Peer mentors help facilitate their mentees’ health and wellness by being versatile, according to Honors College staff and students. This includes emphasizing work-life balance, providing emotional support, and fostering their sense of belonging at Westminster College.

Dean of the Honors College Richard Badenhausen created the peer mentor program in 2004. According to Badenhausen, peer mentors help Honors students, who are often used to excelling in school and extracurricular activities, find balance while adjusting to college life.

“[Peer mentors] are living, breathing models of success,” Badenhausen said. “For students who are making the transition from high school, seeing a model of someone they admire who has been through this process as a well-adjusted, balanced individual can be really powerful.”

Promoting mentees’ sense of belonging also eases their transition to college, said Cole Polychronis, a senior computer science major and peer mentor since his sophomore year.

He said his peer mentor, James Steur (’16), sat next to him during his first college class and that comradery inspired him to be a peer mentor himself.

“Just that one act of kindness could get me to feel comfortable enough that I felt like I belonged,” Polychronis said. “And from that experience, I felt like it was almost an obligation that I should try and be [a peer mentor] for other people.”

In addition to establishing community, providing emotional support is an essential part of a peer mentors’ job, said Carolyn Janecek, a senior English major and peer mentor for three years.

“As a mentor you need to make yourself accessible and show that like, ‘Hey, I’m someone who is safe to be vulnerable to,’” Janecek said.

Janecek said achieving this level of comfort is difficult with mentees, because mentors only meet formally with them at first-year orientation. However, staying in touch with mentees builds trust which invites openness, she said.

Like Polychronis, Janecek said she developed her closest connections with peer mentees in classes they shared like professor Eileen Chanza Torres’ Critical Theory class.

“Just that one act of kindness could get me to feel comfortable enough that I felt like I belonged.”

Cole Polychronis
Perspectives on Being Mortal

Each summer, entering first years and peer mentors read a book that provides a starting point for the year’s learning. Dr. Atul Gawande, the author of this year’s common read, Being Mortal, is a leading expert on health care ethics and policy. Being Mortal offers an interdisciplinary look at aging and what matters in the end.

What can be learned from the text about our own mortality?

By Brendan Sudberry

Atul Gawande’s Being Mortal challenges its readers to examine their own mortality in a new light, not settling for the predeterminded solutions handed to us by medical professionals. Whether or not we want to face it, we all die, and determining the end of life treatment we receive is a discussion better had sooner than later.

I began exploring this text, which was this year’s Honors College summer common read, shortly after losing my grandfather to stage-four lung cancer. His experience with end-of-life care included trips back and forth to the hospital, constant pain, and a sense of defeat. Suddenly laying in front of me was the small shell of the strong man I once knew. He was weak, beaten down, and without hope. After countless treatments, which only decreased his ability and spirit, the doctors informed us there was nothing more they could do. He was finally moved to hospice care where, days later, we said our final goodbyes.

Going through this experience prompted me to begin thinking about my own mortality, and with Gawande’s help, I had the resources to critically examine what end-of-life options I want for myself. I hope that I will not have to go through the same process as my grandfather, and that I will be able to create important dialogue between myself and my family members about my wishes.

There are no perfect solutions for how to treat our own mortality. It does however encourage us to continue pushing for options which would allow us to live a purposeful life. \( HM. \)

What can be learned from the text about others’ mortality?

By Elizabeth Johnson

Mortality is a fundamental part of the human experience, yet when we are young we think our loved ones are invincible, that they will live forever. Since beginning college, I have confronted those ideas and realized everyone is in fact mortal. Following the loss of two former classmates and a family friend, revisiting how we experience others’ death has made me realize that facing others’ mortality is essential to growing up.

Atul Gawande’s Being Mortal provides insight into the nature of mortality, societal attitudes towards death, and first steps to better address the mortality of those we cherish.

We naturally assume that everyone, if given the chance, would want to live longer, but as Gawande notes, terminal patients “have priorities besides simply prolonging their lives,” including “avoiding suffering, strengthening relationships with family and friends, being mentally aware, [...] and achieving a sense that their life is complete,” (155). While many facing death desire these things, we often compromise their wishes in favor of prolonging life.

I was reminded recently that accepting our loved ones’ mortality is not a failure on the part of our medical system, nor does letting go mean we don’t love them. They choose to enjoy their remaining days surrounded by family rather than medical equipment, and since it was their decision, there was a sense of peace in their passing. Accepting others’ mortality is no small feat, especially since we only want what is best for them, but as Gawande points out, sometimes the best means letting go and enjoying the time left. \( HM. \)
The average person living in the United States consumes more than the recommended limits in four nutritional categories. This includes calories from refined grains, sodium, saturated fat, and solid fats and added sugars, according to the U.S. Department of Health and Human Services.

Unbalanced diets and lack of education can lead to misconceptions about nutrition, according to the National Institutes of Health. These myths revolve around the idea that one can achieve health with a one-size-fits-all answer, which changes and informs the latest fad diets.

Westminster College students participate in a variety of dietary systems, including veganism, vegetarianism, gluten-free, and keto. In a recent campus-wide, Honorable Mention survey, most students reported that the reason for such choices were “I believe it’s healthy” or “weight management/body image.”

Students said they “often” or “about half of the time” base their food choices off of internal cues including hunger, fullness, preference, and mood instead of external nutritional guidelines. The majority of participants responded that media and family inform these choices.

Associate Professor of theatre and Chair of the dance program Nina Vought and Professor of theatre Michael Vought teach a May Term class on veganism, a dietary system they practice. “What’s good for the planet is almost always what’s good for you and for the animals,” said Michael Vought, who teaches the Honors seminar Arts and Performance with Professor Heidi Van Ert.

However, he said that he disapproves of “laying guilt trips” to promote veganism because there are many factors that go into a person’s health and lifestyle choices. “There are ways to [be vegan] without being expensive or elitist, but that being said, you still have to put time into it,” Michael Vought said. “Everyone is in a different place, we all have different stories, and we have got to be encouraging people wherever they’re at.”

The Voughts said they access dietary information from medical conferences and health clinics because there is a great deal of misinformation about nutrition in popular media. Nina Vought said that these sources are more accurate than self-published authors who claim “I have all the answers, all you need is this.” She also emphasized the importance of testing different dietary systems and seeing how one’s body responds.

Participants in the campus-wide survey also mentioned body awareness. One participant defined health as “happiness, being your best you, being aware of your body’s signals, functioning at your best levels.”

When defining health, most respondents did not directly mention nutrition but instead defined health in terms of physical and mental wellbeing. In the survey, one person defined health as “maintaining a well-rounded lifestyle which makes you feel good inside and out.”

Nina Vought said new factors can influence what that lifestyle looks like and diets should change according to one’s needs.

“I want to be an evolving eater,” Nina Vought said. “As I get new information, I want to change. I feel like I am evolving and learning on a daily basis and that I’m still learning.”

“What’s good for the planet is almost always what’s good for you and for the animals.”

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Michael Vought
Owners say presence of dogs benefits Honors community

BY BECKY DENNIS

Westminster College is generally a dog-friendly environment. Not only do many students, faculty, and staff bring their dogs to campus but the Westminster Dogspotting Facebook page connects dog lovers on campus.

Human interaction with animals has shown positive effects like enhanced mood, improved mental health, and decreased blood pressure and heart rate, according to a study in the journal *Frontiers in Psychology*. Researchers also found direct interaction with animals promotes positive interpersonal relationships.

Dog ownership can also encourage physical activity. Kenzie Campbell, a junior custom justice studies and psychology major, said her dog Luna has helped her roommates and her get out of the house more and take breaks from work. Luna, a border collie and Australian shepherd mix, is a very active dog who “loves to go on long walks,” according to Campbell.

Richard Badenhausen, dean of the Honors College, who owned the late golden retriever Scout, said that she motivated him to get up from his desk.

“[My family and I] hiked a lot in the mountains with Scout,” Badenhausen said. “She was a great hiking companion and loved to go for walks.”

Chris LeCluyse, professor of English and director of the Writing Center, said he and his corgi Bonnie go on daily strolls and that Bonnie provides him companionship both on walks and on the couch. “She can be very perky, especially if it’s something like playing fetch,” LeCluyse said. “But she’d be totally happy to just sit on the bed all day.”

Badenhausen said having a dog encourages people to think of needs other than their own, and said he was able to connect with others because of Scout. “I always enjoyed watching the positive effect Scout had on others, especially students,” Badenhausen said. “Some of them would lie on the floor next to her when they were having a stressful day.”

Campbell and her roommates said Luna’s daily companionship has noticeably lowered their stress levels during the school year.

“My roommates and I […] were talking and we were like, ‘wow, usually at this point in the semester things are really feeling overwhelming and kind of like too much,’” Campbell said. “I’ve just been a lot happier lately and it’s weird, and it directly corresponded with the time since we got a dog.”

Director of Fellowship Advising Alicia Cunningham-Bryant also says that her dog, Joey, keeps her relaxed.

“It’s impossible to be grumpy when Joey stands up, puts one paw on my knee, one on my shoulder, stares me in the eyes, and then looks back to the door,” said Cunningham-Bryant, an assistant professor in the Honors College. “It’s hilariously bossy and always reminds me to lighten up and go outside.”

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When to say no:
Honors community reflects on work–life balance, shares advice

Honors students and faculty discuss personal experiences and observations during the Honors Climate Summit.
Photo courtesy of Aidan Croft

BY SABI LOWDER, JENNIFER HYLWA, & MADISON VILHAUER

To many, the term “Honors student” suggests a long to-do list of academic and co-curricular activities. Recognizing it can be difficult to stabilize competing areas of life, Honors community members share their tips for how they achieve a work-life balance. Although every person has their own strategy, three tools were mentioned consistently across groups of faculty, alumni, and current students—intentionality, prioritization, and dividing tasks.

Spend time meaningfully

Honors alum James Steur (*16) recommends focusing on the activities one loves to make sure college experiences lead into a meaningful life.

“If you want to do it, you’ll be able to figure out a way to incorporate however many hours you have in a week to make it happen,” Steur said. “On the flip side, there are only so many hours in a week that you can dedicate to these activities.”

Self-reflection is a valuable tool for deciding what activities to “invest your time in,” Steur said. “If you don’t reflect on what it means to live your most excellent life by the end of college, then it’s going to be more challenging to go back and figure out what it means to live an excellent life,” Steur said.

An important aspect of intentionality is taking time to figure out when to say “no,” said Calen Smith (*19), a senior neuroscience major.

“You should say ‘no’ at the point where it’s inhibiting your wellbeing, both physically, emotionally, and spiritually, as well as limiting your ability to take on new opportunities you might enjoy more,” Smith said.

Chris LeCluyse, professor of English and director of the Writing Center, said he agreed with Smith in the importance of knowing when to say “no.” “However awesome an opportunity seems, if it seems like it will overextend you, you will have other chances,” LeCluyse said.

LeCluyse said to not underestimate the importance of sleep for long-term wellness. “Once you are sleep-deprived, all these other things become much bigger problems because you don’t have the mental and emotional resources to deal with them,” LeCluyse said.
First-year Honors students cite moments from texts that demonstrate what kind of learners they hope to be this term.

Photo courtesy of Richard Badenhausen

"However awesome an opportunity seems, if it seems like it will overextend you, you will have other chances."

— Chris LeCluyse

"Balance schedule by prioritizing activities"

Graduate Taylor Stevens (‘18) said that she tends to prioritize work and school over socializing to find her own balance.

When offered a position with the Salt Lake Tribune while still in college, Stevens knew she had to take the opportunity, even if that meant working longer hours. She said that to her, if an opportunity is important enough, then seeing friends less is worth it.

“Make decisions and be okay with those decisions,” Stevens said. She emphasized that no one can do it all and that everyone needs to make choices, which depend on the individual. “I think balance looks different for everyone [...] It’s just being aware of yourself and what you need.”

Catherine Blakemore (‘17) says she schedules her “me” and “friend” time into both her online calendar and physical planner. This helps her see what she’s doing every day, what she has time for, and what she wants to make time for, said Blakemore.

“It was really important for me personally to set actual time boundaries,” Blakemore said. “I would suggest time blocking for everyone. [...] I would time block so I didn’t feel overwhelmed [and] so I had a set time in my schedule that was for my well-being as a person.”

Senior Honors student Jessica Taghvaiee writes key concepts of diversity and inclusion on a white board at the Honors Climate Summit.

Photo courtesy of Aidan Croft

“Humor awesome opportunity seems, it seems like it will overextend you, you will have other chances.”

— Chris LeCluyse

“I think balance looks different for everyone [...] It’s just being aware of yourself and what you need.”

— Taylor Stevens

“What’s really important is to break everything down into little chunks and make a list of those little chunks.

Eat the elephant one bit at a time.”

— Alicia Cunningham-Bryant
Subdivide tasks, take time to relax

Honors College Assistant Professor Alicia Cunningham-Bryant said her long to-do list intimidates her.

“Personally I’m the type of person that when I look at my calendar and all the things I have to do I yell ‘ahhh!’” said Cunningham-Bryant, who is also the director of the Office of Fellowship Advising. “What’s really important is to break everything down into little chunks and make a list of those little chunks. Eat the elephant one bit at a time.”

Cunningham-Bryant reminded students to take time for themselves in between completing some of the components of their daunting tasks.

“It’s really easy to feel overwhelmed and get caught up in what’s going on, but it’s equally important to take a breath,” Cunningham-Bryant said. “Go do something fun and reward yourself. I try to block out chunks of time in my schedule where I’m listed as just busy, but that’s my time for hiking or running with Joey [her dog], going to the gym, or going riding. I find that it helps me be calmer in general, and more productive.”

Eric Mellmer (’19) also said finding time for relaxation should be part of a healthy lifestyle. “If you find that all you do is go to class, do homework, and go to your job then you don’t really have time to decompress,” said Mellmer, a senior English major. “That becomes a pattern or a routine which compounds on itself, making each day tougher.”

Mellmer also agreed that dividing projects into smaller pieces is an efficient way to finish large assignments or other tasks, though the strategy requires planning ahead of time.

“I think that a valuable way of looking at it is breaking up the task because if you procrastinate then you’re just building up anxiety, which adds to your stress,” Mellmer said. “If you can incorporate your big task into your daily routine then you don’t have to do as much at one time.”

Anna Robert, a senior environmental science major, said her peer mentor Selina Foster (’17) helped guide her through a stressful adjustment to college life.

Robert and Janecek were both mentees of Foster, who died in March 2018. Although Foster struggled privately, she upheld a positive, energetic attitude and comforted others, they said.

Robert said that Foster made her feel safe in a new and daunting college environment. They also bonded over their passions for nature, Thai food, and musicals. “[Selina] helped me just feel at home,” according to Robert.

Throughout the transition to college, mentorship provides new students a support system beneficial to growth and identity formation. Mentorship is one aspect that makes the honors community great.
Student Profile: Maggie Regier

BY CHAR CREAAR

You may recognize Maggie Regier ('20) from orientation as the peer educator who refused to use euphemisms during Title IX sessions. You may also remember her from the 2018 Mx. Westminster competition, the campus-wide pageant, which she won with her provocative yet informative presentation: “Comprehensive sex education you didn’t get in school in under three minutes.”

Regier is a junior at Westminster College hailing from the “lively” city of Reno, Nevada. Her sophomore year, she joined the Honors College as a lateral entry student. She is also the ASW vice president and participates in extracurriculars such as Students United For Reproductive Freedom (SURF), Queer Compass, and Title IX peer educating.

Regier said she was initially a theatre major but decided to pursue a customized major of community health after a class with Associate Professor Han Kim.

“I took Global Health with Han Kim [...] and it changed the way I see the world, and I thought, ‘I have to do more,’” Regier said. “As much as I’m still a firm believer [in the value of the arts], I just needed to do more in my life.”

Because of her various passions, Regier has taken action in the community to serve individuals while also promoting the arts. She taught a drama class to refugee girls for a semester, but she said she is still ambitious to do more.

Through her custom major, Regier said she wants to solve social problems by “[looking] at a community and approaching it holistically.” She said it is important that all aspects of a community should be understood as influences on each other.

Social contexts can impact individuals, and healthy communities are made up of people who nurture their minds, bodies, and souls, Regier said. She said this includes sexual and reproductive health.

In order to promote such well-being in communities, she emphasizes “Education. Education. Education,” and she makes an effort to inform her peers of sexual and reproductive health topics, including “sexuality, sexual expression, [...] fertility, family support, and access to birth control.”

Professor Profile: Russ Costa

BY JULIANN MANSEAU

According to almost legendary rumors, Honors College Associate Professor Russ Costa has found a work-life balance worth envying. Costa, a neuroscientist, said he allows his hobbies and work to blend together, giving time to enjoy both with his busy schedule.

“I’m always thinking about the next lesson, the next experiment, or the next sentence,” Costa said. “Most of my best ideas have come to me as I’ve been moving up a mountain. I feel like I can think with a clear head up there [...] and the view is okay, too.”

Costa obtained his B.A. from Middlebury College in Vermont and M.S. as well as Ph.D. from the University of Utah. He currently team-teaches Welcome to Thinking III with Associate Professor Julie Stewart.

In college, Costa said he tried to keep up all of his hobbies while also pursuing neuroscience, which meant he often felt overwhelmed. However, he said he also being able to pursue all of his passions fulfilled him.

“Each of those activities will present different demands and different challenges to balance with work,” Costa said. “The important thing, I think, is that there is an outlet—creative, physical, or both—to find happiness, restoration, and refreshment outside of work.”

While going to school, Costa said he used to go skiing or climbing for a full weekend. Now as a professor, he said he must fit a trip to the mountains and work on a paper all in the same day. He said this method requires careful time management skills, and he said one must fully commit to the task at hand to leave time for other activities, whether they be work or play.

Costa said his method for combining his work and hobbies may not work for everyone and encourages others to not be afraid of making mistakes when discovering how to manage a busy college schedule.

“Everyone has different passions,” Costa said. “I fell in love with the mountains and find balance there. But for others, that balance could be through art, music, or yoga.”
When we look at this question, my instinct is to say the expected—we would be true to ourselves. However, in order to understand what that means, I would argue that we need to be true to each other.

One of my favorite philosophers of all time is Martin Buber. For Buber, human beings exist between two poles, the I-it and the I-Thou. In the first relation, we interact with those around us as things, as “it.” We fragment, reduce, and objectify each other. In contrast, in the I-Thou relationship, we see someone else as a human being whose worth and dignity is on par with our own.

Buber goes a step further with the simple, yet beautiful, idea that “the Thou has no borders.” To me, this means that when we recognize a person as human, we do not just see ourselves in them—something we fear doing if we see them as flawed—but we also invite them to see ourselves. We are so open that we allow ourselves to be affected in ways that make us inescapably vulnerable.

When we fear self-expression, we fear allowing a person to become part of ourselves. We protect ourselves by limiting what we will give to each other. We do this with good reason. We may want to see someone as a “Thou,” but they could continue seeing us as an “It.”

Many of us withhold who we are because when others already see us as less than human due to who we are, they will react in ways that perfectly warrant our fear. Yet, if we knew that expressing ourselves meant being accepted, then we would encounter each other authentically. We would allow the other person to become part of us while we become part of them. We would put who we are in the hands of another.

According to a recent study conducted by Dr. Brenè Brown of the University of Houston, empathetic connection is one of the most important parts of building a community. Dr. Brown furthers this point by saying that vulnerability is the only way to create this type of connection. Through this connectedness, I think all aspects of our systems—including government—would be more responsible for their communities through self-expression.

A lot of ugly things can come out during true self-expression, and so I am hesitant to say that a completely expressive society would be a utopia, but I recognize the importance of being vulnerable and demonstrating true self-expression through a positive medium. Therefore, I believe that art is truly the place for self-expression, and that through emphasizing the value of artistic creation, we can become more vulnerable and empathetic as a society.

I believe then that ideally a society without fear of self-expression would be willing to show emotional vulnerability for interconnectedness. People would feel free to voice their emotions and insecurities in their daily lives, making them more receptive to and supported by the individuals around them.

This ideal, however, cannot occur without the support of a community that is accepting and supportive of those with mental illnesses. For people to feel safe being vulnerable, the community itself has to value that vulnerability.

In recent years, the conversation around mental health has become much more inclusive. However, I feel that the discussion is lacking when it comes to community-building and acceptance of vulnerability as a part of the healing process for those suffering from mental illnesses. It is of great importance that each individual reflects on what mental health and vulnerability mean to them and that we work together to promote empathy in a way that does not diminish individuality.

“What would a society without fear of self-expression look like?"

"I believe that art is truly the place for self-expression, and that through emphasizing the value of artistic creation, we can become more vulnerable and empathetic as a society."

“Let’s Get Your Perspective”

Ember Bradbury  
Student perspective

Kara Barnette  
Professor perspective

"When we recognize a person as human, we do not just see ourselves in them—something we fear doing if we see them as flawed—but we also invite them to see ourselves."

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"I believe that art is truly the place for self-expression, and that through emphasizing the value of artistic creation, we can become more vulnerable and empathetic as a society."
Tiana Smith’s (’07) debut novel, *Match Me if You Can*, will be published by Macmillan Publishers in January.

Marie Robinson (’08) completed her Ph.D. in education at the University of California, Riverside and was given the honor of delivering the commencement speech at the hooding ceremony.

Jenn Waterhouse (’09) is the grants and communications coordinator for the Salt Lake County Zoo, Arts, & Parks (ZAP) program.

Paula Porter (’10) and Chert Griffith (’09) welcomed a second child, William Porter Griffith, into their family this fall.

Cooper Henderson (’11) has started the master of business administration program at the Tuck School of Business at Dartmouth College.

Cassidy Jones (’11) is now the administrative, outreach and engagement coordinator at the National Parks Conservation Association (NPCA).

Christian Felt (’12) won the John Simmons Short Fiction Award for his book *The Lightning Jar* and gave a reading on campus this fall.

Andy Larsen (’12) was hired this July by the *Salt Lake Tribune* as a full-time Utah Jazz beat writer.

Allie Roach (’12) started the master’s program in pharmaceutical bioengineering at the University of Washington.

Yvonne Clark’s (’13) co-authored article, “Structurating Expanded Genetic Carrier Screening: A Longitudinal Analysis of Online News Coverage,” was published in the May 2018 issue of the *Journal of Health Communication*.

Daniel Burroughs (’14) started his master’s work in the Graduate School of Mechanical Engineering at the University of Utah.

Nicole Holbrook (’14) graduated with her law degree from Boston University, received the Community Service Award at graduation, and will remain in Massachusetts working for the Mental Health Legal Advisors Committee.

Willy Palomo (’15) completed his graduate work at Indiana University and was just hired as the coordinator for Southern Utah University’s Center for Diversity and Inclusion.

Greg Yerkes (’15) has started a two-year commitment with the Peace Corps in Benin.

Hannah Williams (’16) started the master’s in nonprofit management program at Columbia University.

Tim Lindgren (’17) started law school at the University of Melbourne and led a session on law and resistance for the Oxford Human Rights Consortium at the United Nations, where he was joined by Jessica Taghvaiee (’19), Rebecca Blanton (’21), and Honors faculty member Connie Etter.

Jake Smith (’17) was promoted to creative director at RizePoint, a producer of quality management software.

Carissa Uresk (’17) started graduate studies at Brigham Young University Law School.

Max Black (’18) started the master of statistics program at the University of Utah.

Carissa Christensen (’18) works full time in Grand Junction, Colorado at STRiVE as an early intervention coordinator for children with developmental disabilities and their families.

Alex Martin (’18) began medical school at the University of Washington.

Mariah McCoy (’18) started graduate school at the University of York studying environmental studies.

Nicole McKenna (’18) started a master’s program in criminology and criminal justice at Arizona State University.

Taylor Stevens (’18) has been hired full-time as a staff reporter for the *Salt Lake Tribune*.

Kate Tsourmas (’18) is a novel non-opioid pain treatment research assistant at the University of Utah’s Oliva Lab.

Garret Wilcox (’18) began two years of service in the Peace Corps teaching math in Namibia.

Maggie Fischer (’19) completed an internship with Goldman Sachs and has accepted a full-time job offer with the corporation.

Calen Smith (’19) won the spring 2018 Adam Smith Award, which recognizes the best student in the Principia Program at the University of Glasgow, and one of his essays appears in the most recent issue of UReCA, the national undergraduate journal of the National Collegiate Honors Council.

Stephanie Held (’19) is Editor-in-Chief of *The Forum*, Westminster College’s student news organization.

Carolyn Janecek (’19) won a $2000 Alfred H. Nolle Scholarship from Alpha Chi National College Honor Society.

Jessica Taghvaiee (’19) was selected as a Randy Horichi Political Intern to work with the Utah Democratic Party.

Sarah Turner (’19) was awarded an Honors College summer research grant.

Michael Greenwald (’20) is a co-author a published article “Mobile Software as a Medical Device (SaMD) for the Treatment of Epilepsy: Development of Digital Therapeutics Comprising Behavioral and Music-based Interventions for Neurological Disorders.”

Samm Hernandez (’20) is an orientation program assistant for New Student Orientation at Westminster.

Shay Hudson (’20) performed with Westminster Slam at LoveLoud Music Festival in July.

Grace Padilla (’20), a McNair Scholar, started her third year as one of 40 ambassadors for the National Childhood Cancer Society.

Sharon Sauer (’20) completed a summer internship in the Boise office of U.S. Senator Mike Crapo (R-ID).

Emma Thompson (’20) returned from a six-week summer internship in Novafeltria, Italy, where she worked as a touring stage manager for the opera company La Musica Lirica.

Marina McTee (’21) is the managing editor of Westminster’s student news organization, *The Forum*.

Miriam Miller (’22) and Grace Padilla (’20) are working on starting a chapter of Nu Rho Psi, a national neuroscience honor society, at Westminster.

Honors College students make up over 50% of Westminster’s current presidential ambassador class, which includes Lia Baez (’19), Marley Dominguez (’21), Rebekah Ford (’21), Diana Khosrovi (’20), Grayson Massey (’19), Katy Molinari (’20), and Nicole Rodriguez (’20).

Did you do something notable? We want to know! Email your news and notes to Richard at rbadenhausen@westminstercollege.edu.
Questions for Student Honors Council

Question 1: How do you eat healthily with so little time for cooking?
Calen Smith (President)
— I take time on the weekends to meal prep. This helps me financially budget but also be prepared for a busy week. I also make sure to not buy unhealthy groceries.

Sharon Sauer (Vice President)
— I live off campus, so it is essential that I cook for myself. I save time by meal prepping on Sundays. I also use a Crock-Pot. It saves a ton of time since it cooks while I’m in class.

DJ Matthews (Treasurer)
— Simple—I don’t eat healthy, but one day I’ll get there.

Question 2: Why does exercise matter for students and how do you fit it into your schedule?
Cam Welch (Historian)
— Exercise in all forms is extremely important for students because it creates balance and positive, strengthening habits. Even setting up ten minutes before bed or after waking up to do some aligning and strengthening can go a long way in trying to be a more mobile, healthy person.

Tiffany Taghvaiee (Secretary)
— College can be a place where many students become stressed and consume unhealthy foods. During my week, I try my best to set aside 30 minutes each day to exercise whether that be taking a walk or doing Zumba. Both activities are fun and help me de-stress from school and be healthy.

Question 3: How do you de-stress after a long day of writing prompts?
Katy Molinari (Associate)
— Because I usually spend ridiculous amounts of time on prompts, I don’t have time to do everyday chores. So after finishing a prompt, I like to clean my room, do my laundry and other things like that to bring back some order to my life.

How is civic engagement tied to community health, wellness?

BY KATE PASCO & MAGGIE REGIER

Civic engagement entails individuals learning about and taking action on issues in their communities to promote public wellbeing. Through awareness of and response to social issues, civically engaged citizens foster empathetic and genuine relationships with their peers.

Successful civic engagement actions build on one’s pre-existing strengths and knowledge to improve a society’s overall wellness. It provides a space for members of a community to voice their needs to bring them to attention and fruition.

The Honors College, recognizing the importance of social awareness and change, has partnered with the Dumke Center for Civic Engagement to promote these efforts within the Honors community. Through its emphasis on human connection, civic engagement promotes strong communities despite disagreements and polarity.

Participating in active citizenship causes not only the empowerment of communities but also growth at the personal level. Learning about diverse communities and advocating against challenges they face allows individuals to expand their worldviews and engage with people of different backgrounds. It is a way to collect stories and humanize the issues and oppression students read about in the classroom. Civic engagement takes the learning beyond the literature and towards substantive action.
Note from the Editors

We chose health and wellness as the theme for this issue of Honorable Mention because balance is vital not only in life but also in college. While college provides students an opportunity to dig into academics, it also gives a chance to develop life skills like taking care of the body and the mind. Often times the best way to learn skills to improve your own wellbeing is to look to others. This issue was designed with the intention of highlighting how Honor’s students find their wellness. Health and wellness require intentionality, prioritization, and commitment—skills that allow one to live passionately and sustainably. *HM.*

In Memoriam

The Honors College community lost the following individuals during the past year: current students Jonathan Jones (‘19) and Jon Carrillo (‘21); and alumni Selina Foster (‘17) and Chris Short (‘08). They will be remembered by their peers long after their experiences at Westminster College.