of the Empower Your Dreams program. In September, we hosted two Managing Directors of PPI that held forums and trainings about the conflict they work in and how to manage a NGO. Liz Shropshire trained over 55 students in a music program for children affected by war. To answer the current events in Egypt, we held an Egypt and the Middle East forum where over 150 students attended. We hosted an interreligious forum by Randall Paul, founder of The Foundation for Religious Diplomacy. During first term, 18 students were trained in how to become Arbinger facilitators, and being certified to facilitate on campus, students now facilitate The Choice workshops on campus instead of faculty. We ran 10 student facilitated workshops on campus including IPB students, social entrepreneurship students, and housing RAs. We also had another student-run leadership training for PMP leadership.

5. Website Re-design

The need for a stronger web presence became apparent with increased interest and inquiries regarding our work, the peacebuilding program, and how to get involved. Where before we communicated primarily through our Facebook page and as a nebulous link on the ICS webpage, we now have a developed site with easy to access information regarding our events, mediation services, the certificate program, internship and graduate school resources, etc. New content is consistently being updated with headlines, resources, and upcoming events. This page has increased the level of professionalism that we are communicating to the campus and beyond. Part of a better-developed web presence includes a McKay Center blog that provides an immediate and chronological narrative for the center and its students as well as a presence on Facebook, Twitter, Google+, and Linked In. This project will remain a priority in the coming year as we seek for better placement and recognition on the BYU Hawaii site. The webpage can now be accessed at davidomckaycenter.byuh.edu.

6. Peer Mentoring Program (PMP)

This year could be characterized by the launch of a new student led program within the center called the Peer Mentoring Program or PMP. This program gave students leadership opportunities and a chance to be involved like never before. It greatly increased the center’s capacity for influence with 22 projects being completed in one semester ranging over nine focus areas. These projects included:

**weMalama:**
Laie Elementary
Ula Nui Women’s Club
Spirit of Aloha Service
Hakipu’u Learning Center

**weGather:**
Pacific Rim Center
Hunger Banquet
Recruitment/Information Booths
World Fest Booth
Opening Social

**weConnect:**
Future Opportunities Forum
Career Fair Booth

**weCommunicate:**
Advertising
PMP Blog

**weExperience:**
Aboriginal Performers
Kahuku Skate Park

**weLearn:**
IPB Writing Workshop
Mediation Practices

**weBelieve:**
Evening of Faiths
Thanksgiving for the Homeless

**weFacilitate:**
Campus Mediations (Honor Code Office, Housing)
Choice in Peacebuilding Workshops (6 weekend seminars, 2 additional for housing)
Mediation Labs

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C. 2011 Accountability

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**Reports from our Director, Assistant Student Executive Director and Student Field Directors**

**Chad Ford, Director**

2011 was a very exciting year for the McKay Center. We saw extraordinary growth in 2010 and in 2011, we attempted to recalibrate our activities to reflect the new demands that come with expansion.

At the heart of our changes in 2011 was the Peer Mentoring Program. The program was an attempt to make Center activities (especially the planning and implementation of them) more inclusive to the growing number of students who wanted to participate.

The new Peer Mentoring Program took an enormous amount of student planning and coordination and in the Fall of 2011 we took our first stab at it. The results were, expectedly,
mixed. We saw a major influx in student participation and produced a record number of events, workshops, forums and service for the Center. However, the quality on many of the projects wasn’t as high as we would’ve liked and miscommunication, fueled primarily by the structure of the program, led to confusion. We spent time with a number of students at the end of the semester – both students who worked inside and outside the program – to get their feedback and have already initiated a number of changes that should streamline the program, foster higher quality activities and improve communication.

I am also excited about the growing number of opportunities we have to bring in people from outside BYU-Hawaii to train students and, in certain circumstance, be trained by students. The new McKay Center facilities should greatly enhance our ability to be a true center.

Our work with the community – a priority for the Center the past few years – continues to both grow and deepen. Whether it be partnerships with the Kapuna, HRI, the Laie and Kāhuku Community Associations, Laie Elementary, the Hakipuu’u Learning Center or the Kokua Foundation, we’ve been able to reach out and develop lasting friendships that both give back and provide opportunities for our students to get out into the community and learn things that cannot be taught in the classroom. Our local community is a tremendous resource of wisdom and practical skill sets toward the creation of intercultural understanding.

Our IPB program continues to grow and thrive. We really benefitted this year from an ad hoc partnership with Rand Blimes that allowed Poly Sci students to get more involved in the IPB program and allowed IPB students to take a number of new innovative courses that Rand and Tina Akanoa have created that fall directly in line with our mission. We now have the most diverse set of students ever in the program. Our number of international students doubled over the past year and we now have significant participation from 12 majors on campus.

We have amazing interns for the Center – the highest quality we’ve ever had. They are leaders in the truest sense of the word and have a direct hand in everything we do at the Center. Recently they’ve been going through leadership training with me and holding their own leadership training forums with the myriad of students they now supervise. The Center simply could not run without their diligent efforts. While the reports will say that they work 10 and 19 hours per week, the truth is that all of them have dedicated countless hours to make the Center a success. While our lack of full time staff may be seen as a weakness of the Center (and it certainly provides its challenges) the opportunities for student mentoring and leadership created in this vacuum of a full time staff more than makes up for the disadvantages.

Overall, the McKay Center continues to grow in both depth and influence. We have a number of challenges ahead in 2012 which I will document later. But I couldn’t be more hopeful about the future and direction of the Center.

**Julie Hawke 19 hours per week, Student Assistant**

It is overwhelming to reflect on the past year for the David O. McKay Center. Overall, I feel that the year was an expansion of capacity, effort and influence. Students had more leadership opportunities. There were more events with more participation and inclusion of other departments on campus. There is a greater awareness of the McKay Center and the peacebuilding program, and I feel a greater sense of purpose and empowerment as we learn from the past year and begin the next learning from both our successes and mistakes.
With the increased number of participants in the program and formerly limited positions within the center, it became necessary to start the peer-mentoring program allowing more student involvement and leadership opportunities within the McKay Center. It was a unique experience to help in the conceptualization and the implementation of this new student run program providing invaluable learning experiences. My position as the executive assistant generally operated separately from the peer-mentoring program once it was running aside from weekly accountability meetings with our field director team. From that vantage point, I was able to see and experience the growth that ensued. Where there were definite areas of improvement the PMP team will address, I saw students having opportunities that they wouldn’t have otherwise had.

The McKay Center continues to operate outside of the peer-mentoring program. We hosted Liz Shropshire on campus for the second time with over 55 students from a variety of majors participating in her music for peace training. We also had Karen and Samer, representatives from PPI Middle East, visit and offer valuable lectures and workshops like “How to run a NGO.” We hosted Randall Paul for an interreligious forum inviting students and staff of all departments. We created a McKay Center website improving our communications and web presence. We created a new McKay Center guidebook for both current and prospective students.

On a personal level, I benefited far more than my weekly paycheck through the leadership opportunities acquired when I was offered this job this past year. Dr. Ford held advanced leadership training with the interns—something that I was able to apply daily in my work. I have sought to work according to the high expectations and lofty vision of the David O. McKay Center, and have contributed positively to the operations and presence of the center. I also have much to strive for in accounting for my shortfalls in community and campus outreach. This next year I plan to make an exerted effort to extend the influence by personally spending more time serving in the community and on campus on behalf of the McKay center.

Ryan Hitz, 10 hours per week, Field Director, Peer Mentoring Program

The PMP or Peer Mentoring Program started in the Fall of 2011 at BYU-Hawaii as part of the David O. McKay Center for Intercultural Understanding. The program was launched with the intent to provide more opportunities and ways in which to help students, the university, and the community serve each other and to help develop relationships of trust with greater frequency. The program is completely student run and every project was completed through students. This fall alone we were able to complete many projects.

These projects helped to promote peace, unity, togetherness, and trust within the PMP sphere of influence. It was a remarkable thing to see students engaged in putting together something to involve others almost every week of the semester. I feel the PMP program was a success. The mission of the program is to create a living laboratory wherein students could apply peacebuilding tools and principles in the real world and to give back. For me this is something that is so important. To instill upon the hearts and minds of the students the desire to give back when they have little time or means monetarily is a life skill that will bless them and future generations.

The overarching goal to fulfill the prophetic mission of David O. McKay is that "from this school will go men and women whose influence will be felt for good toward the establishment of peace internationally”. Students of varying faiths, nations, and backgrounds helped participate in the PMP program this past fall. The spirit of Christ and the joy of service could be felt in each
and every project and event.

The level of hierarchy became somewhat of a concern as each Field Director also had 3 area leaders who in turn had varying project leaders and multiple people were included in each project. Conceptually, the system we employed made sense, but the way in which students connect directly to and through the McKay Center felt somewhat disconnected. As a result, we decided to add an additional Field Director and to eliminate the Area Leads moving into 2012. This will allow the project leads to connect directly to the Field Directors in a way that has fewer layers and more influence through the McKay leadership structure currently in place. Another things we look to change is to have more focused projects that take place less frequently. For example, this past semester if we completed 32 projects, starting in 2012 we would focus the efforts on 16 projects. We realize that the heart and soul of the PMP program is mostly based on volunteers that give of their time and talents for free. With the academic rigors and obligations many students now face, we feel this focused effort will allow more students to participate and with less stress.

I personally feel the PMP program under the direction of Chad Ford is an inspired program. I currently am the President of 20 million dollar company, full time student, and father of four. With that said, when Dr. Ford approached me to help be a Field Director, I felt the spirit and knew that I needed to become involved. I feel my personal, business, and academic life have been blessed for my participation in this great program and the McKay Center. I even made the Dean’s list this past semester as well. I do not state these things to promote myself but to add to the importance I place on the PMP program and the value the McKay Center brings to the BYU-Hawaii campus. The opportunity to spread peace and create an environment of love it what the program is about.

Carla Rada, 10 hours per week, Field Director, Peer Mentoring Program

This past semester has been one of much thrilled emotions and hard work. Since the moment I heard the mission and vision of the Peer Mentoring Program I was 100% committed to give my all to see it succeed. The success of this program was to be reflected on the impact and influence that students could have upon the community, faculty and staff and their peers. I believe that we have reached a great amount of success even with the challenges we encounter as to introduce to the students, run, and accomplish a brand new program’s goals. Under my supervision were three different areas of the program, which include the supervision and mentoring of over 10 different student volunteers.

Under the area of weGather we were able to carry three major projects. These projects focused on the simple gathering of the IPB students. In order to still a strong sense of unity it is imperative that students interrelate to each other, strong relationships will create a strong group. Other projects also focused on the gather of Non-IPB students by showing them how they can also get involved in the program and in other meaningful programs –activities such as Hunger Banquet.

Under the area of weCommunicate we were able to carry out the marketing and publicity for the center and all the different area’s activities. For this we were able to combine creativity with technology. Our main mission was to be able to promote all of the Center’s activities, looking to invite and have the biggest amount of attendees to all of these.

Under the area of weConnect we were able to successfully connect our students to the career
services with major internship opportunities. One of the major obstacles that IPB students and Non-students face is the lack of real world knowledge onto how to apply the certificate and the principles learn therein later on in their lives. We presented a Forum where internships, career opportunities, and grad school programs were introduced to BYUH students.

On the different projects there were basically a few things that we could have done better. Communication was somewhat of a concern due to the amount of information and people that needed to be carried, along with the specificity and order that it takes to plan something on campus. Another thing would be the communication between ourselves in the program, in the long line of command some messages were not always caught and this created some confusion. We could have also done a better job to be able to stick to deadlines, specifically when projects needed announcement and this was requested not in advance. In this same note, we could have also improved in the promptness of advertising, which might have helped with higher attendance to some projects.

Indrajit Gunasekara, 10 hours per week, Field Director, Peer Mentoring Program

I am happy to inform you that last Fall semester we successfully completed over 6 projects with more than 300 student participants. We began our semester visiting the Hoe family’s first art show. Uncle Calvin and the McKay Center have been working together almost two years and last semester two of our area leaders, Alayna and Natalia, worked with him strengthening the relationship. Uncle Calvin and his family took part in Liz’s music training seminar, and then Liz visited the Hakipu’u Peace and Music class, teaching students the power of music in building peace. Also, last semester our Center was able to support Hakipu’u with new books to enlarge the peace class.

With Uncle Calvin’s coordination we held an Aboriginal music and cultural demonstration, with a nose flute- and didgeridoo-making workshop. We invited Uncle Kawika and Kamuela with their Hawaiian study students, Brother Ka’ili with his Anthropology students, and students from the music department. Over 200 students took part in learning Aboriginal music, culture, and unique hunting practices such as boomerang and long spear-throwing. Also many students participated in nose flute and didgeridoo making workshops and walked out with their first handmade instruments. As the Aboriginals were leaving, all of us were invited to a Hakipu’u community luau where many of us had an opportunity to meet Hakipu’a community leaders.

With the coordination of BYUHSA we held the “Spirit of Aloha Service Day” where we had around 100 students doing volunteer work in 4 different locations. We helped the Women’s Canoe Club Ulunia clean their garden and also the surrounding beach. This was the first time in their 100-year-old history in La’ie, that they had an experience working with a group of BYUH or LDS volunteers. At the La’ie Temple garden we helped, cleaning and pulling weeds. Also that day we removed unwanted plants, rotten boxes, and set the garden for new plant boxes at La’ie Elementary where I have an ongoing project creating an edible garden. Early last semester when I was invited to the garden it was so sad for me to witness the overgrown garden with broken garden boxes. But, since the students were filled with enthusiasm, Sister Compton, our IPB volunteers, and I began to reconstruct their garden with the help of these little farmers. We learned that ready-built garden boxes would cost about $1,000 each, but I knew we could build boxes for around $300 by finding good deals on wood and soil and a local carpenter. We were able to build 10 boxes of 16 square-feet each, totaling a 160-square-foot garden. I’m teaching new farmers how to grow taro, sweet potatoes, and heirloom farming. Our sweet potato beds and taro plots are blooming, seeds in pot are sprouting, and each square foot of the garden has
been occupied by a little farmers learning the magic of growing, harvesting, and processing food from their own seeds, roots, and cuttings. We all are excited and looking forward to seeing everything covered in green.

The Center is also coordinating with Na Pua Aloha to provide them with event organizers and anti-bullying workshops. We organized another project for IPB senior students to provide support for new students’ writing papers.

Our surrounding communities are one of the greatest resources we have as peace builders to experience the practical truth of the theories we have learned in our peace classes. I am truly honored to represent David O. McKay Center in fulfilling our mission of “building peace within our communities and helping things go right.” During this last semester I have truly experienced the spirit of Aloha and the growth of trust between the community and BYU-H.

Taylor Rippy, 10 hours per week, Field Director, Peer Mentoring Program

The launch of the Peer Mentoring Program was an incredible milestone for the David O. McKay Center. With it brought challenges, excitement, and many hours working to help the program run at its best.

After being hired towards the end of the summer, I jumped right in with the current team at the time. I knew many hours had been dedicated to creating and building up the program, but I hadn’t realized how long they had already been striving to perfect the program. Their enthusiasm and devotion was inspiring. I can recall sitting in one of the first meetings, absolutely blown away by the spirit that filled the room as we prayed for guidance in developing the PMP. Though losing Mason was difficult in the beginning of the semester, Ryan was an incredible addition to the team. I love how we all worked together. Each member brought something great to the table and it was a diverse enough group that our backgrounds enriched the plans we made and carried out.

I think that there was a lot of confusion in the beginning, on all sides. We’ve discussed before that it was understandable to be somewhat confused because it was a brand-new program, and this semester was a test run. It was interesting to see the hiring process occur. I learned a lot from each of the Field Directors as they selected their Area Leads. Sitting in on the interviews, I got to know a lot of students better. I do think that many rushed to apply for the sake of working for the Center, without really knowing anything about the position. I love the enthusiasm, and I totally feel it too, but I think some individuals didn’t understand what they were becoming involved in. It was a learning process for all of us, from Dr. Ford to interns to students to community members.

It was incredible to witness the spark that was ignited in certain Area Leads. I truly feel that they all did great work, but there were a few that really blew me away. Rachelle Christy took weFacilitate and ran with it, in the best way possible. She made incredible strides in the relationship between the Center and the school and community. Molly Terry never ceased to amaze me with how on top of things she was. I don’t think I’ve ever met anyone so efficient and organized. She was fantastic to work with. Alayna and Jit melded together perfectly with weMalama. Their spirits and temperaments seemed to compliment one another so well and they accomplished amazing things this semester. Denise Burnett is another individual that was so fun to work with. She puts her heart and soul into everything she does, and people can sense that in events she puts on and activities her area held. Each of the Area Leads did great work, as did the
Project Leads.

After discussing possible revisions with the team, I think we’ve come to a consensus that levels needed to be slimmed down. There were various instances of miscommunication that I think were due to the multiple levels within the program.

It was a delight to work alongside such great people that were united in their work towards such an incredible cause, helping to bring to pass President McKay’s prophecy of establishing peace.
Review of 2012 Projects and Needs

A. Planned McKay Center Activities in 2012

1. New Graduate Intern at the Center

The school has approved a tentative ad hoc Graduate Intern for the coming year. Carla Rada, an IPB graduate from Bolivia, will work part time with the Center and part time with the TV studio. Based on the Board’s response, we are looking to create a more permanent Grad Intern position starting in January 2013. The Graduate Intern’s primary responsibility will be overseeing the day-to-day operations of the PMP and all of the projects that stem from it. This could easily be a 40-hour a week job and would free up the Director to focus on other essential areas of the Center.

2. Internships and Placement

An area within the PMP is devoted to helping students use their experience within the program with internship and placement opportunities. weConnect will hold two post-grad forums this year along with continuing to contact graduate schools to send more information for students. We will also be starting a regular newsletter this year featuring alumni in their post graduation endeavors. We remain appreciative of the support of Jodi Chowen on our board as the director of career services. Through a former IPB student, a few of our students began 2012 with an internship opportunity in India. Liz Shropshire is now in collaboration with Career Services to have another internship approved for students completing her music for peace training during the summer.

3. Field Trips

There are foreseeable field trip opportunities for students to South Africa and the Middle East this coming year.

4. Forums/Training

The year will begin with part two of an intensive music teaching training by Liz Shropshire, founder of the Shropshire Music Foundation where students learn how to start a volunteer-based music program to help children cope with trauma from war, disaster, or intolerance. The training in Fall 2011 was very popular attracting over 55 students. The McKay Center will also host Erica Chenoweth, influential author and professor at Wesleyan University, for a forum on the Arab Spring and her newest book, “Why Civil Resistance Works.” Several P.M.P areas have forums planned in addition to these including an ongoing interreligious forum, a post-grad forum, and an academic forum during our annual One Week. Students will continue to facilitate The Choice workshop every weekend of Winter and Fall semesters, and there will be continued training with the housing department and food services. There will be an IPB 390R class offered Summer 2nd session for Arbinger Facilitation training open to 18 students meeting the requirements. We have found that the forums with the most impact have been centered on current events students are concerned about, and we will strive this year to fill the need on campus to offer a space for those discussions.
5. Peer Mentoring Program

Based on the first semester of implementing the peer-mentoring program, there were problems found in the structure and organization that we are changing for the upcoming year. The PMP was originally envisioned with Project Leads for every project, Area Leads responsible for multiple project leads within their areas, and Field Directors that supervised three areas. The hierarchy was created to aid in communication, but we found that it instead inhibited it. Area Leads became a middle management position, spending much of their time transferring information back and forth between Project Leads and Field Directors. We have subsequently envisioned the structure and will no longer have Area Lead positions. Project Leads will work directly with Field Directors as we move forward. Instead of having nine Focus Areas like last semester, we’ve slimmed it down to eight, combining weThink and weLearn into one area. Also, instead of having three Field Directors and an Administrative Assistant, we will now have four Field Directors with the administrative tasks being completed by the new graduate intern functioning as the PMP Director. Each of the four Field Directors will be over two of the Focus Areas.

The P.M.P was also envisioned as an outlet for increased opportunities and student participation, and it achieved that. However, there were too many opportunities. There were often multiple PMP projects going on per week, and students can’t and shouldn’t be expected to participate so frequently. Moving forward, we have made a concerted effort to decrease the quantity of PMP projects and instead focus on a higher level of quality. This is being accomplished by narrowing project options within each area to two projects each. These are the projected projects for Winter 2012:

weCommunicate | Contact: Taylor Rippy <tayrippy@aol.com>
1. Advertising Team
2. Web Maintenance

weGather | Contact: Taylor Rippy <tayrippy@aol.com>
1. Hunger Banquet
2. Awareness Event

weThink | Contact: Alayna Lesuma <lesumaa@go.byuh.edu>
1. Academic Forum
2. World Café

weConnect | Contact: Alayna Lesuma <lesumaa@go.byuh.edu>
1. Alumni Newsletter
2. Post-Grad Forum

weBelieve | Contact: Ryan Hitz <ryanhitz@go.byuh.edu>
1. Religious Forums
2. Interfaith exchange

weFacilitate | Contact: Ryan Hitz <ryanhitz@go.byuh.edu>
1. Peer Mediation Program
2. Cultural Facilitation Methods

weExperience | Contact: Indrajit Gunasekara <ijit88@gmail.com>
1. Kahuku Community Center
2. Concert for Peace

wemalama | Contact: Indrajit Gunasekara <ijit88@gmail.com>

1. Laie Gardening
2. Spirit of Aloha