College of Applied Human Sciences
Faces of the Global Community

Colorado State University
From its history of participation in international development, to its strong tradition of recruiting Peace Corps volunteers, Colorado State has recognized the importance of being involved in our global community. Now more than ever, as globalization and immigration and their consequences are widely reported, we must remain committed to conducting research on and understanding these trends. Faculty in our College are responding and focusing their teaching, their outreach, and their research on the societal effects, both here at home and abroad.

This year, we celebrate the 20th anniversary of the formation of the College of Applied Human Sciences. My thanks to the many people who contributed to the establishment of our strong, human-centered College. With this issue of our newsletter, we kick off a new decade and a new magazine format. We hope you will find the stories compelling and relevant to your own lives.

I’ve had the opportunity to meet with many alumni and friends this past year, and I look forward to meeting more of you personally. I’ve heard meaningful stories, shared laughter, as well as gained many valuable insights from you that will help shape our College. We are completing our strategic plan to direct our work for the future.

We welcome several new faculty and staff members to our leadership team this year. They also believe in our goal of helping students learn to apply creative interdisciplinary research to solve social challenges and contribute to a better quality of life, cutting across national and cultural boundaries. We believe in the power of global community to shape the world for the better.

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Design and Production
Colorado State’s Office of Communications and Creative Services
Commentary by Mary Littrell

Authors of retailing, merchandising, and consumer behavior textbooks have long tagged a chapter on business social responsibility at the end of their volumes. Not surprisingly, many university professors never get to that final chapter during a busy semester. Or, if they do, the topic receives cursory attention. Students finish these courses with the impression that social responsibility holds peripheral importance in the business world.

However, events of recent years dramatically highlight the importance of social responsibility as a central lens in business decision making. Television talk shows have called attention to issues such as the unsafe and dangerous working conditions in many apparel factories around the world. When picking up a teen magazine, we see apparel advertising that promotes an idealized body image of thinness and potentially unsafe eating practices. We read in the newspaper that some retailers adopt hiring practices that allow them to refrain from offering employee benefits in order to maintain low prices. With concerns such as these, social responsibility can no longer be relegated to minor consideration in apparel design and merchandising classes.

How do we go about transposing social responsibility as just a chapter at the end of a book to a way of thinking? How do we prepare students to conduct global business that fosters positive impacts, mitigates negative impacts, considers potential unintended consequences, and yields mutual advantages for the producers, retailers, and consumers of apparel and textiles?

To begin, there is critical need for new teaching materials and reconfigured courses that place social responsibility at the central core of curriculum from entry to capstone levels. CSU faculty in the apparel design and merchandising program are assuming national leadership in developing these new teaching materials and courses.

As examples, in this newsletter, you can read about the web-based courses that Dr. Eckman and her colleagues at the University of Delaware and Cornell University are developing, which places social responsibility central to coursework in apparel production.

Another team of faculty from Design and Merchandising, Food Science and Human Nutrition, Human Development and Family Studies, and Journalism, have joined with colleagues at Ohio State University and University of South Carolina in developing two courses on socially responsible advertising and promotion of fiber and food products. Team members are conducting interviews with business leaders whose innovative promotional campaigns are intended to promote healthy lifestyles. These interviews will form the nucleus of a cross-disciplinary advertising and promotions course and background for “virtual” student internships with socially responsible companies and advertising agencies.

Fostering a socially responsible way of thinking among our students seems urgent as I have just returned from a month-long Fulbright-Hays Group Project in India. During January, I was part of a group that met with artisan producers in rural villages, an offshore contractor of apparel for French and U.S. companies, and the CEO and corporate executives with a major retailer. We also enlarged our understanding of the long tradition of small entrepreneurs who dominate 95 percent of Indian retailing.

I came away wondering whether our design students are prepared to collaborate with Indian artisans who want to modify and develop their products for the global market. Do product development students have sensitivity to establish production specifications and delivery deadlines appropriate to Indian work practices and holidays? How will merchandising students make decisions in India, knowing that the entrance of large multi-national retailers will displace millions of small retailers who have few employment options?

Because of the global nature of the apparel industry, CSU apparel and merchandising graduates will be faced with decisions that are complex, cultural in nature, and have far-reaching impacts for producers, retailers, and consumers in India, the U.S., and beyond. CSU faculty have seized the opportunity, to replace the end of a textbook syndrome with expanded opportunities for our students to adapt a socially responsible way of thinking in launching their business decisions.
Teaching Principles of Social Responsibility to Tomorrow’s Industry Professionals

Molly Eckman, associate professor in Design and Merchandising, is collaborating with Marsha Dickson at the University of Delaware, and Suzanne Loker and Charlotte Jirousek at Cornell University to develop online graduate level curriculum for core courses in social responsibility in the textile, apparel, and footwear industry. Eckman and her colleagues have developed the courses as part of a grant from the U.S. Department of Agriculture Cooperative State Research, Education, and Extension Service.

As one of the most globalized industries in the world, textile and apparel production involves extensive international sourcing and trade. This has caused a host of challenges raising questions about how businesses can act responsibly with regard to the well-being of people and the environment in countries where textile, apparel, and footwear factories are located. While many multi-national companies have developed solutions to the problems caused by production, neither undergraduate nor graduate programs in apparel and textiles have kept pace with the work of industry professionals in the area of social responsibility.

Eckman and her colleagues believe future industry executives can best prepare to address the intricate problems they will face by gaining in-depth knowledge on such topics as international labor laws and standards, cultural norms and practices, compliance management, business strategies for socially responsible global competition, field research methods for assessing workers’ rights and environmental safety and health in international settings, consumer demand for socially responsible products, and environmentally sustainable design and production.

In order to develop case studies for the courses, Eckman and her colleagues interviewed high level executives at U.S. apparel companies. They traveled to

(Top) Production floor of a garment facility in Southeast Asia
(Left) Pressing newly manufactured garments in a factory in Southeast Asia.
Hong Kong, China, Thailand, Vietnam, and Turkey to visit factories where these companies are producing their merchandise.

“We want students to develop decision-making, critical thinking, and management skills that prepare them for the complexity of real-world encounters between multinational business and social concerns,” says Eckman.

The challenges are numerous and diverse. Examples of issues addressed in the team’s courses include trade policy and international standards that focus upon not only hours for factory workers, but also safety of working conditions and safe disposal of chemicals, detergents, and dyes so as not to harm the environment. The case studies also raise awareness about sensitivity to cultural norms and religious practices, such as providing a place at the workplace where employees can pray. Raising awareness with designers themselves about how their decisions impact productions is also a goal. For example, a designer might order merchandise with a short turnaround time, which may not allow factories to stay within their guidelines for hours of operation.

Eckman emphasizes that while there is still much to be done, companies have come a long way since the whistle blowing of the 1980s. “Some companies have their own compliance officers and in many cases, internal standards that are stricter than those of the country in which they are manufacturing goods. We want to communicate to students the initiatives companies are taking to do things right. For example, compliance officers often try to help the factory improve, which helps workers economically and prevents an eventual shut down of the factory, so everyone wins. We want students to understand that these are complex issues requiring negotiation and the willingness to work together, and to understand how they might address these issues in a positive way as executives themselves.”

The target date for the collaborative group to start offering the courses is Fall 2007.

“We want students to develop decision-making, critical thinking, and management skills that prepare them for the complexity of real-world encounters between multinational business and social concerns.”

(Above Left) Constructing garments at a factory in Southeast Asia.

(Above) Molly Eckman, associate professor in Design and Merchandising.
The year was 1982 and Rich Feller was a young assistant professor of counseling and career development at Colorado State. He was working with Richard Bolles, the author of the best seller *What Color is Your Parachute?* Feller mapped out his own career, 90 percent of which has come true.

Twenty-five years later, Bolles features Feller’s plan in his 2007 edition of the book, and Feller has become a career counseling expert in his own right, developing a video series entitled *Tour of Your Tomorrow*, which is now in its second edition and used in over 2,500 organizations and school systems.

Feller, currently a professor in the School of Education, also published *Knowledge Nomads and the Nervously Employed: Workplace Change & Courageous Career Choices* with Judy Whichard in 2005, and was designated a prestigious University Distinguished Teaching Scholar at Colorado State in 2003. As an internationally known expert in career development, Feller has consulted around the world, and spent a semester in 2005 at the University of Canberra as a visiting scholar.

*Knowledge Nomads* is Feller’s answer to workers affected by the global job market. We’ve all become familiar with terms such as “outsourcing” and “off-shoring,” and some of us know people who have been downsized or who were laid off because of a cheaper labor source in a different country.

Endlessly debated in the media is whether these trends are positive or negative for the American worker and the American economy, but regardless, it seems they are here to stay. *Knowledge Nomads* explores the abilities and personal traits an individual needs in order to maintain a family living wage in the developing global economy.

“The world has gotten smaller, everything moves faster, and geography is less important. Resource allocation is driven by values, needs, and influence – this isn’t any different than what has driven historical labor trends,” says Feller. “Globalization has led to lots of excess labor in the marketplace – there’s now a world wage to pack boxes or sew clothes. The United States has always prided itself on having the best and the brightest workers, but now the best and brightest are no longer tied to geography.”

What’s a worker to do? Feller uses the term “learning agile” to describe the worker who will succeed in a global environment. He says, “If you can identify the problem to be solved, and you are creative and innovative, then you are employable. Learning agility allows you to quickly assess a situation and do things right the first time, without experience. The workplace demands it. Increasingly, job descriptions are amorphous, workers are paid to bring value added ideas to every job they hold. The problems are urgent, the speed is accelerated, and the workplace is much more turbulent.”
Feller says that workers need to be technologically literate, need to understand systems since everything is integrated today throughout the world, and need to be learning agile in order to succeed in today’s workplace. “Facts are free; Google has them all. It’s the people who can take the facts, design, tell a story, inspire, or come up with an evidence-based solution who will be in demand.”

When advising employers making hiring decisions, Feller asks them to consider the following: Does the person have the ability to bring value added ideas? Is the person able to find answers when he/she doesn’t know something? Is this person interested in outcomes and focused on results, teamwork, and cooperation rather than conflict?

Feller believes that employers need to get workers more engaged to think like entrepreneurs or owners. “There are two kinds of workers, you’re either an owner or a temp,” he says.

For educators and policy makers, the problems of globalization present new challenges, says Feller. “We need to think of more creative ways for people to get into the workplace. Investments in education create more engaged citizens, entrepreneurs, and workers. But education alone can’t mitigate the downside of globalization. While corporations respond to short-term shareholder interests and demand policies promoting competitiveness, government and educators must ask questions about helping workers adjust to the structural change and inequities promoted by globalization’s upside.

“Helping people understand themselves and identify their strengths is the goal of career development,” says Feller. “I want to promote lifelong learning.” Above all, he says, we all need to be engaged and continually learning new skills, whether it’s through classes, mentoring, apprenticeships, stretch assignments, or the job training, or workshops.

“This isn’t our parents’ workplace. The needs are continually changing. The basic litmus test is this: If you got a pink slip tomorrow, what would you do? That’s what knowledge nomads ask themselves, and if you don’t know the answer, you’re likely to be nervously employed. Recognize that it’s hard to separate work and learning, continually seek transferable skills, and map out a learning plan as I tried to do 25 years ago. To the degree you can bring your vocation and avocation together you’ll find greater satisfaction in a global workplace.”

Rich Feller is married to Barbara, a Fort Collins physical therapist and they have one son, Chris, age 15. Feller is currently working on his next book, A Counselor’s Guide to Career Instruments, and a film on career abilities.
Hearing about the science enrichment activities dreamed up by the Program ENERGY researchers kind of makes you wish you were a little kid again. While the problems of childhood obesity, increased incidence of diabetes, and skyrocketing health costs are serious problems, there's nothing like injecting fun into the learning experience to make it relevant for children.

Extracting DNA from broccoli, learning about diversity from fruits and vegetables, wearing a step counter, and making gingerbread houses are all a part of Program ENERGY, funded by a National Institutes of Health, National Center for Research Resources/Science Education Partnership Award. Art Campfield, professor in Food Science and Human Nutrition and Francoise Smith, program director, are the masterminds behind the program, which aims to combat childhood obesity and the resulting rise in the rate of type 2 diabetes.

Program ENERGY (Education, Nutrition, Exercise and Recreation for Growing Youth), is in its second round of NIH funding with a grant of $1.4 million over 5 years. The program delivers a bi-weekly lesson to 2nd, 4th, and 6th graders at several elementary schools in Fort Collins, as well as schools in Cortez, Colo.; Texas; and West Virginia.

Undergraduate and graduate students (40 to 50 each semester) in the Department of Food Science and Human Nutrition administer the program as part of their classes and practicums, which also gives them valuable hands-on experience working with children. The program also has multiple volunteers doing service learning projects. Spanish speaking students are sought after since one major target group for the program is Hispanic children, who have a higher chance of developing type 2 diabetes. “Young children really look up to the college students,” says Smith.

Campfield and Smith have a long history of outstanding research productivity. They have done groundbreaking work studying obesity and leptin, a protein linked to obesity which may regulate eating behavior. Both were research scientists at Hoffmann-La Roche, Inc., where they also studied the pharmacological inhibition of fat absorption as an approach to the treatment of obesity.

Since coming to Colorado State University in 2001, the pair has focused their research efforts on science outreach to elementary school aged children. In the process, they are asking and answering some critical questions: Is Program ENERGY an effective model? Does the program increase health knowledge and healthy behaviors in children who participate? Do they develop an increased interest in science and health careers? By administering a pre and post test, the group was able to determine that there was a
“Health literacy among adults in the United States is very low. This is a big issue which we would like to start to address through our program.”

dramatic increase in health knowledge, attitudes, and behavior, after children participated in Program ENERGY.
The “overall total food knowledge” score increased in three different schools by 70 percent, 84 percent, and 83 percent respectively. Physical activity was measured and the number of steps per day increased in 74 percent of children. Diabetes knowledge increased in children in 4th and 6th grades and the knowledge was maintained 9 months later.

Smith’s enthusiasm for working with children is evident. “One of our main goals is increasing kids’ interest in science and health careers. If you inspire even just one child, it’s worth it.” Smith has a history of dedication to science mentoring. While working at Hoffmann-La Roche in New Jersey, Smith participated in a company mentoring program with nearby high schools. She spent her afternoons showing young people the A-Z of how to be a scientist.

Now, working with younger children, she has some funny stories to tell. Such as when she asked a group of second graders what they knew about calories. And one young girl answered, “Calories are something that grown-ups worry about!”

“This program has something for everybody,” says Smith. For example, as part of a partnership with Johnson and Wales University culinary arts program, professional chefs come to the classroom and introduce children to the art of cooking. “We take an ingredient such as chocolate, and we learn about the history and the geography, and then we make something, which teaches the children to follow a recipe and measure accurately. It’s hands-on and fun, and teaches multiple skills.”

Children also learn about the science of tasting by coloring their tongues blue and counting the pink bumps called fungiform papillae (groups of taste buds) to determine whether they are a non-taster, taster, or super taster. “This investigation is lots of fun, and they get to go home with a blue tongue,” says Smith with a laugh.

By all accounts, the program is a huge success, especially according to the children themselves. A few quotes from kids in the program:
• It’s fun to learn to be healthy.
• I learned a lot about strong bones. It was interesting when we learned about calories. The most I learned about was the brain.
• I learned that you have to have a certain amount of fuel in your body.
• The most interesting thing that I did with you would be measuring how much fat was in each food. It was a lot of fun, and I learned that eating too much food that has a lot of fat and sugar in it could cause you to get diabetes.
• CSU is the best!

Future goals of the program include development and dissemination of a curriculum which teachers can deliver in their classrooms. Smith would also like to find ways to better engage families, such as developing more newsletters for the children to take home. “Health literacy among adults in the United States is very low. This is a big issue which we would like to start to address through our program.”

All fun aside, Smith says, “Our responsibility is to not only leave a legacy as scientific researchers, but also to think about how we are going to inspire the next generation to join the field.”
Taking the Lead

The College is pleased to welcome two new associate deans. Dale DeVoe, professor in Health and Exercise Science, is the new associate dean for academic programs. DeVoe brings a wealth of experience to the College, including 16 years in the Department of Health and Exercise Science, where as assistant department head, he implemented multiple curricular and program revisions, managed numerous facility renovations and upgrades, and oversaw unprecedented growth in student numbers.

DeVoe is an active and widely published researcher, whose interests include evaluating the human physiologic responses during backpacking and other outdoor activities.

As associate dean, DeVoe will oversee undergraduate admission policies, recruitment and retention, and enrollment management. He is the recipient of several awards, including the 2003 College of Applied Human Sciences Outstanding Teacher Award.

Long time faculty member in the School of Education, Jean P. Lehmann, professor and the interim director of the School, was named associate dean for research. She has been with the School of Education since 1988. Since 1985, Lehmann has been the principal investigator on 23 state and federally funded research, evaluation, and training projects addressing issues of vulnerable youth and adolescents, program evaluation, and analysis of developmental processes in applied contexts, such as low-income families, child abuse, homelessness, childcare and maternal employment, and healthcare. She has published over 40 articles and chapters, and has co-authored a book on the effects of maternal employment on children’s well being. Her work has been funded by state and federal agencies such as the Florida Department of Health, the U.S. Agency on Healthcare Research and Quality, and the U.S. Maternal and Child Health Bureau. Youngblade is excited about working with the Department to develop educational and research programs of excellence.

Diehl, a gerontologist and distinguished researcher in the area of aging, has received several research grants, including $1.3 million to study self-concept organization across the adult life span, funded by the National Institute on Aging (NIA) and the National Cancer Institute (NCI) of the National Institutes of Health. As director of the Center on Aging, Diehl is focusing on building a multidisciplinary research center that would be a clearinghouse for research, education, and outreach activities. On the research side, he plans to bring together the large number of outstanding researchers at Colorado State to address the potential and problems associated with the rapidly aging population.

Diehl and Youngblade have two sons: Eric, 14, and Christopher, 9.
A ssociate professor in the School of Social Work, Maria Puig spent many years as a social worker in the field, being tapped for numerous leadership positions when she worked in Miami. Her own personal immigration experience gave her unique insight into the situation faced by later waves of Cuban immigrants.

Puig came to the United States from Cuba in the 1960s with her older brother when she was just five years old, sent by her parents who were convinced she would have a chance for a better life in the United States. Her parents joined her several years later; her mother was allowed to leave, and her father was forced to flee by sea.

As a social worker, Puig headed up the effort to coordinate services for the refugees coming to the U.S. in the Mariel boatlift in 1980, when an estimated 25,000 Cubans emigrated in a spontaneous exodus agreed to by Fidel Castro. She worked for the State of Florida in the newly created Office of Refugee Affairs as the refugee and entrant director to manage all federal money and put out RFP’s to agencies to provide services.

Puig served as a consultant to the federal government during the early 1990s when the balseros, or Cubans who left their homeland in rafts, became the focus of political and media attention. Unlike previous waves of Cuban refugees, their departure from Cuba did not mean they could immediately come to the United States. Instead, the refugees, who eventually numbered 34,000, were intercepted at sea and taken to the U.S. Naval Base at Guantanamo.

When she went back to school in 1993 to get her Ph.D., she was intrigued by immigration as an area of study.

“Social workers don’t generally get training in this area, and I wanted to bring attention to it within the profession,” says Puig. One area of her research focuses on immigrant children, especially how they show resiliency by adapting to and coping with their situations.

One research study she conducted was to explore whether children from the Guantanamo wave experienced adultification upon their arrival in the U.S., and how they adjusted both socially and emotionally.

“I am looking at the anti-immigrant feeling that’s growing in the U.S. and the legislation that’s being proposed to combat illegal immigration, and how that will impact social workers.”

Not surprisingly, her findings showed that the majority of children assumed adult roles, with the acquisition of English being the primary reason. Parents often relied on their children to translate in situations involving landlords, school personnel, and social service agencies.

In 2003, Puig held a year long special appointment at her alma mater, Barry University in Florida, in which she was responsible for planning and examin-
As an associate professor in Occupational Therapy (OT), Pat Sample specializes in studying the effects of traumatic brain injury (TBI). This past year, she put her expertise into practice when she was asked to design a study examining the outcomes of the survivors of the 1995 bombing of the Alfred P. Murrah Federal Building in Oklahoma City.

Photos depict the Oklahoma City Memorial to the bombing victims and survivors.

TBI occurs when the head is hit by something external, or shaken violently. A person with TBI often has trouble with memory, difficulty concentrating for long periods of time, and trouble understanding and solving problems.

Sample and Nikole Johns, research associate in OT, interviewed survivors of the bombing at the request of the Oklahoma State Department of Health, which received a grant from the Centers for Disease Control. As part of the ten year anniversary of the bombing, Sample looked at just those victims with brain injuries, studying what kinds of outcomes occurred as a result of their injuries, subsequent treatment, and what kinds of services were received and still needed.

No one has ever looked at brain injuries suffered from a terrorist event before. “I was interested in finding out how people have recovered, and if they were able to put their lives back together,” says Sample. “Several of the people almost died. Many were thrown into door frames or file cabinets, or had something fall on them. One survivor had over 50 surgeries, many to remove glass from deep inside his body. Tragically, the bomb exploded underneath the daycare, resulting in children being injured and killed. Several of our subjects were children, who we interviewed along with their parents.”

In the interviews, there were a variety of themes which emerged, for example, while the trauma care administered immediately after the bombing was outstanding, the severity and potential consequences of the brain injury were often overlooked because there were so many acute, life-threatening injuries. One woman recalled that no one had realized the extent of her injury until after several hours when spinal fluid had leaked out all over her pillow. The failure to treat the TBI in these patients continued. “Only a handful of the people we interviewed were able to report any specific TBI-related care, or even TBI-related information they received in the 11 years since the bombing,” says Sample.

Secondly, it was evident that many of those who sustained brain injuries still needed financial help. Unlike the 9/11 victims and families, this group did not receive large settlements. Effects of TBI included financial crises such as lost jobs and homes, divorce, and inability to hold down a job. “These are long-term needs,” says Sample, “no longer a medical issue. The damage is done, and the brain often cannot regenerate to its original state. The survivors have a double trauma, the emotional stress of coping with the aftermath of the bombing, as well as the challenges caused by the TBI.

“For the future, we have to look at different treatment protocols that take the long view. It is not just trauma that needs attention, but also the life-long lasting effects of brain injury.”
Discovering Health  NEW PH.D. PROGRAM IN HUMAN BIOENERGETICS

The Department of Health and Exercise Science will offer a new Ph.D. program in human bioenergetics in fall 2007. The new program is one of only three such Ph.D. degree programs in the nation.

Bioenergetics is the multidisciplinary study of how energy is transferred in cells, tissues, and organisms. How the body regulates energy transfer pathways and processes has a fundamental influence on health. These processes convert food into energy and relate directly to human health across the lifespan and the spectrum of functional capacities from chronic disease to elite athletic performance.

“The study of human bioenergetics is essential to the prevention and treatment of such chronic diseases as obesity, diabetes, cardiovascular disease, and cancer,” says Gay Israel, department head. “This new Ph.D. will serve the need for highly trained scientists who are capable of meeting the growing national need for interdisciplinary research and education on human health and chronic disease.”

The public health burden associated with chronic disease is enormous. According to the Centers for Disease Control, cost estimates related to diabetes and cardiovascular disease alone exceed $500 billion annually and continue to increase.

The new Ph.D. program will develop in students an integrative and multidisciplinary approach to human bioenergetics, health, disease prevention, and rehabilitation issues, from the molecular level to the whole body. Students may take elective courses in disciplines as diverse as nutrition, engineering, biomedical sciences, and epidemiology.

“By training graduate students in the interdisciplinary aspects of human health and disease prevention, we will be better positioned to address the challenges that these public health issues pose,” Israel says.

Mr. “Ram Built” Retires

Larry Grosse retired in February as head of the Department of Construction Management leaving an exceptional legacy. He provided outstanding leadership over the past ten years as the department grew in undergraduate and graduate enrollment, industry partnerships, and funded research.

Grosse created a vision for construction management which included numerous partnerships with the construction industry. The 50th anniversary gala funded the establishment of the Phelps Internship Placement Program, and the renovation of named classrooms in Guggenheim Hall.

He also worked with alumnus Joseph Phelps of Joseph Phelps Vineyards, who established the Joseph Phelps Endowed Chair with a $1.5 million gift.

Grosse saw the importance of students gaining industry experience, and in addition to his support of the Phelps Internship Placement Program placing over 250 interns annually, he encouraged industry support of student participation in the many student organizations and their competitions. Many CSU teams have placed highly in the various national competitions.

Grosse was the driving force behind the beautiful renovation of Guggenheim Hall, completed in 2004. Faculty, students, and industry leaders partnered to restore the building’s main hallway and staircase to their original appearance when the building first opened in 1910. All offices were also renovated to provide a professional environment for faculty.

Grosse created the popular tag line “Ram Built” which appears on hard hats, shirts, and department brochures. He also served construction education with 24 years of service on the Board of Directors of the Associated Schools of Construction, 25 years on the Board of Directors of the National Association of Home Builders, and six years on the Board of Trustees for the American Council for Construction Education.

The Department celebrated its 60th anniversary Ram Built Gala in 2006, which marked an especially outstanding decade of achievement and industry support led by Larry Grosse.
Human Development and Family Studies assistant professor Thao Le will serve as the co-principal investigator on a three-year grant in collaboration with the National Council on Crime and Delinquency (NCCD) in Oakland, Calif. The grant is funded by the Administration for Children and Families under the U.S. Department of Health and Human Services.

Le will be working with two agencies in the San Francisco bay area that provide services, particularly in the area of youth violence prevention, to ethnic and immigrant youth and families: the East Bay Asian Youth Center (EBAYC), and the Japanese Community Youth Center (JCYC).

“The U.S. is becoming more diverse; currently, one in five children are children of immigrants,” says Le. “The U.S. is historically a country of immigrants. The interesting question is why second generations, those born in the U.S., but their parents are born in another country, are more likely to engage in delinquency and perform more poorly in school than their first generation counterparts. This has been the usual pattern, the paradox of the second generation, regardless of ethnicity – Polish, Irish, and now Latino and Asians.” Le’s research is exploring this question.

Le is also evaluating a multicultural youth violence intervention project. As a response to interracial gang violence in the early 1990s, EBAYC developed a collaborative program to get kids in different ethnic groups to interact in the hopes that they would recognize common experiences, as well as understand their cultural differences. The youth are encouraged to participate in after school activities such as mentoring, tutoring, arts and dance, and projects including building bicycles.

Le is evaluating the model by collecting data through a series of touch screen interviews on the computer. She will follow the youth in the program (ages 10-14) over four years, and at the same time follow a group who does not receive this intervention to see whether violence decreased and prosocial behavior increased. In addition, a sub-sample will be randomly beeped throughout a two week period using palm pilots in which they will be asked to respond to a series of brief questions about where they are, who they’re with, what they’re doing, and how they’re feeling.

Le has close ties to the Asian community in the bay area. She is herself a first generation immigrant from Vietnam. She came to the U.S. when she was six years old with her parents and her brother on the day of the fall of Saigon. She says, “My current work focuses on immigrant youth development using community-based participatory research. Researchers need to engage the community in order to understand and to solve societal problems. Understanding the processes and mechanisms of adaptation and development is fascinating.”

Creating Lifelong Bonds

Establishing a scholarship is a meaningful way to honor those who have made a difference in our lives or to pay tribute to a loved one. Thanks to those helping our students to achieve their academic dreams. New scholarships this year include:

**Alliance Construction Solutions Scholarship**

Alliance Construction Solutions of Loveland, Colo., is one of the premier general contractor and construction management firms serving the Rocky Mountain Region. They provided an endowment of $25,000 to honor the company’s 25th anniversary, which will support juniors or seniors in Construction Management who plan to work in states where Alliance has projects.

**Mark Goldrich Sustainable Building Graduate Scholarship**

This is the first scholarship in Construction Management’s 60-year history to support sustainable building, an effort to significantly reduce the impact on the earth’s resources compared to conventional building. Mark Goldrich of Fort Collins, Colo., established the scholarship to support students enrolled in the sustainable building program.

**Ben Granger Distance Education Scholarship**

This scholarship was established to honor Ben Granger, retired head of Social Work, and to assist students enrolled in the School of Social Work’s distance education program. Dr. Granger is responsible for developing the School’s first distance education program in 1998 on Colorado’s Western Slope.
A Messenger and Matchmaker

by Lori Sims, CFRE, Director of Development

No one has ever become poor by giving. Are you inspired by the words of Anne Frank? Is your life richer when you give?

Giving promotes a sense of satisfaction, peace, and fulfillment. In my work in development, we learn that “people give to people.” True, and there’s something else. Donors give to institutions whose people are involved in compelling projects and meaningful programs.

Relationship is the glue, but the mission is the core.

A question frequently asked by alumni and friends is – “What does a development director do?” The short answer is – we’re the glue. We are messengers who hear stories, opinions, and thoughts from alumni and friends. We also tell others about innovative ideas and critical thinkers on campus.

Like Anne Frank, donors are self-inspired. My role is to serve as a matchmaker to help bring people closer to a passion that already exists. A shared passion often results in a desire to support a program or project.

Having been at Colorado State over six years, I bring strong commitment and connections. Since joining the College last fall, I have had the privilege to meet dozens of alumni and friends and find consistent messages resonate:

I wouldn’t be where I am today without CSU.

It’s important to make my life count for something.

I want to “give back.”

Donors are inspired and you inspire us! Support from you is our most treasured legacy. If you are interested in meeting to discuss what inspires you, please contact Lori Sims, (970) 491-5669 or e-mail Lori.Sims@colostate.edu.

$1.1 Million Software Gift

Offers Students A Competitive Advantage

The software donation provides students with the opportunity to develop skills and familiarity with Graphisoft’s Virtual Construction software, a unique product that enables students to merge and manage multiple dimensions of construction projects including preconstruction plans, estimating, and scheduling.

Graphisoft will provide software for student labs and upgrades to the technology as it evolves. The gift, which was facilitated by Brad Johnson, an assistant professor in the Department, is being used this year by current students.

The company’s 5D Virtual Construction software integrates construction modeling, model-based estimating, 4D sequencing, and 5D cash-flow analyses in one powerful solution. In addition, 5D Virtual Construction allows complete and detailed computer simulation of a project before building begins, also helping to prevent mistakes in supply ordering, planning, and construction.

“The construction industry has an enormous appetite to hire graduates who have 5D skills,” said Don Henrich, vice president of Graphisoft. “Many of our customers will only hire those who can demonstrate a strong understanding of managing the relationship between design, cost, and schedule. I am certain that this will be the case with Colorado State graduates.”
Quiet Dignity and Charitable Hearts

Frances Lindstrom ’44 and Ethel Lindstrom ’40 dedicated their lives to helping others, and now, their generosity will continue to help countless people.

Ethel Lindstrom left a generous bequest of more than $107,000 to the College of Applied Human Sciences. Because Ethel’s estate included funds from her parents and from her sister, Frances, who preceded her in death, the fund is being established as the Frances and Ethel Lindstrom Family Fund.

In memoriam, we pay tribute to their lives and memory. Her cousin, Neil Lindstrom, and his wife, Judy, of Sterling, Colo., help tell the story of these remarkable women.

“Ethel focused on groups who did what she considered great things,” said Neil. “Her entire estate went to various charities. She wanted to leave things better than she found them.”

“We respect that Ethel Lindstrom was a private person,” said Lori Sims, director of development. “So we didn’t know about her wonderful gift until after her death. Fortunately, with Neil and Judy’s help, we are able to learn more about both sisters and share their legacy.”

“Ethel lost most of her hearing when she was 4 years old,” he said. “During her lifetime, she learned to read lips quite well. Since they had no other siblings, Ethel and her older sister, Frances, helped a lot on the family farm (in Logan County, Colo.). They picked cherries, apples, peaches, and grapes, as well as watered and hoed the newly planted trees around the homestead.”

Both women graduated from Colorado State University in Home Economics. Ethel was younger but went to college first. She worked as a dietitian in the upper Midwest and retired her career with the hospital in Greeley (Colo.). Frances was a Colorado State University extension agent from 1944 to 1977.

The two sisters never married and had no children. After they retired, they lived together for over 25 years in Greeley, where Ethel enjoyed yard work and Frances tended to the house. They were very independent, often traveling together for long periods of time. They went to all 50 states and many countries. Frances died in 2002 at age 87, and Ethel died in 2006, also at age 87.

Several years ago, Ethel asked Neil to serve as executor of her estate. Ethel and her attorney reviewed her will annually to make sure her wishes were still reflected in her plan. “Every time we did the review, there was never any question about Colorado State University,” said Neil. “It always remained a priority for Ethel.”

“They were always helping somebody,” said Judy. “They did many acts of kindness without expecting any fanfare or recognition.”

The Department of Home Economics was restructured and is currently comprised of the Department of Design and Merchandising, the Department of Food Science and Human Nutrition, the Department of Human Development and Family Studies, and the Family and Consumer Sciences program. The new fund will support vocational studies, student programs, and special projects in the College of Applied Human Sciences.
Lay It Down
CAPA sponsors new asphalt testing lab

The Colorado Asphalt Pavement Association Asphalt Laboratory officially opened in November in the Department of Construction Management. A luncheon and ribbon cutting recognized the Colorado Asphalt Pavement Association (CAPA), which named the new research laboratory with a gift of $50,000 and provided $150,000 in state-of-the-art hot mix asphalt testing equipment. Other member companies including Northern Colorado businesses Connell Resources, Coulson Excavating, and Lafarge West also contributed through in-kind support and financial services.

The named space will provide a lab component to the lecture class currently offered to construction management and engineering students and will be used for basic asphalt pavement research.

Construction Management and CAPA host a national annual conference in Denver which draws 1,500 construction professionals from across the country. CAPA has committed future conference proceeds, which annually net $15,000 - $20,000 for the continuing operation of the laboratory including materials, supplies, and support for a lab technician. CAPA also plans to fund an annual scholarship in the amount of $10,000 to be awarded to five students at $2,000 each.

CAPA is a nonprofit trade association representing the hot mix asphalt industry of Colorado. Nearly 200 organizations are members, making it the voice of the asphalt industry throughout the state.

Recognized at the Colorado Asphalt Pavement Association (CAPA) Asphalt Laboratory ribbon cutting are associate professor Scott Shuler; CAPA president Steve Peterson, Lafarge West, Inc., Denver; Bill Kaufman, Colorado Department of Transportation commissioner; Vice President Joyce Berry, CSU Advancement and Strategic Initiatives; Larry Grosse, Construction Management department head; Ken Coulson, CAPA secretary, Coulson Excavating, Inc., Loveland, Colo.; and Tom Peterson, CAPA executive director, Centennial, Colo.

Lifelong Bonds
Continued from page 12

Nancy Hartley Scholarship
Nancy Hartley was a leader in K-12 and higher education for three decades before her retirement. She served as professor and director of the School of Education and as dean of the College. This scholarship was established to honor Hartley and will assist doctoral students in the School of Education.

Ann Hyde Memorial Scholarship
Ann Hyde was a well-known couture designer in Denver. She had a passion for quality construction techniques and exquisite fabrics. Dr. E. Fred Birdsall of Houston established the fund in memory of Ann, his late wife, to assist undergraduate students in Apparel Design and Production in Design and Merchandising with an interest in custom tailoring and couture design.

Kendall Graduate Scholarship
Patricia A. Kendall joined the Department of Food Science and Human Nutrition in 1974 and has been an Extension specialist specializing in food safety and nutrition since 1976. This scholarship will assist graduate students pursuing an M.S. or Ph.D. in community nutrition.

Sheri Linnell Scholarship
Sheri Linnell is well-known for the contributions she makes to CSU and the Fort Collins community. Linnell founded the CSU Homecoming Race in 1980 and has been race director for more than 25 years. She also serves as the director of the Adult Fitness program on campus. This scholarship will be awarded to students enrolled in Health and Exercise Science with a concentration in health promotion.

If you are interested in funding a scholarship, please contact Mary. Francis@colostate.edu or call (970) 491-2167. To make a gift online, see www.cahs.colostate.edu/giving.
Keep Memories Alive

In 1966 Bruce Ferguson walked across the commencement stage with his diploma in hand. Forty years later, he took center stage and delivered an amusing and memorable speech to our December graduates.

“I graduated from CSU in August of 1966, got married in September, and went to work for Gerald Phipps in October and nothing has changed since,” he quipped. “Someone told me I either make good decisions or I’m not very flexible.”

Ferguson started his career as an estimator in the construction industry. He worked his way to the top and became the president in 1992. “Working for one company for 40 years seems to be unheard of today,” he said. “There’s nothing wrong with this goal. You don’t have to change jobs every couple of years to get ahead. Loyalty will be rewarded.”

Chairman of the Board of Gerald H. Phipps, Inc. general contractors in Denver, Ferguson took a one-year sabbatical from his position to establish a student internship program in the Department of Construction Management. In gratitude, the Department selected him for the 2006 Hall of Honor Award for outstanding support of construction education.

“What brings the graduates from many disciplines together in the College of Applied Human Sciences?” he asked. “I believe the two most important assets for career success are: number one people skills and number two organizational skills.

“There are many ways to give back. A couple of months after I graduated, I got a letter from the Alumni Association offering me a lifetime membership for one easy payment of $75,” he said. “I was making $140 a week so that didn’t seem like such an easy payment to me. But my wife, Marty, convinced me it was something we should do. Boy have I gotten my money’s worth out of that deal.

“It kept me in touch with this wonderful place,” he said. “I know giving back is hard to consider when you’re just getting started in life, but down the road, if you keep these memories alive, you’ll realize the role Colorado State University played in your success.”

Ferguson’s final word for the graduates: “Don’t forget who gave you this education and opportunity.”

Distinguished Alumna is Fabric of Program’s Success

Winnie Willcox, Wayzata, Minn., and a 1973 Textiles and Clothing graduate, is the 2006-07 College of Applied Human Sciences Honor Alumna. She is the founder and vice president of Liknon Inc., a consulting firm for emerging businesses, and holds the same title for her latest business venture, Wine Innovations, LLC.

The source of her inspiration lies with a former professor, now deceased. “I am reminded that I am firmly standing on the shoulders of a remarkable professor and an outstanding educator – Sally Sims Haxton,” said Willcox. “Sally and the things she taught me are inextricably linked to any successes I have had in life and to this honor. To me Sally was a teacher, a role model, a cheerleader, and a mentor. Sally inspired me and helped me develop my creativity, passion, and imagination, and told me in the early ’70s that it was okay to be an over-achiever.”

Willcox was the first Executive in Residence in the Department of Design and Merchandising. The program brings industry leaders to campus to share their knowledge and experience with students and faculty.

“Happily, I believe Sally’s legacy lives on today in Design and Merchandising. On my return visits to campus, I have witnessed Department Head Mary Littrell and her many ‘great teachers’ who are today inspiring their students to a love of learning. And I am confident that someday these students will understand how fortunate they were to be launched from this place.”
A creative apparel designer is this year’s recipient of the Outstanding Senior Award for the College. Kristen Morris, a student majoring in apparel and merchandising in the Department of Design and Merchandising, designed a unique women’s suit jacket appropriate for the business setting. Not only did the garment garner Highest Honors at CSU’s Celebrate Undergraduate Research and Creativity Symposium, but it was also accepted into the juried exhibition of the International Textile and Apparel Association (ITAA), an international honor.

Morris has an ebullient, upbeat personality that shines through in her enthusiasm for her studies. In her final semester, she is currently on an internship assisting Willetta DeYoung owner of EDP Textiles in Minneapolis, Minn. She’s learning what it takes to operate a digital textile printing business as well as gaining insight into the life of a small business owner. Her experiences include textile design, marketing and promotion assistance, printer operator, and sample sewer. Morris says, “I am learning a lot about the digital printing industry and how to function in the design world as a textile designer and textile printer.”

In addition to her creative scholarship, Morris also participated in the Department’s inaugural study abroad program in Guatemala, where she had the opportunity to interact with many indigenous women in rural communities, as well as visit a blue jean factory. Morris says of her study abroad, “I feel this experience was invaluable to my understanding of our industry and means of production, fair trade organizations, and the techniques of creating a woven textile.”

Mary Littrell, department head, says, “As a student, Kristen shines in the classroom for her curiosity, keen intellect, contributions to collaborative learning, and creativity. Kristen’s class assignments exhibit creativity drawn from a variety of sources, including historical artifacts, other cultures, and contemporary popular culture. What makes Kristen’s creative work stand out is her ability to transform these sources of inspiration using the latest in computer technology, with outstanding results.”

Morris was also a member of the Dean’s Leadership Council, where she led the effort to develop a new website for the group. In her role working in the CSU costume shop, she guided co-workers in the creation and production of numerous costumes for the university’s theater productions in her years at CSU.

Morris says of her education at CSU, “The program in apparel design has given me experience in a variety of areas, and prepared me to enter the design industry and feel like I can and will be able to make a contribution immediately. Because our classes were small and the faculty was personable, I feel that I was able to get more out of my education than if I had attended a design school elsewhere. The atmosphere of the classes was one of sharing and mutual respect, and not only did we learn from the instructor, but also from our peers. I have felt challenged and inspired to try to do the best I can to succeed in school and in the design industry. When I graduate from this program, I will have the necessary technical skills and mental mindset to help me grow and flourish as a designer and thrive in something that I love!”

When I graduate from this program, I will have the necessary technical skills and mental mindset to help me grow and flourish as a designer and thrive in something that I love!”
Alumni Take Off

A professional endeavor brought together three alumni to work on an extensive addition to the Tucson International Airport terminal. The project, headed by Sundt Construction, included an expansion which added over 80,000 square feet to the ticketing and baggage level—all while the facility remained in operation.

Randy Rusing ’83 (Sundt), Michael Hill ’87 (Sundt), and Chris Wilt ’85 (Tucson Airport Authority) collaborated on an 88,000-square-foot, two-level expansion and 75,000-square-foot remodel of the existing ticketing and baggage levels of the terminal. The group hosted Dean April Mason on a tour of the project in November.

“It is truly a remarkable experience to meet alumni who share both a professional and college connection,” said Mason. “We hear about these large and small alumni-work collaborations all over the country. Our graduates tell us it’s especially rewarding when a project or company brings them together; they already have a relationship and camaraderie.”

If you would like to invite Dean April Mason or other College faculty or representatives to visit your company or organization, please contact DeanApril@cahs.colostate.edu.

Distinguished Service Award (DSA)

Helen McHugh Brauer, former dean of the College of Human Resource Sciences (now the College of Applied Human Sciences) at Colorado State will receive the Distinguished Service Award from the American Association of Family & Consumer Sciences in June. See www.aafcs.org for more information.

See www.cahs.colostate.edu for information on College events, College award winners, and retirees.