THE COLLEGE WELCOMES
MARY AND JOHN LITRELL,
PARTNERS IN MARRIAGE,
EDUCATION, AND
GLOBAL TRAVEL

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At over six feet tall, April Mason, the new dean for the College of Applied Human Sciences has a striking presence. But one of the first things you learn about Mason, is that her sense of humor is one of her outstanding traits, and she has a knack for putting people immediately at ease. April points out that she had large shoes to fill when she took over from the diminutive former Dean Nancy Hartley, who retired after ten years at the helm of the College. “But only in a figurative sense!”

Mason is adjusting to her new role as dean, after spending the last 27 years at Purdue University in West Lafayette, Indiana, where she began in 1977 as a graduate student in botany. The focus of her work was characterizing proteins in high-lysine corn. That's what got her interested in nutrition, which led to her Ph.D. in that area, a faculty position, and ultimately to her role as associate dean for discovery and engagement. Mason was recently recognized for her achievements with the Purdue School of Agriculture Distinguished Agricultural Alumni Award.

One thread that is readily identifiable in Mason's career is helping those in need. Her career in Cooperative Extension, coupled with her research in the area of increasing nutritional quality in food products, are indicators of her commitment to improving lives. “When a large proportion of our world’s population depends on plant products for the majority of their diet, it is critical to know how available nutrients like iron, zinc and B vitamins are from those foods.”

Mason has done work in many areas of the world including Indonesia and Costa Rica. In Costa Rica, a USAID grant allowed her to focus on increasing the mineral availability in black beans to improve health. Mason has also developed curriculum for extension and looked at how to measure the level of food insecurity in food stamp recipients through the Food Stamp Nutrition Education Program in Indiana. “We produced a video as part of a project on food insecurity, and just listening to people speak about the inability to feed their families would bring tears to my eyes. I'm proud that my faculty colleagues in the Department of Food Science and Human Nutrition here at Colorado State are doing similar work.”

Mason has spent a large part of her youth growing up in Rome, Italy, where her father was the sales manager for Firestone Europa. She speaks Italian, and goes back as often as she can. Her upbringing has certainly helped shape her love of travel and her appreciation for diversity.

Mason’s parents firmly believed in the value of education and instilled...
When construction management Professor Mostafa Khattab was attending university in Egypt, his friends knew that teaching was his passion. Before exams, Khattab studied hard, then gathered his friends and helped prepare them. He did this because he loved to teach and learn from others. The only way he could get a teaching assignment in Egypt was to graduate first in his class. That was his goal.

In his senior year, Khattab became ill and missed classes for the first time. The teacher’s policy in one course was to assign only one A. Each day, classmates took notes, brought them to Khattab, and reviewed them with him. They wanted so much for him to succeed that they met with their teacher and said, “If you’re going to assign an A to anyone, it should go to Mostafa.”

Khattab knew nothing about this. When he went to take his final oral exam, his teacher told him, “I’ve been in education for over 25 years, and I have never seen students give a grade away to somebody else. Your friends have done that for you. I’m not going to ask you questions. I’m giving you the A, just because of that.”

Khattab graduated first in his class and became a teacher.

Sitting in his living room with his wife, Hoda, Khattab relates this story, then asks, “Who would do that for you, unless they were members of your family, people who really cared enough about you to make a difference like that? My friends did that because they’re loving and compassionate. They believed it was the right thing to do. And that’s why I’m going back.”

Khattab will make several trips to Egypt in the next two years to build upon a partnership he initiated between Colorado State University and Helwan University in Cairo. The mission: to develop a multi-cultural, multidisciplinary online course in construction project management for students at both universities.

Support systems critical to Khattab’s success

Mostafa Khattab is a firm believer in support systems and mentoring, which are prevalent in the Egyptian culture in which he was raised. He says it’s because of his wife, Hoda, that he is able to teach, conduct research and outreach, engage in a cross-cultural partnership with colleagues in Egypt, participate in family activities, and serve as president of the Associated Schools of Construction.

“I’ve been able to do what I do, because of Hoda,” says Khattab. “Her impact on our family has been great. She has stayed home and mentored our sons, and we now have three boys we’re proud of and who know where they’re going. They are passionate, caring, understand the value of family and hard work. Thanks to Hoda, I know my family is okay and that we have a support system.”

In 1983 a USAID grant brought Khattab to the United States. Knowing specifically what he needed to learn so he could give back and make a difference in Egypt, he earned his Ph.D. in industrial engineering at the University of Nebraska-Lincoln, then taught there for 13 years. In 2002, he accepted a position at Colorado State.

Last fall, Khattab received another USAID grant, this time to develop the Egypt partnership and online course, which will require students in both countries to work on actual construction projects. The long-term vision is to empower Egyptian faculty to work with public and private sector partners to develop a self-sustaining residential community using available, renewable resources, thereby contributing to Egypt’s revitalization and economic development.

Khattab says the Egypt project is a way for him to contribute to the people and culture that gave him so much. Giving back, he says, is the dues we pay for our space on earth.

“If you touch somebody’s life, your life becomes much more. But doing that means opening ourselves up, going beyond the boundaries that contain our love, care, and compassion to our families and country. Why stop our loving and caring there? Why not extend our love beyond those boundaries, so we can love other people and other countries? I think we can do that.”

“Giving back is the dues we pay for our space on earth.”
– Mostafa Khattab
Cathy Schelly knew as a teen that she wanted to work with people and help them participate fully in their communities, in spite of a disability, illness, or other challenge they had in their lives. “I didn’t know what that position would be,” says Schelly. “I just knew it was something I could be passionate about.”

In the 1970s, Schelly worked as a parent-education coordinator at the Volunteers Clearing House in Fort Collins. She worked closely with non-English-speaking women in particular, many of whom had low income, disability, language, and other barriers and weren’t getting the community support they needed. Schelly got to know her clientele, then served as a community liaison and developed programs to meet their needs. She knew then her career focus would be working with people who have challenges to help them fully access the community.

Today Schelly is director of the Center for Community Participation, where she and other occupational therapy faculty, professional staff, and graduate students work with youth and adults with disabilities as they take on jobs in the community. Participants work with the center to identify their ideal work situation and the supports they’ll need to live as independently as possible and be reconnected with their community.

Center staff also work closely with school districts across the Front Range, consulting with teachers, professionals, families, and students who have sustained a brain injury, to insure that children and youth with brain injury are receiving the necessary adaptations, accommodations, and support to be successful in school, at home, and in the community. Part of that support is overcoming barriers.

Four years ago, Schelly received U.S. Department of Education funding to implement Recreation Works. This innovative project links occupational therapy faculty and students with the City of Fort Collins’ Adaptive Recreation Opportunities program to enhance and expand inclusive recreation services and access for people with disabilities.

“The whole idea behind Recreation Works and the Center for Community Participation’s partnership with the City of Fort Collins,” says Schelly, “is to build in supports for children, youth, and adults with disabilities, so they can succeed in their life activities and also participate in recreational programs to make friends, participate in their community, and stay healthy.

“The occupational therapy focus with Recreation Works is on identifying adaptations and accommodations that people with disabilities might need, so they can recreate successfully,” Shelly continues. “OT students benefit from experiential education while also supporting the needs of people with disabilities in our community.”

On Cathy Schelly and the success of Recreation Works

“Cathy’s a visionary,” says Renee Lee, therapeutic recreational coordinator for the City of Fort Collins. “She knows all these different players and organizations and sees how connecting them can make a big difference in people’s lives.”

Lee is the liaison between the Center for Community Participation and Fort Collins’ recreation division. Since Recreation Works began in 2002, enrollment in the city’s Adaptive Recreation Opportunities program has risen by 79 percent, says Lee, thanks to a much larger volunteer base comprised mostly of Colorado State students.

Participation in unified sports, in which people with and without disabilities play together on softball, basketball, soccer and other sports teams, has grown by 48 percent. Besides interacting and learning together, participants develop lasting friendships. “There’s a greater feeling of belonging,” says Lee. “A lot of networking goes on, too, when players learn firsthand how capable their teammates are.”

Perfect Fit continued page 15
In addition to her social work teaching, research, and outreach activities, Debo-rah Valentine is also Editor-in-Chief of the *Journal of Social Work Education*, one of the profession’s most highly regarded journals. Reflecting on several aspects of her personal and profession-al life, Valentine offered the following:

**On her work:**

“I learn something new every day, about social work, collaboration, and teambuilding. I also gain satisfaction from knowing that in some small way I’m helping students and researchers improve the quality of life for Colorado citizens.”

**Her vision for the Social Work Research Center:**

“I see us being the primary provider of research-informed practice in the state, that we will be positioned to help agencies and practitioners choose the most effective, research-supported interven-tions.”

**Outside of work:**

“I like to snowshoe, read murder mys-teries, hike, enjoy my family. I’m from Chicago, but I love the mountains, and I’m so happy here.”

Slogan buttons posted on Debo-rah Valentine’s office door testify to her passion for her career. A star-shaped badge reads: “Change Agent.” Other buttons advocate: “Solve It With a Social Worker” and “Make Children a Priority.”

Deeply affected by the civil rights movement while growing up in Chi-cago, Valentine says she was drawn to social work because of its focus on human rights and social and economic justice for all people. One of her key interests is helping adults with dis-abilities, women in particular, whom she considers to be vulnerable and discriminated against. To better this situation, Valentine has worked with women with disabilities to teach them safety skills and help them understand their rights in society and how to as-sert themselves to attain those rights.

A practitioner at first, Valentine entered higher education because she wanted to teach and contribute to social work knowledge. A mentor who encouraged Valentine to pursue her Ph.D. started her on that path. In 1996-97 she was named University of South Carolina Social Work Educator of the Year.

Valentine came to Colorado State in 2002 to teach classes and direct the School of Social Work. Last August she also became interim director of the college’s new Social Work Research Center. The center’s core mission is to evaluate the effectiveness of social work interventions by partnering with social work practitioners.

“What’s unique and valuable about the center is that we’re doing social work research with the people who are practicing it,” says Valentine.

Colorado county direc-tors of Human Services, for example, told Valentine and her colleag ues that, to improve the agency’s services, they needed to know more about the effectiveness of kinship care. Kinship care involves removing abused or neglected children from their legal homes and placing them with other relatives instead of in foster homes or residential treatment.

“There’s quite a bit of controversy about kinship care,” notes Valentine. “There’s a belief that the apple doesn’t fall far from the tree and that kinship care removes a child from one dysfunctional family member and places her with another family member who also may be dysfunctional.” On the other hand, kinship care offers practical advantages, such as allowing children to remain in their schools and com-munities and stay connected to family members who are positive influences in their lives, she adds.

Until now, little research is avail-able that determines if the outcomes of kinship care are better than those of foster care. By answering that ques-tion, the Social Work Research Center will provide data that will inform social work practice. “When we present our results, the county directors will be able to say, ‘This is the direction our practice should go,’” says Valentine.

Four graduate assistants are participating in the center’s research projects, learning research skills and interacting with practitioners through-out the day. They also will help dis-seminate the research results directly to the practice partners and to a larger audience through local, regional, and national presentations and publica-tions.

“The other people who ultimately benefit from the Social Work Research Center’s activities are the individuals, families, organizations, and communi-ties receiving social work services,” says Valentine.
On clear, sunny days in Fort Collins, epidemiologist Tracy Nelson can gaze out her office window above her desk and see Longs Peak in the distance, fitting, since this Colorado native has a great love for the outdoors. Her office is located in the newly remodeled Department of Health and Exercise Science, in Moby B Complex, attached to Moby Arena, on the western edge of the Colorado State campus. Nelson’s lifestyle, which includes “being outside as much as possible, hiking, snow shoeing, cycling, skiing,” contributes to the healthy glow that she radiates. A gifted researcher, Nelson is dedicated to solving the riddles behind some of society’s most troubling health issues, especially identifying the risk factors for coronary heart disease.

After graduating from Colorado State University with a B.S. in sports medicine, Nelson left to earn her master’s at the University of Northern Colorado and then her Ph.D. in Biobehavioral Health at Penn State, followed by a year of post-doctoral training in cardiovascular epidemiology at the University of North Carolina before joining the faculty at CSU. You definitely get the sense that Nelson is right back where she belongs. “This has been an opportunity of a lifetime, to return to Colorado. It’s amazing to be working with the inspirational professors I had as a student, who are now my colleagues.”

Although a young professor, Nelson already has a distinguished research record. She is in the third year of a prestigious five year mentored scientist award from the National Institutes of Health. Her grant is to examine data taken from Hispanics and Whites in the San Luis Valley, and to consider the effects of differing genes and environments on the development of obesity and diabetes. “As an epidemiologist, I study large populations to try and discover risk factors for disease. We look at factors such as age, race, and geographic distribution. This particular group of people has been followed since the 1980s – they were asked to record personal information, including their diets. We hope to learn more about how the environment and genes interact to cause chronic disease.”

“Epidemiology is a fascinating field, because of the tremendous advances in gene research. Before that, epidemiologists would focus on data measured from twin and family studies, but the focus now is to look at the genes themselves. There are certain genes that can increase your risk for a variety of problems. But one gene may have 30 different changes in it, and not only do those genes interact with the environment, but they also interact with other genes. So it’s incredibly complex. Right now, we are looking at how people respond to different interventions, such as

Heart continued on page 11
As a psychology major in college, Zeynep Biringen never foresaw one day being asked by Court TV, “Do you think Scott Peterson was emotionally detached from his parents, and therefore, could not feel for his wife and unborn child?” Nor did she imagine being the expert whom media would consult to address similar questions about the criminal behavior of Osama bin Laden.

Biringen, who was born in Turkey and raised mainly in the United States, says attachment researcher Mary Main sparked her interest in the critical role parent-child attachment plays in developing socially and emotionally healthy children. Biringen studied under Main while pursuing her Ph.D. at the University of California-Berkeley.

Today Biringen, an associate professor in human development and family studies, is the foremost researcher on emotional availability in parent-child relationships.

“Children whose parents are emotionally available are more secure and grow up to lead emotionally intelligent lives,” says Biringen. They highly regard the emotional needs of others, are more attentive in school, seem to relate better with their teachers, are less aggressive, and are less likely to be targets of aggression from other children.

In her book, *Raising a Secure Child* (Penguin Putnam, The Berkeley Publishing Group, 2004), Biringen teaches parents how they can create strong emotional connections with their children. Using Emotional Availability Scales (Biringen, Robinson and Emde, 1998), parents learn to read their baby’s signals and assess the quality of their emotional connections with their baby and the baby’s level of security.

“As parents we need to learn to read our children’s emotional cues beginning in their infancy, when they don’t talk to us about how they feel,” says Biringen. “The seeds of sociopathic behavior, such as Scott Peterson’s, are there very, very early, even during the baby years.”

Biringen’s latest study, Project Secure Child in Child Care, focuses on developing emotional availability in child care providers, which likely will lead to babies feeling more secure, says Biringen. “There’s evidence that the more secure attachments a baby has in his or her environment, the better off the baby is,” she adds.

Biringen and her project team are working with infant and toddler child care centers in Larimer County, with babies who are receiving outside care for at least 20 hours a week. The study includes a pre-assessment of the caregivers’ and babies’ emotional availability and the babies’ attachment security. Participants will then receive training at CSU to learn what secure emotional attachment looks like and how babies signal if they’re feeling secure. The research team will reinforce the training with interactive coaching at the child care centers. Later they’ll reassess the same emotional availability and attachment security factors assessed before the training to determine if the intervention made a difference. A control group is also included in the project.

Despite the demands of teaching, research, presentations, and serving as interim department head, Biringen consciously makes time to hike, read, travel, and otherwise be physically and emotionally available for her 11-year-old daughter, Erin, who helped her come up with the title for her book. Zeynep is married to Sedat Biringen, also from Turkey, who is an aerospace engineering professor at the University of Colorado.

Who will benefit from Project Secure Child

Funded by grants from the Bohemian and Temple Hoyne Buell Foundations, Project Secure Child in Child Care will have widespread benefits, says Biringen, including potential payoffs to foundations, child care providers, babies, and parents.

“By investing in the professional development of childcare providers, foundations will be enhancing the development of and perceptions about the profession. We think the training will open up a greater interest and enthusiasm for the profession itself.”
Dana Castoro was just a few credits away from a degree in American studies when she took a break from CSU for the birth of her first child. After staying home for several years with her two young daughters, Castoro returned to Colorado State, but with a new focus. She chose interior design with a minor in construction management, which combined with her American studies major, will allow her to graduate with two degrees. She hopes for an exciting career in Design-Build, the integration of architectural design and construction.

Castoro was the recent winner of the prestigious Dora Brahms Award given by the American Society of Interior Designers (ASID), for her lighting proposal in the restoration project of a historic home in Pine Bluff, Arkansas. “The Dr. John Walter Parker, Sr. house is in the heart of a traditionally African-American community less than 50 miles away from the infamous Little Rock Central High School. Four generations of Parkers have left their mark upon the town,” says Castoro. As the wife of Dr. Parker’s great-grandson, Castoro has a personal connection to the building that she hopes will become a memorial to the life of a noteworthy African American son of slaves who put himself through school at the turn of the century to become a dentist.

At an early age, Dr. Parker had come to understand the value of an education to a free man. In pursuit of that dream, Parker worked as a dining car waiter on the United States Passenger Rail Service to pay for his education at Fisk University and his dental degree at Tufts College.

Castoro has had her own personal adversity to overcome. Her younger daughter, Asha, was diagnosed with leukemia and underwent chemotherapy while Castoro was working on her grant proposal. Asha is in remission and for now the family, Dana, her husband Chris, and their two daughters Anija (6) and Asha (5), are counting their blessings. “Having a child with a serious illness really changes your perspective on things.” Castoro plans to spend some time this summer with electricians in Little Rock getting a hands-on education in electrical wiring. She will consult with the Parker family on whether the project will have a restoration or a rehabilitation focus.

By speaking to her mother-in-law about the house, and by doing research, Castoro learned much about African-American history. “The Parkers were a very well-known family – they hosted several important civil rights leaders at the house, because at that time, African-Americans were barred from attending Little Rock’s Central High School.”

Relighting History on page 15
A colorful array of expertly woven textiles festoon the office walls, and in the living room, symmetrical rows of wooden and coconut shell masks greet visitors. In many ways, the craft collections beautifying Mary and John Littrell’s home represent the couple’s interests and life work.

“Often, I’ve been given things,” says Mary, referring to the textiles and her work with artisans in Africa, Central Asia, India, and Latin America. “A lot of the artisans I interact with are the best in their country,” to which John adds, “That’s one thing we’re both fascinated with – excellence.”

Mary, head of the Department of Design and Merchandising, is an international authority on artisan enterprise and global fair trade, and John, a professor in the School of Education, is a renowned expert on brief counseling. His fondness for folk art blossomed when he began traveling, alone and with Mary, to learn about and work with people from other cultures. John’s Fulbright Professorship took their entire family to Malaysia for a year of intense cultural immersion and work.

The couple moved to Colorado last August to assume their new positions in the College of Applied Human Sciences.

Formerly a Distinguished Professor in Iowa State University’s Department of Textiles and Clothing, Mary is widely recognized for her work with artisans and her contributions to global fair trade practices that are socially responsible and economically viable. With friend and colleague Marsha Dickson, Mary co-authored *Social Responsibility in the Global Market: Fair Trade of Cultural Products* (Sage Publications, 1999). The book is considered to be the bible on alternative trade and social responsibility.

“We wanted to illuminate the fair trade system and how it works,” Mary explains. “We looked at how businesses could focus on paying people as much as possible and treating them well. When workers are treated this way – fairly – they have an enhanced quality of life.”

The two researchers studied successful fair trade business models to show others examples of non-exploitive and humanizing ways to conduct businesses that foster employment, cultural integrity, and business sustainability.

In 2002, Mary and Marsha traveled to Mumbai, India, to interview textile artisans associated with the fair trade organization, MarketPlace: Handwork of India. They were interested in determining the cultural, social, and economic outcomes brought about by fair trade practices. During that visit, Mary met with a women’s group who...
told her about a health education program they’d developed and promoted within their community. Mary also learned that the men had followed suit by establishing their own group to address community issues. The first issue the men tackled was changing their abusive behavior toward their wives.

John accompanied Mary the following year, looking forward to meeting with the men’s group. Once there, he learned that the men had opened up their group to women and had already addressed the abuse issue. “I’d never heard of a men’s group inviting women to join, and I was totally fascinated by that,” says John. “They’d figured out that if they wanted to know about abuse, they should probably get a woman’s perspective. By the time I got there, they had moved on to AIDS awareness.”

The experience helped John better understand Mary’s work, while also providing him with new ideas to explore in his group-related work and curriculum development.

In the mid-1980s, John became interested in a solution-based form of therapy called brief counseling. He was fascinated with the idea of focusing on people’s strengths and what works in their lives rather than what doesn’t work. John’s brief counseling research and practice led to the publication of *Brief Counseling in Action* (Norton, 1998), more than 40 articles and book chapters, a video series, and the presentation of numerous national and international brief counseling workshops.

To illustrate how brief counseling works, John uses the example of a client who wanted to exercise more and who intended to do this by walking during the noon hour. But at noon, she was often embroiled in conversations with co-workers and didn’t get out to walk. “She was puzzled by this and told me she really wanted to change but wasn’t getting the job done,” John explains.

One of the aims of brief counseling is to interrupt a behavior that’s not useful and develop new options, so John asked his client, “When is it that, regardless of anything else that happens, you do walk?” She responded, “When I put on my walking shoes.” The solution then became apparent. Instead of trying to meet the larger goal of adhering to a new exercise program, she decided to simply put on her walking shoes every day at noon. “That action put into effect a chain of events that led to a new behavior,” says John.

Outside of professional activities, John enjoys writing short-story murder mysteries involving famous counselors and therapists, and Mary likes to cook international cuisine. Together, they enjoy hiking and walking, which they find to be an ideal way to see a country.

“When you walk through farm fields and talk with the people about their daily lives, it’s a very different experience than whizzing by in a car,” says Mary. “We both really like to get immersed in cultures as opposed to just sightseeing,” John adds. This summer, the couple will participate in a walking trip across England.

**Integrating brief counseling into the curriculum**

Before coming to Colorado State, John Littrell was a professor in Iowa State University’s Department of Educational Leadership and Policy Studies, where he coordinated the counselor education program.

Now a faculty member and chair of the School of Education’s Counseling and Career Development program, John is incorporating brief counseling strategies in the program’s curriculum. This semester he’s teaching a career counseling class to which he’s added a brief counseling component. Says John, “Brief counseling is a good fit with career counseling, which focuses primarily on what works in people’s lives. Career counselors don’t ask, ‘What are you not good at? Where do you have a problem?’ They focus on the individual’s strengths. So I’m adding elements of brief counseling into how students structure the career counseling interview process.”

John is also teaching a practicum course in which students who have previously learned and practiced basic listening and responding skills with their classmates are working in the program’s counseling lab to provide counseling services to people from the community.
Back in the spring of 1987, as I was preparing to graduate with my Construction Management (CM) degree, I never gave a second thought to how valuable it would become. First and foremost in my mind was getting my commission as an Air Force officer and embarking on a new adventure as an ICBM operations crew member.

Fast forward five years to the end of my time on the missile crew. The cold war was over, we had just won the first Gulf War and the missile business was beginning to draw down, and with it, the number of officers needed. All of a sudden, I was looking for a job. After a couple of phone calls from a senior officer and a waiver by the assignments people, I was admitted to the Civil Engineering (CE) career field.

In today’s Air Force, engineering work is mostly design review and construction management. These two activities require a basic understanding of engineering principles and a MAJOR understanding of management and communication skills, both of which are provided with a CM degree.

Probably the biggest advantage I had with my CM background has been to be able to put engineer-speak into plain English. Most of the Air Force leadership I have dealt with, many of whom have been base commanders and Generals, don’t know the first thing about engineering – it’s all magic to them that just gets done somehow. Being able to adequately explain engineering issues to the uninitiated, without talking down to them, has probably been my most valuable skill over the past 12 years. Things like design flaws, unforeseen site conditions, and substandard materials just sound like excuses to a senior officer, unless you can put it in their language and make them understand.

Over the years, I’ve had a lot of different jobs, in a lot of different places and been pretty successful at leading people in challenging situations. The majority of the folks who have worked for me have been civil engineering craftsmen; enlisted troops whose skills include carpenters, plumbers, electricians, power production, surveyors/draftsmen, and heavy equipment operators. The CM major has hands-on education in all of these areas, and that has served me well. From humanitarian work at mudslide and earthquake areas in Italy, to managing all the base infrastructure at locations in Kuwait and the United Arab Emirates to my current project of permanently repairing a major runway in Iraq, my basic understanding of all the construction disciplines has paid huge dividends for me.

In a deployed environment, the base leadership’s focus on engineering work is keen, because everything that we CE folks do impacts the entire base, especially during war time. All the communication and interpersonal skills I mentioned above come into play. For example, I was in the United Arab Emirates leading up to, and during the initial phases of Operation IRAQI FREEDOM. I got tasked to construct a storage and distribution system capable of handling three million gallons of jet fuel. The storage was the easy part; it was mostly dirt work associated with creating storage cells for 50,000 gallon fuel bladders. The distribution system was a different story.

We set out to design and build a $2,000,000 pipeline in less than two months. In oil producing country, this doesn’t sound like a big deal. But, we had to marry up local materials (all metric sized) with Air Force provided pumps and manifolds. Explaining the intricacies of tackling an engineering problem like this to a career pilot, in the simplest of terms, was a big challenge. The bottom line is that we got it done, and that pilot’s understanding of what we were faced with, kept me out of trouble when things went wrong. And, believe me, they did go wrong.

Even in a non-engineering related job, the tools I took away from CM have been a big benefit. The broad scope of my undergraduate education made it much easier for me to understand all the different players in the big game, and think outside the parameters of my civil engineer career field. My thought processes were not constrained by the narrowly focused educational background that an engineering or communications major might have.

I’ll wrap this up by saying don’t underestimate the value of the broad education that CM offers. It wasn’t until I had been in Civil Engineering for a few years that I realized what I gem I had in my hand.
that in their five children. “I have four siblings, two brothers and two sisters, all older. My parents did a wonderful job raising us. They placed such value on education. We all went to college, and three of us went on to earn Ph.D.’s.” As a tribute to their parents, Mason and her siblings have established a memorial endowment in their names which will fund a scholarship for a student in the College. Mason recalls when she was a little girl, her mother returning to college to complete her degree, which she had started before getting married. Her mother went on to teach for several years before the family left for Italy. “The scholarship is a tribute to my mother especially,” says Mason, “…her determination to finish her degree was inspirational.”

Mason is looking forward to the challenges and opportunities of leading such a large and diverse College. She is settling in, putting her management team in place, and building on the work of former dean Nancy Hartley. “I know we will be successful in educating the next generation of human science professionals, contributing to the research knowledge of our disciplines, and reaching the communities of our state and nation with important outreach programs. We are addressing the issues of families and individuals so critical to improving the quality of life today. I wouldn’t be the dean of this College if I didn’t firmly and passionately believe the work done in the College could make a difference.” One thing is clear, whoever eventually follows in April Mason’s footsteps will have big shoes to fill, both literally and figuratively!

In early 2006, the Center for Community Participation will host a celebration to commemorate the center’s 20 years of applying university expertise to empower people with disabilities to more fully participate in their community.

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The new Occupational Therapy garden, designed to be used by people of all ages and abilities, will help students learn hands-on how gardening can be used by occupational therapists as a therapeutic activity.

taking a medication, or changing their diet.”

Such is the focus of Nelson’s current study, which is funded by the American Heart Association. She is recruiting overweight subjects to take a flax seed supplement, to determine whether the Omega 3 fatty acid contained in the plant is as effective as fish oil as a dietary supplement to reduce the risk for heart disease and improve cardiovascular health.

There is also an educational component to Nelson’s research. By taking part in the study, subjects are educated about exercise and nutrition and what they can do to improve their overall health. Nelson is a part of the Obesity Task Force in Fort Collins, a diverse group of health professionals brought together by the Poudre Valley Hospital Foundation to tackle what has become a national problem. Nelson is more than willing to lend her expertise. “We have a community focus, and are charged with reducing obesity by whatever means possible. I know all about the effect of obesity on heart health, and will do whatever I can to help reduce obesity in children and adults in Colorado.” Another reason we are fortunate to have Tracy Nelson back.
Diane Sparks, professor in the apparel design area, received the International Textile & Apparel Association (ITAA) award for Best Use of Historical Inspiration for a Design entitled Watery Fortuny. Additionally, merchandising faculty members Molly Eckman and Karen Hyllegard received the Sara Douglas Fellowship for International Study in Textiles & Apparel with a colleague Dr. Sema Sakarya, Department of International Trade, Boğaziçi University in Istanbul, Turkey.

Cheryl Asmus, director of the Family and Youth Institute, and Christine Cerbana-Whaley of Cooperative Extension received $750,000 from the Department of Health and Human Services over the next five years for a project that will develop an online baccalaureate degree in early childhood education with an emphasis on the needs of Hispanic families served by Head Start.

Art Campfield, professor in Food Science and Human Nutrition, received a $1,420,386 renewal of his National Institutes of Health Science Enrichment Program Award for Obesity and Diabetes Prevention through Science Enrichment. Program ENERGY’s long-term goal is to reduce the rate of obesity and type 2 diabetes in elementary school students by teaching and reinforcing healthy behavior choices.

The head of the Department of Health and Exercise Science, Richard Gay Israel, has been appointed as president of The American College of Sports Medicine Foundation. Israel will lead ACSM’s fundraising and development programs.

Bruce Hall was named the Social Worker of the Year by the Colorado Chapter of the National Association of Social Workers.

Larry Grosse (pictured right), head of the Department of Construction Management, is the recipient of the 2005 Associated Schools of Construction Outstanding Educator Award. David Gunderson, faculty member in Construction Management, received the 2005 Associated Schools of Construction National Teaching Award.

Former dean of the College of Applied Human Sciences, Nancy Hartley, received the Meritorious Service Award from the University Council for Workforce and Human Resource Education at the annual convention of the Association for Career & Technical Education. Hartley was recognized for her more than 30 years of outstanding service to the field of education.

Jerry W. Gilley, professor in the School of Education is the president-elect of the Academy of Human Resource Development. Gilley serves as the program chair of organizational development in the School.

The Historic Costume and Textile Collection in the Department of Design and Merchandising received a donation of a collection of over 300 Japanese kimonos from Bill Maxson. Last year, Mr. Maxson lent kimonos from his collection for an exhibit in the Gustafson Gallery, which also featured student textile designs inspired by kimonos from the Maxson collection. The Maxson collection is unique as it was acquired over a 25 year period of time by Mary Lou Maxson, who was a scholar of Japanese textiles. Many of the kimonos were created from textiles that were hand-printed and/or woven. This collection will be used by students and faculty in the Department of Design and Merchandising as inspiration for new textile and garment designs. There will be a large exhibition of kimonos from the Maxson collection next fall in the Curfman Gallery in the Lory Student Center. This exhibition will open on October 27 and continue until December 16, 2005.
In Memory

Professor Emeritus James M. Kincaid, Jr. died on October 17, 2004. Dr. Kincaid joined the faculty at Colorado State University in 1966. He taught courses in Continuing Education and undergraduate courses in Teacher Education. In 1977, he was appointed as head of the Department of Education (now School of Education) until he retired in 1986. Dr. Kincaid will be missed greatly by friends and family. He is survived by his wife of 60 years, Evelyn Roseberry of Fort Collins, and three children.

Transitions

Dr. Clifton E. Barber, department head since 1998 and a long-time member of the faculty in the Department of Human Development and Family Studies, retired in January. He has accepted a position at Washington State University. In 1978, Barber was hired as an assistant professor in HDFS, and was instrumental in strengthening the field of gerontology at Colorado State. In recognition of the value of his research in the arena of policy and practice, Barber was awarded fellow status in the Gerontological Society of America. He was the recipient of Colorado State University’s Distance Education Teaching Award, and in February 2005 he received the Distinguished Teaching Award at the annual meeting of the Association for Gerontology in Higher Education.

Dr. Bradford W. Sheafor, professor of Social Work, has made another in a series of transitions at CSU over the past 30 years. Coming from the University of Kansas in 1974 to serve as director of the social work program, Sheafor became associate dean of the College of Professional Studies in 1982. When that college merged with the College of Human Sciences to become Applied Human Sciences, he became interim dean during its formative year. Sheafor then became associate director of CSU’s Human Factors Research Laboratory, and 1994 returned to college-level administration as associate dean for research. Throughout this period Sheafor maintained at least a one-half teaching load and is now enjoying another transition – to full-time teaching, research, and service in the School of Social Work. He has recently been named the Council on Social Work Education’s Senior Scholar for 2005 with responsibility to guide the creation of a national leadership development institute for social work education. He will spend much of the fall 2005 semester in Washington, D.C. conducting this institute development activity.

The Great Plains Interactive Distance Alliance (Great Plains IDEA) will offer an online master’s degree and certificate in merchandising beginning in fall 2005 pending final institutional approval. Applications are now being accepted. See www.learn.colostate.edu/GPIDEA for more information on the alliance programs in youth development, gerontology, and merchandising.

Through participation in the UCAN Serve AmeriCorps program, the College received $147,000 to support 107 students engaged in internships for entities such as health and human services agencies, non-profit hospitals, and schools. For 2005-06, we are planning for 171 students to be supported with $220,275.

Retirees

Human Development and Family Studies

Clifton E. Barber, Ph.D. 1978 – 2005
Kevin Ann Oltjenbruns, Ph.D. 1974 – 2005

School of Education

Grant P. Sherwood, Ph.D. 1968 – 2004

Design and Merchandising

Judy E. McKenna, Ph.D. 1978 – 2005
Donna L. Lusby 1977 – 2004
Superior Service
Brad Sheafor, School of Social Work

Sheafor is being honored for his outstanding service to the College, where he served as associate dean for research for ten years. He is also well known in the field of social work for his two textbooks (one in seven editions and the other in ten editions) and his contributions to analysis of the social work workforce conducted by the National Association of Social Workers and to the Council on Social Work Education, where he has served as president and has recently been selected as the 2005 CSWE Senior Scholar.

Outstanding Teacher
Rich Feller, School of Education

A University Distinguished Teaching Scholar, Feller has a passion for the field of counseling and career development. His video series Tour of Your Tomorrow is used by thousands of schools nationwide. One student writes, “He is one of those exceptional educators you will always remember because of his influence on the person you will become.”

Scholarly Excellence – Tenure-Track Faculty
Jennifer Ogle, Design and Merchandising

Ogle’s research program has focused on social and cultural influences on body image and related behaviors. Ogle has made significant contributions to the theory base of her field. With her colleagues, she has developed a new body satisfaction measure that, unlike prior measures, is theoretically grounded and holds promise for future applications.

Outstanding Senior
Eric Coellen, Health and Exercise Science

Coellen is an aspiring medical doctor who is heavily involved in volunteer activities in addition to being an outstanding student. He is the recipient of the Ludlow Scholarship and was a Ronald E. McNair Research Scholar in 2004. Coellen exemplifies the spirit of the College with his dedication, work ethic, leadership, and enthusiasm.

Scholarly Excellence
William Timpson, School of Education

Timpson’s research on teaching at the postsecondary level is nationally and internationally recognized. He is the author or co-author of nine books and nearly forty articles and book chapters. Timpson’s passion is the scholarship of teaching, integrating theory and practical applications to help teachers improve their practice.

Teaching Excellence – Tenure-Track Faculty
Ajoy Sarkar, Design and Merchandising

Sarkar is a well-trained textile scientist who has significantly enhanced both the breadth and depth of the textile science curriculum, and who exhibits creativity in integrating his research with his teaching. Department head Mary Littrell writes, “We are very aware that we have a rare and valuable educator in Dr. Sarkar, and that his teaching is truly gifted.”
University and Alumni Association Awards, 2004-2005

Alumni Association Best Teacher Award
Rich Feller, '78, Professor, School of Education
Shelley Haddock, ’95, ’01, Assistant Professor, Human Development and Family Studies

Alumni Association College of Applied Human Sciences Honor Alumna
Yvonne Myers, ’82, Human Development and Family Studies Graduate, Health Systems Coordinator, Columbine Health Systems, Fort Collins

Alumni Association Distinguished Cooperative Extension Award
Jennifer Anderson, ’77, ’87, Professor and Extension Specialist, Food Science and Human Nutrition

Alumni Association Graduate of the Last Decade Award
Lindsay Gill, ’00, Design and Merchandising Graduate, Product Development Manager II, Spyder Active Sports, Boulder

Board of Governors Undergraduate Teaching Award – Honorable Mention
Cathy Kennedy, Associate Professor, Health and Exercise Science

Outstanding Advisor
Wendy DeYoung, Health and Exercise Science

DeYoung’s aim in advising is to be accessible to students, assist them in achieving academic and career goals, and encourage them in personal responsibility and self-direction. “Wendy taught me to push past my comfort zone and achieve higher goals than I ever imagined,” says one of her students.

College Applied Human Sciences
Friend of the College
Earlie Thomas ’70, ’75, Director, Environmental Health Services, CSU

Thomas is being honored for his support of quality environments in the College. He played football at Colorado State as an undergraduate and went on to play professionally with the New York Jets and the Denver Broncos. Thomas was also inducted into CSU’s Sports Hall of Fame and selected as a member of its All-Century Team.

Continued from page 3 - Perfect Fit

As a part of the Recreation Works project, the center has developed a fieldwork seminar in which OT students work with people who have challenging disabilities and help them develop and follow an ongoing health and exercise plan.

Schelly envisions the center one day working closely with college graduates with disabilities, providing them with a support mechanism to take the next step in their lives following graduation. She sees the Center for Community Participation and the Department of Occupational Therapy as being leaders in identifying and providing community-based interventions for children and adults with disabilities. In her work with the center, Schelly looks forward to doing further applied research around the disability experience and the benefits of community-based interventions.

Continued from page 7 - Relighting History

from staying in hotels.” Castoro continues, “Unfortunately, the historic homes of both African-Americans and the American middle-class are disappearing, and sadly, their importance is going unrecognized. The support of this project by the ASID shows the valuable integration of historic preservation and interior design, it will also enable this house to eventually be opened up to a community so deserving of historic preservation.”

“In her research and comprehensive presentation, Dana has set a new standard for excellence. This award recognizes an extraordinary project and an exceptional interior design student.”

– Kathy Montgomery, an American Society of Interior Design Fellow
Intelligent, talented, funny – there are many adjectives to describe vice provost for undergraduate studies Kevin Oltjenbruns, but the ultimate descriptor that encompasses Kevin’s whole career has to be “giving.” Oltjenbruns will retire this summer after 31 years at Colorado State University. But her connection to CSU goes back even earlier, to 1967, when she first arrived in Fort Collins, a prestigious Boettcher Foundation Scholarship in hand, to become a math major. An activist from the get-go, Oltjenbruns served on the Parmelee Residence Hall council, and worked with the CSU administration on housing issues, such as integrating the dorms (male and female), and loosening the restrictive rules governing women in the dorms. Giving back in the form of service to students would become a hallmark of her career.

In her junior year, Oltjenbruns discovered what would become her future career when she took a child development class. “I’m embarrassed to say, for all of my emphasis on career counseling for students, that I selected that class simply because it fit into my schedule. I had to be done with classes by 2:00 p.m. so I could get outside and sunbathe!” She went on to earn her master’s degree in Child Development, after nine months of living and working in Frankfurt and traveling in Europe. “Everyone should have an adventure like this! I am a huge supporter of study abroad and foreign experiences for students.”

After completing her master’s in 1974, Oltjenbruns was immediately hired by the Department of Human Development and Family Studies (HDFS) as an instructor, and had an epiphany which defined her academic focus several years later. The husband of a college roommate died at age thirty of cancer. The fact that he was allowed to go home and be cared for cemented Oltjenbruns’ support of the fledgling hospice movement. She was instrumental as part of a group which started the first hospice in Fort Collins, which recently celebrated its 25th anniversary. Oltjenbruns’ service not only includes her close ties to hospice, but also her three year stint as the newsletter editor for the Association for Death Education and Counseling, the professional association for academicians and practitioners.

In her lifespan human development course, Oltjenbruns started talking about death and dying and found out that students wanted to hear more. Working with her good friend and colleague Alicia Cook, she went on to develop both undergraduate and graduate courses on grief, death, and dying, although she faced resistance from her colleagues at first. “Death was seen as an event, rather than a process, and they wondered why we needed a whole class for that.” Oltjenbruns’ labor of love is a textbook that she wrote with Cook, Dying and Grieving: Lifespan and Family Perspectives (Delmar Thomson Learning, 1998), where they address the major aspects of the dying and grieving process from a lifespan development perspective.

Not only has Oltjenbruns been a dedicated teacher, adviser, and scholar, but her loyalty and commitment to students and to Colorado State University have led to her many administrative roles. Her obvious abilities as an administrator she attributes to a combination of skills learned through her math major and her early aspiration to become a computer scientist – “I think in flow charts” – as well as communication and mediation skills.

What’s in a name...
“My parents came across the name Kevin in a name book and really liked it. They didn’t realize it was a boy’s name!”

Snap happy...
Oltjenbruns’ passion is photography. “I love having a camera in my hand. I see the world differently. I look more closely and pay more attention to color and shape and parts of the whole.”

Travel bug...
Oltjenbruns loves to travel with her husband. “Ken is a scuba diver, so the next trip we have planned is to Barbados to celebrate our 30th wedding anniversary. When we’re somewhere else, I like to get a sense of each place, the culture, and how it’s different. There’s a wonderful world to explore.”
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18285/H0507
This has been quite a year in the life of our College. There is much enthusiasm with new faces, new programs, and new opportunities. I am so pleased to be here as dean. I have the opportunity to work on behalf of our students, staff, faculty, alumni, and friends. My first year has been one of learning. What fun it has been to hear about the many strong programs in our College, to meet so many valuable people, and to work with our students. I look forward to meeting more of you in the months ahead!

This year’s newsletter highlights only a small fraction of the many wonderful faculty members, staff, and students in our College, but I think it is clear the enormous impact programs from the College of Applied Human Sciences have on people of Colorado, our nation, and our world. The creative partnerships forged by faculty in our College are influencing issues related to health, design, childcare, education, and many other areas.

I wholeheartedly agree with CSU President Larry Penley when he reminds us of our Colorado State University roots in the land grant tradition. The College of Applied Human Sciences provides educational opportunities to students that range from the traditional university setting, to internships all over the country, to study abroad opportunities around the world.

The research knowledge generated in laboratories across our College affects individuals, families, and industries. Lives are helped by the work we do and the partnerships we forge. It is with pride that I read this newsletter and know those featured represent a monumental outreach effort that is making a difference in the lives of our many constituents.

I have had the opportunity this past year to be involved in a strategic planning effort that has encompassed every part of this great institution. We expect to have a new strategic plan in place in the fall, with ambitious goals for discovery, teaching, outreach, and development. Our College will play a key role in the strategic plan and we look forward to engaging you in helping us to build on our past successes as we strive for even greater excellence.

I want to acknowledge Kevin Oltjenbruns and her 31 years of service to the College and University. You can read about Kevin’s outstanding career on the development page. Kevin has touched countless lives with her dedication to students. Please consider making a gift in her honor.

Whatever role you have with our College – student, staff, alumni, friend – we thank you for your contributions. There are many opportunities for getting involved with us, and we encourage you to help in any way you can. Persuade legislators to fund higher education, endow a scholarship, provide an internship, or help us recruit top students. We look forward to partnering with you!