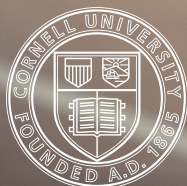


# HumanEcology



Cornell University





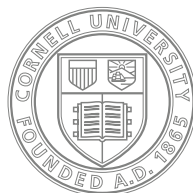
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## Human Ecology

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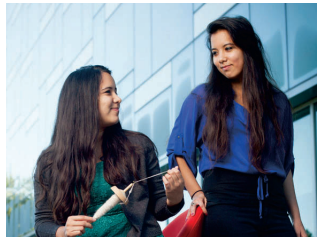
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**IMPROVING LIVES BY  
EXPLORING AND SHAPING  
HUMAN CONNECTIONS TO  
NATURAL, SOCIAL, AND  
BUILT ENVIRONMENTS**

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## Celebrating 150

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to Cornell's  
sesquicentennial,  
plus a timeline of  
Human Ecology  
milestones.



# Our DEFINING

## MOMENT

**A**s we approach the university's sesquicentennial, I welcome you to the new *Human Ecology* magazine, which highlights groundbreaking ideas and endeavors by our students, faculty, staff, and alumni. For readers of *LINK* magazine, which ceased alumni coverage, plus in-depth updates on the college's teaching, research, and outreach. I am excited to share the college's story in one publication designed for our entire community.

Our mission remains the same: to improve people's lives by exploring and shaping human connections to natural, social, and built environments. To support that goal, we bring together outstanding students, top faculty and staff, and innovative facilities, delivering world-class education and research to address societal needs.

In recent years, we've positioned ourselves to lead in many ways. The college has dramatically expanded its student and faculty exchange programs, building institutional relationships in Australia, France, India, Japan, Korea, Panama, Tanzania, and elsewhere. We oversee a New York City Urban Semester Program to provide more opportunities for hands-on education, and in establishing the Global and Public Health Sciences major this year, we've increased the international focus of our curriculum.

Through our departments, centers, and institutes, we're pursuing groundbreaking research across eight multidisciplinary themes: community and family policy; economics and federal policy; fashion and technology; health and design; lifespan development; neuroscience; public health and nutrition; and sustainability. A growing number of outreach projects, anchored in the Bronfenbrenner Center for Translational Research, extend our research to communities around the state. In New York

City, we guide an extension office that leads nutrition education and family and youth programs in all five boroughs.

This unprecedented growth is possible thanks to support by alumni and friends. In recent years, annual giving has leapt from \$400,000 to more than \$1 million, and our endowment has climbed sharply. We have invested millions of dollars in faculty renewal, student financial aid, seed grants for research, graduate fellowship support, sesquicentennial fellows, and endowed professorships. Now, with the college's largest single gift in our history, a \$10 million commitment from Joan Klein

Jacobs '54 and Irwin Mark Jacobs '54, we can

continue to recruit and retain top scholars (read more on page 44).

This is our defining moment. As the university commemorates its founding, we take an opportunity to reflect on our past, celebrate our present, and inspire our future. The stories in these pages—about cutting-edge advances in design, health, human development, nutrition, and public policy—capture the college at this moment of transformation, representing some of the most vital, dynamic work being done anywhere in the world.

We believe in the power of education, and in the power of research to provide solutions to even the most intractable problems. We believe in the power of community to create meaningful change, and that our work here in the college is only as significant as its impact in the real world. In this new magazine, at this new anniversary, we invite you to join us in planning our next 150 years at Cornell.



Alan D. Mathios  
Rebecca Q. and James C. Morgan Dean  
College of Human Ecology



**We believe in the power of community to create meaningful change, and that our work here in the college is only as significant as its impact in the real world.**



**The summer before her senior year**, Ivy Mumo '14 yearned for a new challenge. "I wanted to try research, because that was the one experience I was missing at Cornell," she says. Mumo found her frontier in the lab of Nancy Wells, associate professor of design and environmental analysis, where as a Cornell Cooperative Extension summer intern she investigated children's diet and physical activity.

A nutritional sciences graduate who plans to become a dietitian, Mumo was drawn to the lab because "I really like how it uses gardens to improve kids' health and get them excited about where their food comes from." The Wells lab directed the data collection and analysis for the U.S. Department of Agriculture's national Healthy Gardens, Healthy Youth project to study how school gardens affect children's diet, nutritional knowledge, fruit and vegetable preference, and physical activity levels.

Following her internship, Mumo remained part of the lab, benefiting from its "very positive, inviting atmosphere" and an interdisciplinary spirit that brings together half a dozen undergraduates, a staff research aide, and several graduate students.

"One of the fun things about our research is that it resonates with different majors in the college, including DEA, Nutritional Sciences, Human Biology, Health, and Society, and Policy Analysis and Management," Wells says. "Plus, the three PhD students I've had—Kim Rollings, MS '10, PhD '13, Beth Myers, PhD '15, and Kristin Aldred Cheek, PhD '17—have backgrounds in architecture, public health, and natural resources."

Now an assistant professor at the University of Notre Dame's School of Architecture, Rollings works with Wells on the Cafeteria Assessment for Elementary Schools (CAFE), a tool to examine how lunchroom characteristics—from plate sizes and shapes to cafeteria design and furnishings—influence kids' fruit and vegetable intake. The research team also developed new ways to measure physical activity and diet, comparing children's movements and postures during class- and garden-based lessons and analyzing photos of school lunch trays taken before and after meals to gauge what students eat.

Ultimately, Wells hopes these measures will be used by researchers, teachers, and policymakers to consider the impact of the environment on education. "Hopefully, lots of different kinds of subjects—not just plant science or biology, but also English—will ultimately be connected to the garden, and the fact that kids are more active outside could help make the case," Wells says.

Mumo, for one, says her favorite lab task was data collection, and as a final project she wrote a research paper on the links between children's physical activity and vegetable consumption.

"Working with the research team has shown me a different way to promote healthy eating, such as incorporating hands-on gardening into schools," she says. "That's something I see myself using in my future career as a dietitian."

—Olivia M. Hall, PhD '12

# GROWTH

## Opportunities



A student at Long Island's Riverhead Charter School, part of the Healthy Gardens, Healthy Youth project, inspects tomato plants.



Ivy Mumo '14 says her school gardens research feeds into her career plan to become a dietitian.





Students at Ithaca's New Roots Charter School test "Cellvival" as teacher Heidi Lux and researcher Andy Jefferson look on.

# Game of GENOMES

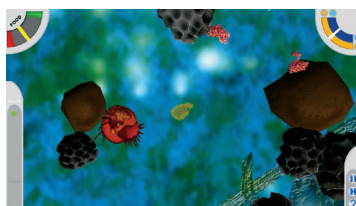
**"Cellvival," an educational video game** for high school students created by human development grad student Andy Jefferson, puts players in control of a tiny organism trying to evade predators, locate food, reproduce, and pass on favorable traits. In the game, students learn evolutionary biology concepts by surviving—or dying—in a hostile environment.

"In a game you can take something abstract and make it concrete and be free to experiment with it," Jefferson says. "All the creatures featured are organisms found in fresh water, which connects the game to classroom science lessons."

Already a hit at Ithaca-area high schools, the game will be distributed free to teachers in parts of New York state through Cornell's ASSET (Advancing Secondary Science Education with Tetrahymena) program.

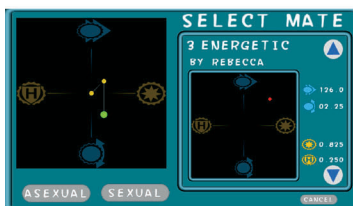
Take a dive into the world of its main character, and see if you have what it takes to stay alive.

—Sara Birmingham '15



## Searching for sustenance

As a single-celled *Tetrahymena thermophila* (yellow organism in the center), you must navigate a chaotic sea of predators, such as the large reddish-brown Euplotes (left) as you search for prey.



## Furthering the species

If you survive long enough, it's time to pass on your genes. By selecting for different traits, your offspring can inherit a blend of agility, speed, hazard resistance, and digestive efficiency.



## New generations

Once you've reproduced, you play as new offspring. The game tracks how many generations you've survived and your evolution as a species.





# Helping HAITI

**"I went on a whim,"** says Alexon Grochowski '15 about the trip that sparked her vision to build Haiti's first fully inclusive primary school for disabled students. Following that impulse, Grochowski now leads a group of 80 students across three Cornell colleges in designing and building the Centre d'éducation Inclusif (CEI), scheduled to open in 2016.

It started when Grochowski, a policy analysis and management student, joined a group of Cornell engineering students in Haiti to develop a water filtration system. Her focus turned to education after hearing about the lack of schools equipped for disabled students following the 2010 earthquake that devastated the country. "We decided that instead of solving pre-set problems, our work could go toward this real-life issue," Grochowski says.

Grochowski marshaled resources around the university, drawing student and faculty volunteers, grants from the Mario Einaudi Center for International Studies and Cornell Engaged Learning + Research, expertise from the Cornell University Sustainable Design group, and ideas on business plans, school designs, and curricula from class teams in the Cornell Institute for Public Affairs, the College of Architecture, Art, and Planning, and the College of Agriculture and Life Sciences. Grochowski

also recruited three faculty advisors—Bryan Duff, horticulture; Aleksandr Mergold, architecture; and Laurie Miller, CIPA—to help steer the project.

Joined by a group of Cornell students, Grochowski spent last

summer in Haiti, navigating the legal system so that construction can begin in January. She won support in meetings with local parents, disability groups, and teachers and education officials. "We'd sometimes get into heated debates, and that's an awesome sign," Grochowski says. "This is what

the community has wanted to see for so long."

To make sure the group serves local needs, Grochowski developed a survey to assess the school's target population.

"We want a specific view of our student base," she says. "It's about taking appropriate measures before actually implementing anything."

Grochowski is putting her education on hold this fall to stay in Haiti and focus on the critical stages of developing the school. Cornell students and faculty continue to offer support, including a CIPA capstone course that will fundraise and help with logistics.

Once the school opens, Grochowski plans to stay with the project until CEI is well established. "I want to make sure it's working the way we want," she says. "Sustainability is a huge piece."

—Sara Birmingham '15



Grochowski (speaking) has guided the school project at meetings with Haitian community members.



# Nations by the NUMBERS



**Kaley Nelsen '17 and Samantha Primeaux '16 had read about Italy's population crisis,**

but it took a Cornell in Turin summer course to truly understand the severity of the problem. "Most of the families were much smaller than I expected, usually one or two children," wrote Nelsen, a nutritional sciences student, in a course reflection. "Many of the mothers I saw playing with their children seemed as if they were well into their 30s, as opposed to their 20s, which was not what I had assumed."

Nelsen, Primeaux, and six other Cornell undergrads witnessed how the nation's fertility rate is creating a society filled with retirees, but with few younger workers to support them. The students traveled abroad as part of the Department of Policy Analysis and Management's class on "Population Dynamics and Policy Debates in



"You do all this reading, and have all these discussions, then of course there's the real story," says Sassler, who focused her lectures on young

adult transitions—leaving home, managing romantic relationships, raising children, and balancing work and family. "The most powerful part was getting these students observing Italian society."

The class interviewed young Italians about their employment prospects and hopes for the future. "Hearing about the job opportunities, or lack thereof, of highly educated Italians brought home the demographic points we covered in class," Sassler says.

Each student chose a European Union country to compare to the United States and Italy. Nelsen found that Italy and Spain had larger proportions of young adults living in their parents' homes, along with lower birth rates and a lower percentage of immigrants in the population. "Spain and Italy have

big issues with a lack of fertility, which is greatly affecting their age structure," she says.

Primeaux, a government major in Cornell's College of Arts and Sciences, enjoyed trips to a local community center in an immigrant neighborhood and a tour of the European Training Foundation to learn how the EU addresses education, health care, and other societal issues.

"You can read up on economics, politics, or international affairs and develop a good understanding of world politics and trends,"

Primeaux says. "But you

don't truly master a topic until you remove yourself from your current thinking to experience something you've never been exposed to before."

—Geoff Preston



Matthew Hall, PAM assistant professor, and students take a break from touring Turin.

Comparative Perspectives," taught by Matthew Hall, Dan Lichter, Sharon Sassler, and Laura Tach, and offered through the Cornell Institute for European Studies.





FSAD lecturer Fran Kozen, left, and Roxanne Dueppengiesser '88, 4-H extension educator in Wyoming County, right, help a teen build an electrical circuit.

# Fashion SMARTS

**Inside the Human Ecology Building,** 33 middle school girls use cloth, plastic, and tape to build umbrellas for a world where pond slime, grasshoppers, and meteorites fall from the sky. This challenge began a weeklong summer course, "Smart Clothing, Smart Girls: Engineering Through Apparel Design," to excite teens about STEM (science, technology, engineering, and mathematics) fields.

The umbrella lesson, says program leader Susan Ashdown, MA '89, the Helen G. Canoyer Professor in Fiber Science & Apparel Design, demonstrates that "there is a process to solving a design problem, and it is the same whether you are designing an umbrella, a car, or an outfit. For the entire week, the girls explored this process."

Cornell researchers led modules about mobility, electric circuitry for wearable technology, spatial perception in apparel design, and impact protection and insulation, reaching teens from 4-H

programs in Livingston, Ontario, and Wyoming counties, and the Syracuse chapter of Girls Inc.

Each day was packed with hands-on activities. The girls created patterns, then sewed skirts on industrial machines and adorned them with LED lights. They experienced a virtual fitting, taking 3-D body scans and importing them into CAD software to digitally drape and manipulate patterns on their avatars. Lindsay Aitchison, a NASA spacesuit engineer, teleconferenced with them.

For their final project, the students designed outfits for

a pop star's performance on a faraway planet, protecting her from harsh conditions while still allowing room to dance. "We did a test on LED lights to see how we could use them in our garments, and we tested polymers for knee protection," says Grace Ebert, a ninth grader from Ontario County.

In groups, girls chose roles such as lighting technologist, pattern maker, stylist, reporter, and material specialist to complete their project. On the last day, they modeled their prototype garments at a fashion show attended by their parents.

Funded by the National Science Foundation, the Cornell team developed and piloted the Smart Clothing, Smart Girls program beginning in 2013. Ultimately, they plan to create a curriculum for use off-campus, offering teaching kits, a website, and educational videos to 4-H clubs and other youth groups. Charlotte Coffman, FSAD senior extension associate, Fran Kozen '72, MS '77, and Kristen Morris, PhD '15, also helped develop and lead the program.

—Sara Birmingham '15



Smart Clothing, Smart Girls participants drape fabric on a half-scale mannequin in the Human Ecology Building design studio.

# Mutual Mutations

Cornell nutritional scientists have discovered that pathogenic mutations in mitochondrial DNA (mtDNA) are prevalent in healthy individuals, according to a study published in the *Proceedings of the National Academy of Sciences*. The presence of mtDNA mutations—already associated with many disorders, including cancers, diabetes, Parkinson’s, and autoimmune diseases—suggests they could play a major role in the aging process and age-related diseases, according to authors Kaixiong Ye, a nutritional sciences graduate student, and Zhenglong Gu, associate professor of nutritional sciences.

“This is the first time using such a large dataset to unravel the prevalence of pathogenic mtDNA mutations in healthy individuals,” said Ye.

In future work, the researchers will investigate the extent that these mutations contribute to age-related disease, and whether a healthy diet and lifestyle can slow down the expansion of pathogenic mtDNA mutations. “As individuals age, we expect the frequency of deleterious mutations to increase in a fraction of cells, causing malfunctioning mitochondria and defective cells,” said Gu.



Artwork by Odra Noel (odranoel.eu)

## Decoding the BRAIN

Although feelings are subjective, the human brain turns them into code that objectively represents emotions across different senses, situations, and even people, according to Adam Anderson, associate professor of human development, and Junichi Chikazoe, postdoctoral associate in human development. The findings, published in *Nature Neuroscience*, provide insight into how the brain represents our innermost feelings and upend the long-held view that emotion is represented in the brain simply by specialized regions for positive or negative feelings.

“Despite how personal our feelings feel,” said Anderson, “the evidence suggests our brains use a standard code to speak the same emotional language.”



## SUNLIGHT is the best medicine

For the health and happiness of nurses—and for the best care of hospital patients—let the sunshine in, finds a study by Rana Zadeh, assistant professor of design and environmental analysis. Day-shift, acute-care hospital nurses who had access to natural light enjoyed significantly lower blood pressure, communicated more often with colleagues, laughed more, and remained in better moods than nurses who settled for large doses of artificial light.

Zadeh and co-authors, including DEA doctoral candidate Susan Sung Eun Chung, examined nurse stations in hospitals with and without natural sunlight. They measured nurses’ blood pressure, heart rates, oxygenation, and body temperature, and observed levels of communication and the incidence rate of mistakes in the two environments.

The results, published in *Health Environments Research and Design*, suggest that maximizing access to natural daylight and providing quality lighting design may improve safety and staff mood. “The physical environment in which the caregivers work on critical tasks should be designed to support a high-performing and healthy clinical staff,” Zadeh said.

## SHAKY GROUND for Black Homeowners

New forms of racial inequality make homeownership a risky investment for African-Americans, according to a study co-authored by Matthew Hall, assistant professor of policy analysis and management, and published in *Social Problems*.

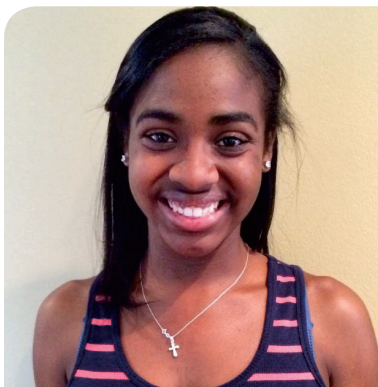
Using a sample of 6,994 non-Hispanic white and 3,158 black homeowners from 1968 to 2009, researchers examined racial inequality in transitions out of homeownership following the passage of the Fair Housing Act, which outlawed housing discrimination based on race. Over that span, the racial gap in the likelihood of changing from ownership to renting began to widen in the 1990s, and during the next two decades, African-American homebuyers were approximately 45 percent more likely than whites to transition out of homeownership.

“Despite important movement toward racial equality in access to homeownership, there is growing racial inequality in the ability to remain a homeowner,” Hall said.



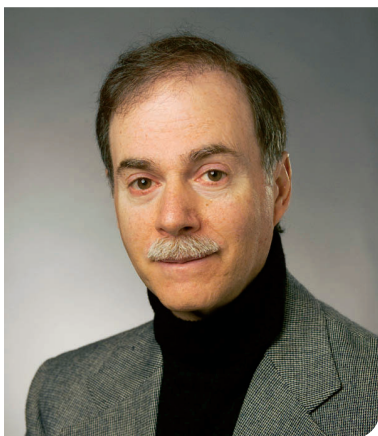
Adam Anderson and Junichi Chikazoe (Left); iStockphoto (Middle); Shutterstock





## Making a **DIFFERENCE**

The Cornell Black Alumni Association honored human development major Monet Bell '14 with its 2013-14 Outstanding Student Leadership Award for her academic success, campus leadership of the Black Women's Support Network and Cornell Alternative Breaks, and support of students of African descent. Bell, a math instructor with Teach for America, plans to pursue a medical career. "It's very rewarding to know that the past four years have been well spent and that I have made a positive impact," Bell said.



## A Lifetime of **CONTRIBUTIONS**

Stephen Ceci, the Helen L. Carr Professor of Developmental Psychology, received the 2014 E.L. Thorndike Award for Lifetime Contribution in Research from the American Psychological Association. Ceci, known for his work on child development and intelligence and memory, is the college's second recipient of the award, joining 2003 recipient Robert Sternberg, professor of human development. The award letter described Ceci's research as holding "theoretical and practical value to the larger educational, psychological, and legal communities."

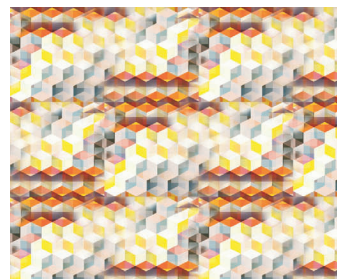


## Bioengineering **PIONEER**

C.C. Chu, the Rebecca Q. Morgan '60 Professor of Fiber Science and Apparel Design, was named to the American Institute for Medical and Biological Engineering College of Fellows, an honor reserved for the world's top 2 percent of medical and biological engineers from academia, industry, and government. Chu, nominated by his peers, was recognized for his work on biodegradable polymers and fibers for medical use in bone repair, wound treatment, and more.

## Cover Material

For her introductory computer-aided design class, Rachel Powell '17 designed a textile pattern of interlocking cubes titled "Awakening." The piece opened the eyes of design pros, winning the 2014 International Textile Market Association Educational Foundation cover competition, including a \$500 prize and her design featured on an issue of the ITMA's flagship publication.



## **EDUCATOR** of the Year

The International Interior Design Association named So-Yeon Yoon, associate professor of design and environmental analysis, as its 2014 Educator of the Year. Jurors for the award cited her knowledge of design, multidisciplinary approach, and dedication to student learning. "Her broad perspective on design and on the world at large is impressive, and she's using that expertise to take her students into new and exciting territory," said juror Carlos Martinez, a principal at Gensler.

## **AGING'S** Effects

Corinna Loeckenhoff, associate professor of human development, received the 2014 Margret M. and Paul B. Baltes Foundation Award in Behavioral and Social Gerontology from The Gerontological Society of America—the nation's largest interdisciplinary organization on aging. The award recognizes Loeckenhoff's substantial early career research contributions, particularly her work on age differences in socioemotional functioning and the implications for healthy behaviors and decision-making by older adults and their families when faced with serious illnesses.





# On *a* MISSION

**They are Human Ecology:** professors, students, staff, and alumni living the college's mission. There's a professor of human development, performing groundbreaking work to crack the complexities of human decision-making. There's the extension leader who turned her teenage dreams into a 40-year career guiding youth programs in New York City.

There's the premed who spent a summer setting up clinical trials in rural India, the alum who founded her own legal search firm, and the twin PhD students who are focusing on apparel design and fiber science. And there's the dean, an economist and policy analyst who's steering the college toward new frontiers.

They're all Human Ecology, and in this year of Cornell's sesquicentennial, we've asked each of them to reflect on the college's roots, its focus, and where they think it'll go next.

*Interviews by Ted Boscia*







# Alan Mathios

Rebecca Q. and James C. Morgan Dean  
Professor, Policy Analysis and Management

**THE MISSION:** Every time I walk into my office, I am inspired by our mission statement: Improving lives by exploring and shaping human connections to natural, social, and built environments. Our multidisciplinary approach recognizes all these overlapping influences—social and natural sciences, design, nutrition and health, public policy, society, family, and community. The key word is ‘shaping’—applying our findings to improve society and human lives. It’s a powerful mission that everyone in our college can identify with.

**HIS WORK:** My research focuses on how the federal government regulates the information we receive about food, tobacco, and other products. It goes back to when I was an economist with the Federal Trade Commission. It fits the Human Ecology mission because if we’re not truthfully informed about products in the marketplace, there may be harmful consequences to health and well-being.

**THEN AND NOW:** [College co-founders] Martha Van Rensselaer and Flora Rose were pioneers in creating educational opportunities for women, and today our undergraduate population is more than 70 percent female. We are supporting women to take prominent roles in science, medicine, law, and government, which we owe to Martha and Flora’s vision. Another of their insights was to join experts from different disciplines around common themes. This structure is part of Human Ecology’s DNA, and it’s why the college can adapt and evolve as society and families change.

**THE STUDENTS:** In addition to their classroom work, our students are fully engaged in research and outreach. Of all the Cornell colleges, Human Ecology has the highest rate of student participation in research with a faculty member, and the highest rate of public service by students. These experiences end up being very meaningful for students, helping prepare them for careers and shaping their worldviews.

**THE FUTURE:** I am excited to continue to grow the Cornell MRI Facility, a new university resource based in Human Ecology. We’re attracting a group of incredible scholars who will use the tool to answer fundamental questions about human behavior. We are advancing public policy education and research that will bring together assets from many different units and colleges. We’re also working on a new institute focused on health care and design, and a fashion master’s program in New York City. And we will continue to build the strengths of our academic departments, centers, and institutes. There’s so much growth in the college right now. We have a spectacular faculty and spectacular students and staff, and we’re all ready to roll.



# HUMAN NEUROSCIENCE INSTITUTE





# Valerie Reyna

Professor, Human Development  
Director, Human Neuroscience Institute

**HER WORK:** One focus I have is the neuroscience of risky decision-making—dangerous behaviors such as substance abuse or unprotected sex—and how our thought processes change from adolescence into adulthood. It's right at home in Human Ecology because I approach the causation for decision-making by exploring the cognitive, social, emotional, biological, and even economic factors that influence our choices.

**HER STUDENTS:** I'm so proud of them. We ask a lot, challenging students to work hard and dig below the surface. They read complex journal articles with ideas that challenge stereotypes about psychology and human behavior. They're in the lab on Saturday and Sunday nights, poring over the research, thinking about experimental designs, and analyzing results. It's not required, but they come here because they're excited to explore the research.

**THEN AND NOW:** I feel a close connection with the early pioneers in home economics, and the college still leads in attracting women and other underrepresented groups into the academy. My parents didn't go to college or even graduate from high school, so I value education as a life-altering opportunity. I greatly enjoy helping young scholars from diverse backgrounds

do science that opens up new worlds to them. It's inspiring to see a direct line between our work today and the work of women who broke down barriers more than 100 years ago.

**SERVING SOCIETY:** Many places do outreach, but what's special about Cornell is that we realize how crucial basic science is to solving problems. To make an impact, you have to translate the basic science into application. If you're only focused on the applied science, your programs don't work as effectively. It's counter-intuitive, but some of the most powerful applied work comes out of the most basic lab experiments.

**THE FUTURE:** We're embarking on initial studies with the MRI scanner, and nearly every study we do will be the first of its kind. With this technology, a key challenge is to ground our research in the classic psychological insights and ecological framework that underpin the college. It's exciting to image the brain as people make decisions, but we sometimes place too much faith in tools. It's not like we suddenly have all the answers to human behavior now that we can observe the brain in action. There's still so much to learn in neuroscience and behavioral science, and bringing them together is where the gold lies.





# Blake Barr '16

## Human Biology, Health, and Society Major

**COMING TO CORNELL:** I'm from California, and it actually snowed in April when I first visited campus. Even that couldn't stop me from coming here. When I read about Human Ecology and the HBHS major, I knew this was the place for me. I thought, "This is the one!" I'm also very grateful for generous financial aid from Cornell that allows me to be here.

**HIS STUDIES:** I am premed, but I wanted my focus for these four years to be something more than pure biology, especially with my other interests in health, nutrition, and science. In HBHS, I study biology, but also look beyond to understand social determinants of health. I've taken classes in nutrition and the U.S. health care system, and I can't wait to take more classes across the college. I'm always telling my friends that Human Ecology has the most interesting electives.

**GOING ABROAD:** I had never been out of the country until I spent last summer in India working for [DNS assistant professor] Dr. Saurabh Mehta. My first project was to help set up a yearlong clinical trial to see if vitamin D supplements can help tuberculosis patients boost their immunity and recover faster. The second was to develop a health surveillance survey for rural South India to assess people's living conditions and to help determine the prevalence of infectious diseases and health characteristics in the region.

**THE MISSION:** To me, Human Ecology uses an interdisciplinary approach to study—and more importantly, to solve—problems we face in everyday life. I like the relevance of the research I've done here. We're tackling real-world problems from many different angles, and whether it's research, outreach, service, or teaching, we're always working at the cutting edge.





# Jacqueline Davis-Manigault '72

Senior Extension Associate, Cornell Cooperative Extension New York City  
Program Leader, Family and Youth Development

**COMING TO CORNELL:** I grew up in Long Island City, living in Queensbridge Houses. One day in high school I got a letter inviting me to apply to Cornell University. I wrote in my essay that I wanted to be the best teacher in New York City, that I wanted to study child development so I could understand how to motivate young people to learn and how to provide families with information to help them raise their children.

**HER STUDIES:** My freshman year, the college changed its name from Home Economics to Human Ecology. That fit with my focus on being a high-quality educator. I kept working with my community, every summer back in Queens or other predominately low-income New York City neighborhoods and during school at Ithaca's Southside Community Center. I designed my own research project, studying the difference between how kids learn in black phonetic English compared to English typically taught in schools.

**HER WORK:** Soon after graduation, a position opened in New York City as a 4-H home economist. I got the job, and starting from the ground up, I've been able to build programs in nutrition, STEM education, and positive youth development. We know we can't reach every child in New York, but by training

others we multiply our impact. It's better than my dream of teaching because I've been able to touch so many lives.

**THE MISSION:** I see Human Ecology as continually studying and exploring human beings in relation to our surroundings—built environments, political environments, and community and family environments. I admire Urie Bronfenbrenner's thinking on the ecological model, how all these factors are shaping who we are and who we become. It informs so much of what we do in extension, realizing that we're a product of our environment and we can work on community, family, and policy levels to support human needs.

**SERVING SOCIETY:** Everything we do has a real-world connection to families. We run nutrition and fitness programs to help parents live healthier and teach their kids to do the same. We work with lawmakers, community members, and business owners to make broader changes, such as the Adopt a Bodega program with the Department of Health, to make fresh foods more accessible in urban environments. I feel privileged to have studied at Human Ecology, and to have spent my career applying Cornell research to help young people reach their fullest potential.

# Helen Trejo MA '14

Apparel Design PhD Student

**COMING TO CORNELL:** Our mom always emphasized the importance of higher education, and pursuing fashion was a natural fit based on our family background. Our grandma learned how to sew in El Salvador and worked as a seamstress in Los Angeles during the '70s. We grew up watching her make clothing for us, which was very inspirational. In high school, we learned how to sew and were excited to learn about fashion research as undergraduates at the University of California Davis. We were interested in pursuing further research, which led us to Cornell.

**HER RESEARCH:** At Cornell, my master's research focused on local clothing and textile economies in New York. I visited different sheep, alpaca, and goat fiber farms and mills to understand the processing steps. Not many people consider how farmers and animals fit into the fashion supply chain, but I've really enjoyed meeting the farmers, learning the story about their animals, and understanding their business model.

**THE MISSION:** I understood Human Ecology right away. I've taken classes focused on ecology and natural resources, where I learned about ecosystems and how all the pieces are interconnected. Human Ecology looks at all of these complexities from social, environmental, cultural, and scientific perspectives to consider how we can make improvements.







# Nidia Trejo MS '14

Fiber Science PhD Student

**HER RESEARCH:** I went to a demonstration on science and fashion as an undergraduate, and I was so amazed that I decided to pursue fiber science in graduate school and as a career. For my master's thesis at Cornell, I researched how to use nanofibers for potential wastewater treatment applications. I'm fascinated by textile chemistry, nanotechnology, and applications for environmental and human health.

**BREAKING BARRIERS:** It's important for me to do outreach for Latinos, people who are like me and are underrepresented in higher education. I help with logistics for a group called Latinas in STEM. I met with Latinos visiting Cornell through the Ivy League Project, which encourages students to pursue higher education. I love how they responded to my excitement and am proud to open their eyes to fiber chemistry.





# Susan Kurz Snyder '81

Co-founder and Principal, Greene-Levin-Snyder Legal Search Group  
Co-chair, Human Ecology Dean's Advisory Council

**HER STUDIES:** I was a consumer economics and housing major, what is now called policy analysis and management. My dream was to become a consumer advocate, and I created my own Cornell-sponsored internship program in Washington to work for Ralph Nader. Professor Carol Meeks, who was then advising the federal government on housing policy, pushed me to make the most of my surroundings and see how laws are made. The whole experience was very motivating and empowering.

**HER WORK:** Early in my career as a corporate lawyer, I decided to do something more meaningful to me. I realized that I wanted to help people make connections and positive changes in their lives. In the late '80s, I began working as a legal recruiter and eventually started my own business with two women partners, never looking back. We refer to ourselves as "the human search engine," and I use my Human Ecology

background daily to make connections between people, their environments, and available resources.

**THE MISSION:** In defining human ecology, I start with relationships—humans relating to each other, to our physical world, and to our social, political, and family structures. Everything is connected and nothing occurs in isolation.

**THE FUTURE:** I think that there's no stopping us. Embedded in our land-grant mission is this desire to change the world, to spread ideas for the betterment of society. Because our work is so relevant to the world, we are energized and uniquely positioned to make a difference. People outside Cornell see it, as we attract great faculty talent and do cutting-edge research. We have all the right ingredients to make a big impact, and we just need to keep charging ahead.





Mark Vorreuter

## *A Year of Festivities for Cornell's Sesquicentennial*

Cornell opened its sesquicentennial celebration Sept. 12 by lighting the Empire State Building in Big Red, but the party is just getting started, including the first-ever combined Homecoming weekend and Trustee-Council Annual Meeting, Oct. 17-18. Celebrations will follow in eight other major cities, from Washington, D.C. to Hong Kong, Los Angeles, and London. Biggest of all is Charter Day weekend, April 24-27, a four-day campuswide extravaganza billed as "Cornell 150: A Festival of Ideas and Imagination."

The College of Human Ecology has caught the spirit, planning faculty and guest lectures, exhibits featuring items from the college and university archives, and alumni celebrations. Whether on campus, at an event in your area, or from your home computer, join the fun as Cornell and Human Ecology ring in the big 150. For the latest details, visit [human.cornell.edu/150](http://human.cornell.edu/150).







# TRAINING DAY

Students and professors move research into the real world at 4-H Camp Bristol Hills

By Olivia M. Hall





# AYS

On a sunny July day, a dozen girls in shorts and t-shirts gather by the small store at 4-H Camp Bristol Hills in Canandaigua, N.Y. Slurping slushies that stain their lips bright orange, blue, and red, they chatter over the sounds of a strumming guitar. Unlike most of their fellow campers, these girls are headed to Big Chief cabin for a unique afternoon activity. Guided by two human development undergraduates, they'll reflect on puberty as part of the "Writing about Life Changes" study led by Jane Mendle, assistant professor of human development. Following a successful pilot study last summer, Mendle is again partnering with camp director Tim Davis to further investigate the health benefits of writing about teen transitions.

"The 4-H program has always had a wonderful connection with the university," says Davis, interim executive director and 4-H program leader of Cornell Cooperative Extension in Ontario County and, thanks to a coffee habit, "Java" to his 70 staff members and 1,000 co-ed campers. "There is a real emphasis on how the camp experience will develop the whole child, and if there is a good fit between faculty and our priority areas—healthy living, STEM (science, technology, engineering, and math), or workforce development—we're very open to discussing partnerships."

Indeed, 4-H Camp Bristol Hills is becoming a prime spot for Cornell professors and students to pursue research and outreach projects. Along with Mendle's study, this summer the nearly-90-year-old camp hosted the "Health and the Brain Neuroscience Outreach" project by Valerie Reyna, professor of human development, and a geospatial science study in the College of Agriculture and Life Sciences, all run by CCE interns.

On this afternoon, Mendle's research assistants Alexandra Holmes '16 and Kathleen McCormick '16 walk 14 girls from the camp store to Big Chief, where they spread out on a collection of mismatched chairs around several tables. They open booklets titled "Dear Diary - Day 3" and listen to Holmes deliver instructions to write for 20 minutes about changes they have noticed in their relationships with their parents and family members since entering puberty. Hunched over their booklets, the girls scribble away, the silence broken by kitchen clatter heard through the screen doors and sheep bleats from the critter care class outside.

"Some of the things they write are really funny, some are sad," Holmes says after the girls hand in their booklets anonymously and leave for their cabins. "No matter the focus of the writing, it is amazing how genuine and thought-provoking the responses are."

"Often they're glad they've gotten their thoughts out on paper," McCormick adds.

Such expressive writing exercises—brief, focused interventions to write about periods of change—have been shown to benefit participants, Mendle explains. For pubescent girls, writing about their relationships with peers and parents could help to head off potential negative consequences of a difficult life stage, including depression, anxiety, poor self-esteem, and body dissatisfaction. "Everybody knows that puberty is rough on kids," she says.

Mendle will measure their mental health changes against control groups completing a neutral writing exercise and by following up with the campers after three months. She anticipates that by the summer's end her research assistants here and at Hidden Valley, another 4-H camp near Watkins Glen, will have recruited more than 100 girls—lured by the promise of free slushies—adding to 50 from her pilot study last year.

## Molding Minds

Down the hill from Big Chief cabin, on the bright second floor of Woodard Lodge, human development research assistant Lindsay Dower '17 opens a session on health and the brain with two middle-school-aged girls and one boy gathered at a long craft table.

"Let's make our own brains out of clay!" Dower tells the campers. They roll two white balls for the left and right hemispheres, bridge them together with a thin red corpus callosum, add a blue cerebellum, and cover everything with colorful parietal, temporal, and occipital lobes. Along the way, Dower explains each part's function.

"The medulla oblongata controls breathing, so it's very important," she says. "I got my camp name, 'Medulla,' when I told other counselors that it's my favorite part of the brain stem."





Dower, at left, leads campers in a lesson; Davis, middle, hopes Bristol Hills excites kids about STEM fields.

For the next two hours, campers bounce around the room, absorbed in such hands-on activities as pretending to be fat cells that try to process “calories” made from yarn.

“The goal of our project is to look at how effective this curriculum is in helping kids learn about neuroscience, genetics, and nutrition,” Dower says.

During three weeks at Bristol Hills, Dower is observing participants—some of whom were part of a special 4-H STEM program—as they complete randomly assigned nutrition or genetics modules.

Both are updates from last year’s pilot study based on Reyna’s fuzzy-trace theory, which proposes that people retain information in two ways—verbatim and gist. But when making decisions, adults tend to rely on the fuzzier gist of the situation whereas teens analyze the verbatim facts, an approach that often leads them to underestimate the dangers of risky choices.

“In the context of Lindsay’s research, verbatim knowledge could be memorizing calorie counts of foods and making nutrition into a math problem,” Reyna’s graduate student lab leader Evan Wilhelms says. “But many people, despite knowing what good nutrition is, don’t make healthy choices. We theorize that they lack insight into why, for example, it is important to count calories. You’re more likely to retain and use information when you have an understanding of it.”

While adolescents are great at memorization, they are still learning to

rely on gist knowledge, leaving them prone to make risky choices. “That’s why we’re specifically targeting them,” Wilhelms adds.

By creating model brains, Dower hopes campers will understand the essence of how the brain works, even if they don’t remember the specifics about each part.

## Role Models

In the same way that archery, swimming, woodworking, and singing around the fire draw campers to Bristol Hills, Davis hopes the camp will become known for introducing kids to the value of STEM.

“The studies are wonderful experiences,” he says, pointing to numerous benefits for participants, including exposure to higher-level subject matter and personal growth.

Faculty members, on the other hand, develop new youth curricula, provide outreach opportunities to their undergraduate and graduate students, and find subjects for their studies. “The big advantage of the camp is that it allows us to test research on a pretty broad sample of people in a relatively short timeframe,” Mendle says. “I’m very grateful to Tim for that opportunity, which embodies what extension is supposed to be.”

Students learn to move research from controlled lab settings into the real world, where distractions can require “going with the flow,” says Dower. “It’s also taught me leadership and interpersonal skills. My favorite part is working with the campers.

Some of them ask me questions about studying science in college, and I love talking about my experiences. There is definitely a mentoring component.”

For Davis, it is one of the greatest benefits of bringing CCE interns to the camp. “STEM might not be something that our campers have enjoyed previously, but then they see the enthusiasm that young adults like Lindsay have for it,” he says. “They’re seeing young women who are succeeding at college and doing some incredible things.”

The research assistants’ full integration into camp—from eating meals in the lodge to teaching afternoon recreation classes—reinforces these interpersonal connections.

“By the end of the week, the girls enjoy not just the experiment but also hanging out with us,” says Holmes.

“The best thing is when someone gives us a hug goodbye and says, ‘I’m going to miss you,’” McCormick agrees. “That’s pretty impressive.”

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*Olivia M. Hall, PhD ’12, is an anthropologist and freelance writer.*

# DIVING INTO RESEARCH AND OUTREACH

**Camp Bristol Hills** was not the only place where Human Ecology students received an education in real-world research and outreach this summer.

Thirteen Cornell Cooperative Extension interns supported community projects throughout the state—from the hills of central New York to the streets of New York City. Another 15 students conducted research alongside faculty members through the Human Ecology Undergraduate Summer Research Awards program, offered to immerse students in labs.

At right, four students share more about their summer experiences.



**Caroline Donelan '16**  
Fiber Science & Apparel Design

Addressing heat stress, particularly for firefighters, soldiers, and farmworkers, Donelan aided Assistant Professor Huiju Park's development of cooling textiles that use the body's natural thermoregulation.

"My favorite experience has been conducting testing with the thermal manikin," Donelan says. "We can use a fully functional, sweating manikin to test various qualities of textiles we use every day."



**Jane Conway '16**  
Human Biology, Health, and Society

In a campus lab and in participants' homes, Conway tested infants' language abilities, emotional control, and attentional focus, supporting Professor Gary Evans' research to pinpoint how and when educational gaps develop between children in low-income families and peers who are better off.

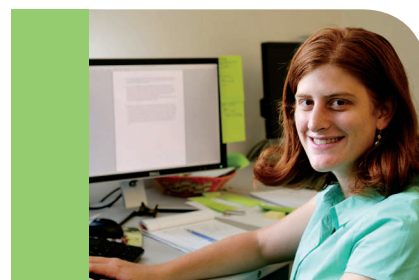
"My favorite part has been interacting with people across Tompkins County," Conway says. "Sometimes I get caught up in the 'Cornell bubble' and don't see what's going on around me. This project has not only let me see different parts of the community, but also allowed me to interact with people from different backgrounds."



**Jon Galati '15**  
Human Biology, Health, and Society

Under Professor Kimberly O'Brien, Galati studied how iron transfers from mothers to fetuses during pregnancy, examining two proteins involved in the process. Understanding these mechanisms will aid in treatments for iron deficiency during pregnancy.

"The topic is highly relevant since iron deficiency and anemia continue to be a worldwide problem for women and children," Galati says.



**Emily Miller '16**  
Policy Analysis and Management

Miller studied the effectiveness of public service announcements in reducing DUI arrests, fatalities, and injuries. Guided by Professor Rosemary Avery, she examined which characteristics of PSAs work best for various demographic groups (men and women, and young and older drivers, for instance).

"Professor Avery was there to rein me in, keep me focused, and advise me on subjects that felt murky," Miller says. "All the moving parts came together, and I have a deeper understanding of research."

—Geoff Preston



The background image shows a bright, modern classroom. It features tiered seating with wooden railings, a large multi-paned window on the right, and a unique white, fan-shaped pendant light hanging from the ceiling. The floor is made of light-colored wood. In the foreground, there are white tables and modern chairs, including a black office chair and a blue armchair. The overall design is clean and functional, emphasizing active learning.

# First-Class DESIGN

Human Ecology students create the classroom of the future

by Sherrie Negrea

**ACTIVE LEARNING**  
IN HUMAN ECOLOGY



The professor begins class with a mini-lecture, then quickly switches gears, saying, “Break into groups of four!” The students immediately roll their trapezoidal desks into small clusters. Using a video sharing system, they view work from their laptops on a single screen, while the instructor roams the class, guiding the teams and answering questions about their projects. Welcome to the classroom of the digital age, a space that uses cutting-edge technology to instantly transform traditional lecture-style education into collaborative learning. By spring 2015, two of these classrooms will be installed in Martha Van Rensselaer Hall, among the first such spaces at Cornell.

Two groups of students in an interior design studio offered in the Department of Design and Environmental Analysis conceived the rooms last fall. Although the College of Human Ecology initially planned to develop only one proposal, administrators and faculty who heard the students’ presentations decided to try both.

“The two teams came up with such diverse and fabulous designs,” says Randi Rainbow, the college’s director of information technology, “that we couldn’t pick one over the other.”

The project started after Rainbow approached So-Yeon Yoon, DEA associate professor, and asked if her studio class could create a “transformable” classroom that would meet the needs of students while also maximizing the college’s educational space.

“Students can’t live without their personal devices,” says Yoon, who has practiced and studied interior design and information science. “It’s part of their culture. So we wanted to come up with a classroom model that works better for this changing world.”

When her studio met last August, Yoon divided the 13 students into four teams to participate in a design concept competition. After two months, as their proposals converged around similar themes, she regrouped the students into two teams.

One design, The Learning Game, borrowed features from televised game shows, with the instructor acting as the “host” who controls the class and displays content from a mobile touch-screen computer. Students can choose from a variety of sleek, functional chair designs—from a Scooch ottoman to a Huddle lounge—on two tiers of seating or on ground level.

The second concept, Building on Basics, was inspired by elementary school classrooms, with modular and mobile furniture allowing different layouts for students to listen to lectures or work on group projects. Mobile whiteboards were placed throughout the room to allow students to collaborate on shared surfaces.

“We learned there are many components to active learning, as opposed to passive learning, which is the lecture model,” says Eden Brachot ’15, one of two DEA students hired to create the construction documents for the project. “It’s about dialogue, about speaking with students in a two-way conversation, rather than talking at students. Our focus was creating a space that encourages and facilitates this exchange.”



Technology became a major component of the designs. Both classrooms offer video sharing systems that allow students to project work from their devices onto a common screen. The two classrooms also feature a massive whiteboard covering the chalkboards—a staple of teaching since before MVR Hall was built in the early 1930s. The wall coverings, called wall-talkers erase •rite, can simultaneously serve as a screen on which to project students' work and a space to write alongside the computer images.

Research shows that when instructors use active learning techniques in the college classroom, student retention and performance improves. A longi-

tudinal study at North Carolina State University in 1998, for example, found that engineering students in traditional lecture classes were twice as likely to leave the major and three times as likely to drop out of college, compared to students taught by active learning techniques.

"When students are enrolled in a learning environment where they can be actively engaged with the material, where they are able to learn from one another, and where they learn by working through problems, they learn it better, they learn it deeper, and they retain it longer," says Barbara Friedman, the interim director of academic technologies at Cornell.

A survey led by DEA students

last fall showed that 60 percent of Human Ecology students favored active learning as their ideal pedagogy, followed by taking and reading notes (19 percent), watching a demonstration (11 percent), and listening to a lecture (10 percent). Another survey will be taken after the classrooms are occupied in the spring semester to gauge their effectiveness.

The classrooms—slated for Rooms 157 and 166N—will be primarily used by faculty members in Human Ecology, though they will be available to professors from other colleges at Cornell and for students after-hours. Together, installing the two classrooms, including their audiovisual equipment and

furnishings, will cost \$400,000, said Kristine Mahoney, the college's director of facilities and operations.

For Kendra Hayes '15, a DEA major who worked on the construction documents for the project, the new classrooms could not arrive soon enough. "I want to have a classroom that I'll be glad to get up in the morning for," Hayes says. "If you stay up late and you've got that 8 a.m. class, sometimes coffee alone won't cut it. We designed this classroom for students just like us—students who want an engaging, interactive experience that will motivate them to learn."

*Sherrie Negrea is a freelance writer.*



Kendra Hayes '15 and Eden Brachot '15 (l-r) consider material samples for the new classroom space.

# Smart Design

Previewing Human Ecology's new transformable classrooms

## The Learning Game, Room 166N



Students will use **ClickShare**, a video-sharing system that allows them to project content on a common display. Up to four students at a time can contribute to the shared screen using a wireless connection. Students on one team can project content side-by-side, or students from different groups can contribute their work on a single screen.

At the front of the room, a wall covering called a walltalkers **erase•rite** will replace the chalk-board. The surface allows computer content to be displayed simultaneously while the instructor or students add notes.

Chairs will come in five types: a **Womb Chair**; a **Scooch**; a **Huddle lounge**; a **Node** chair; and **Rise** furniture. The chairs will be situated on a ground floor and on two tiers of seating along the classroom's rear wall, with capacity for 35 students.

Huddle lounge



Rise



Scooch

Womb Chair



Node

## Building on Basics, Room 157

Students can share their work on a classroom screen using **ClassSpot**, which simulates the two-way interaction that takes place on a white board. ClassSpot also allows students to edit each other's work by scrolling with a mouse. The front of the classroom will be covered with a walltalkers **erase•rite**.

As students enter the classroom, they will pass by a peg wall for holding backpacks. Cubbyholes and spaces under chairs can also store students' belongings. Desks will be trapezoidal and fit together in a variety of group sizes, ranging from two to eight. Mobile chairs can be rolled into other layouts when the instructor wants to change from a collaborative or a traditional lecture. The classroom will hold 25 students.



Cubby



Peg wall



Trapezoid desk





## Paradigm SHIFT



**For more than 50 years** as a faculty member in Human Development, Henry N. Ricciuti was a leader in his field, a powerful advocate for families and youth, a nurturing teacher, and a mentor to fellow professors. Henry's easygoing, avuncular manner belied an incisive intellect. He was the last person to sing his own praises, always modest and self-effacing about his scholarly reputation. If you didn't know what he did for a living, I doubt you'd ever guess that he was one of the era's most important child psychologists.

As a young faculty member, I worked alongside Henry for several years before I realized how highly his work was regarded by fellow scientists. Early in my career, at a National Institutes of Health review section, a committee member mentioned that he was anticipating Henry's latest article. Another colleague joined the conversation, detailing Henry's groundbreaking work in nutrition and children's intellectual development. They went on to describe a host of scholars who had been mentored by Henry as PhD students. I was shocked to discover my dear friend had such a wide influence, but it fit his humble personality to not let on about these achievements.

Henry's accomplishments were numerous, leading the Society for Research in Child Development to honor him in 2001 with its lifetime award for Distinguished Contributions to Public Policy for Children. His approach to research questions was inherently ecological, long before that adjective came into broad use among developmental psychologists.

Unlike many who studied children's behavior out of context, Henry understood that children's surroundings exerted influences both additively and interactively on their emerging behavior. His research

examined cognitive and social outcomes for children, often in developing countries, as a function of cultural and economic factors. He was conscious of the smallest details—how their houses were built, and whether their floors were regularly swept—and recognized that such ordinary ecological factors often accounted for important variations in children's development.

Along with his research contributions, Henry selflessly served Cornell for decades. Twice he chaired the Department of Human Development and, most notably, he co-chaired with professor Sally Blackwell a committee that reorganized the college from Home Economics to Human Ecology in 1969. More than a name change, these actions represented a paradigm shift that propelled the college into the top tiers of international scholarship and outreach. It is no exaggeration to say that much of the College of Human Ecology's current success began with a report that Henry co-authored a half century ago.

Each fall, the department honors Henry's legacy with the Ricciuti Lecture Series, which attracts eminent psychologists to campus to discuss ideas on child health and behavior. In 2005, when Henry learned that a lecture series had been dedicated in his name, he was shocked and did not feel he deserved such an honor. But he most definitely did.

Until his death in 2011, Henry attended many of these lectures, and I watched as the speakers—the most eminent developmental psychologists—paid tribute to Henry's achievements. Despite his demurrals, I could tell Henry was thrilled!

*Stephen J. Ceci is the Helen L. Carr Professor of Developmental Psychology in Human Ecology.*

# in memoriam

**Elizabeth (Freestone) Bassette '34**, Honeoye Falls, N.Y., March 27, 2014

**Lois (Purdey) Shafer '34**, Logansport, Ind., June 12, 2014

**Millicent (Baker) Owen '36**, Ballston Lake, N.Y., April 28, 2014

**Louise M. Dunn '37**, Albuquerque, N.M., March 5, 2014

**Audrey (Bernichon) Glacken '41**, Boynton Beach, Fla., April 19, 2014

**Marie (Clapp) Moffitt. MEd '41**, Durham, N.C., January 20, 2014

**Alice (Sanderson) Rivoire '41, MS '48**, Ithaca, N.Y., February 24, 2014

**Faith (Riggs) Nix '42**, Niskayuna, N.Y., May 14, 2014

**Dorothy (Kellogg) Conti '43**, Inverness, Ill., January 30, 2014

**Barbara Hall Bowne '44**, Sidney, N.Y., June 9, 2014

**Anne (Huttar) MacDonald '45**, Asheville, N.C., March 20, 2014

**Marianne (Michaelis) Goldsmith '46**, Bedminster, N.J., February 17, 2014

**Mary (Richardson) Collamer '47**, Schenectady, N.Y., April 22, 2014

**Carolyn (Pratt) McFarland '47**, Delhi, N.Y., January 18, 2014

**Beatrice Murray '47**, Wallingford, Conn., May 30, 2014

**Dorothea E. Underwood '48**, East Aurora, N.Y., April 30, 2014

**Helen Stanick Fetcho '49**, Onondaga Hill, N.Y., April 25, 2014

**Dorothy (Crawford) Bayern '51**, Bozeman, Mont., April 7, 2014

**Gwen Chapman Paine '51**, Avon Lake, Ohio, March 12, 2014

**Elaine Rose Ruderman '52**, San Diego, Calif., July 20, 2014

**Mary (Storm) Seymour '57**, New Holland, Pa., May 16, 2014

**Jay C. Murray. PhD '59**, Stillwater, Okla., February 9, 2014

**Dorothy E. Gregg '61** (non-degreed), Littleton, Colo., February 22, 2014

**Grace (Clickner) Maynard '62**, Auburn, N.Y., March 20, 2014

**Constance (Purick) Hunter '63**, Raleigh, N.C., April 1, 2014

**Louise (Sherlock) Tighe. PhD '63**, Windermere, Fla., April 8, 2014

**David C. Radez. MPA '70 (Sloan)**, Morehead, Ky., June 5, 2014

**Ann A. Hertzler. PhD '73**, Wilmington, N.C., February 6, 2014

**Lois H. Neumann '82**, Granby, Conn., June 14, 2014

**Marilyn J. Aten. PhD '83**, Rochester, N.Y., April 30, 2014

**Marjorie A. Proctor '84**, Ithaca, N.Y., April 28, 2014

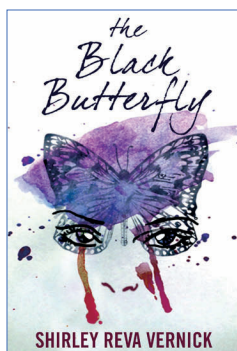
**Jeffrey A. Taub '86**, Amherst, N.Y., April 11, 2014

**Michele Eungyeong Kim Sundin '89**, Alexandria, Va., May 16, 2014

**Genevieve (Dopp) Pollard. MPS '93**, Marshfield, Wis., January 22, 2014

**Gavin Bryce Tedford '07** (non-degreed), Chaumont, N.Y., February 4, 2014

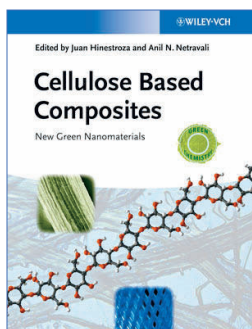
**Professor Emerita W. Jean McLean**, Naples, Fla., April 6, 2014



### The Black Butterfly Shirley Reva Vernick '83

*Cinco Puntos*

Penny is a 16-year-old who doesn't believe in ghosts. But that changes when she spends Christmas break at the Black Butterfly Inn, and encounters her own supernatural powers. "It's tough to find myself in the middle of a scene, minding my own business, and suddenly one of the characters insists on a major plot change," writes Vernick. "That's the thing when you create characters: They develop motives and agendas of their own. It's almost always a better result when I listen to the characters."

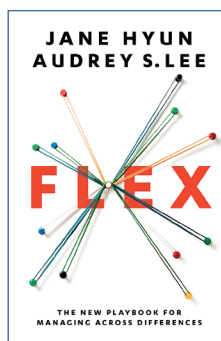


### Cellulose Based Composites: New Green Nanomaterials

Juan Hinestroza and Anil Netravali, editors

*Wiley*

Writing for researchers, Hinestroza and Netravali focus on cellulose nanofibers, especially nanocomposites and plant based-resins. "We have aimed at providing a broad review of recent advances in the use of natural materials in the fabrication of composites," write FSAD professors Hinestroza and Netravali. "We expect this current overview will provide readers with a unique perspective on the rapidly evolving field of green composites."

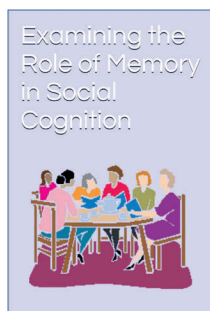


### Flex: The New Playbook for Managing Across Differences

Jane Hyun '90 and Audrey S. Lee

*Harper Business*

Executive coaches Hyun and Lee offer lessons on "flexing," the art of switching leadership styles to more effectively work with people who are different from you. "Professionals need to continually assess and retool their strategy for ongoing success and career development," writes Hyun. "It is not sufficient to perform job functions well; you must develop an understanding of the 'unwritten rules' to navigate through today's changing workplace and marketplace."



### Examining the Role of Memory in Social Cognition

Nathan Spreng, editor

*Frontiers*

Spreng concentrates on memory's impact on our social bonds, gathering research at the interplay of neural networks, aging, and social abilities. "The book brings together the first research on the linkages between memory and social behavior," says Spreng, assistant professor of human development. "Remembering our own past and interpreting other people's thoughts and feelings both activate similar neural pathways in the brain—a connection that may help us translate our personal experience into understanding others and navigating the complex dynamics of human social life."

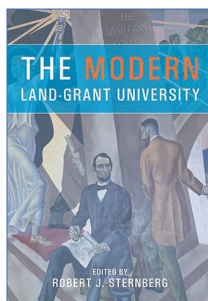


### Inventing Baby Food: Taste, Health, and the Industrialization of the American Diet

Amy Bentley

*University of California Press*

Bentley, the 1998 Dean's Fellow in the History of Home Economics, explores how the invention of commercial baby food shaped American notions of infancy and influenced parental and pediatric care. "I've been interested in this topic for a long time, about 17 years," says Bentley. "When my son was a baby, I dutifully read all the books, and when the time was right for solid food, I went to the grocery store, and saw this whole aisle of baby food products, this incredible variety and packaging, images, and aesthetics. It is a whole culture in and of itself."

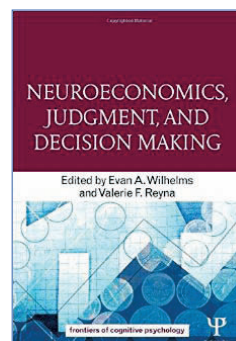


### The Modern Land-Grant University

Robert Sternberg, editor

*Purdue University Press*

One hundred and fifty years after its inception, the land-grant university remains a compelling model for higher education. "Land-grant institutions perhaps best represent the very core of what greatness means in American society—namely, equal opportunity for all and, through it, the chance to make our society and the world a better place," writes Sternberg, professor of human development.



### Neuroeconomics, Judgment, and Decision Making

Evan Wilhelms and Valerie Reyna, editors

*Psychology Press*

Drawing on perspectives from economists, neuroscientists, and social scientists, Reyna, professor of human development, and Wilhelms, a graduate student, tackle how and why we make decisions that have economic consequences. "Ours is one of the few books on neuroeconomics, the relatively new field that looks at the biological origins of economic decisions and economic behavior in the brain," writes Reyna. "The field holds promise for improving practice in law, management, marketing, computer science, and health care."



### The Piero Affair... with side trips

Pat Musick Carr, MA '72, PhD '74

*Camus*

Carr, an artist who works in wood, stone, and steel, recounts her 40-year love affair with Tuscany, its art, architecture, food, and people. The central theme is her discovery of the painter Piero della Francesca (1415-1492), and her growing love for his works. "For all of my life, I have made art," writes Carr. "Using my hands to create artwork is a privilege and a joy. If the art has a sense of peace... a zen feeling, then I have succeeded in my desire to make work that is harmonious and whole."



# On the BALL

*Leah Dozier uses soccer to give HIV the boot*

By Sheri Hall

**As a volunteer in Zambia with Grassroot Soccer**

in 2005, Leah Dozier '02 helped lead youth practice sessions. A three-time letter winner for Cornell, Dozier wasn't there to teach the sport, but to pass on a different set of skills. In exchange for a chance to play, the 14- and 15-year-old boys stayed to hear information on HIV treatment and prevention.

"At first, they just wanted to play soccer, with little interest in the health component," she says. "By the end, they were bringing in questions from their families about HIV. You could see the transformation."

Dozier, who had left her marketing job in Boston to volunteer for GRS, witnessed the game's ability to help fight the spread of HIV, which every day infects an estimated 5,700 people across the globe—the majority of them youth in Sub-Saharan Africa. She spent the next nine years working for Grassroot Soccer, applying her Cornell policy analysis and management training to manage a multimillion dollar budget, design and evaluate programs, raise funds, and build partnerships with corporations and community groups.

Thanks in part to her leadership, GRS has grown from a fledgling nonprofit

to a multinational non-governmental organization, with student volunteers to act as health education "coaches" for its sport-based instruction. Working in 25 countries, the program offers HIV testing for participants, with treatment for those who test positive, and visits from soccer celebrities, who talk about the importance of making healthy choices.

"African youth look up to both professional soccer players and their GRS coaches," Dozier says. "When GRS brings these role models to tell their personal stories about HIV, it's incredibly powerful."

Earlier this year, Dozier became a founding partner in Groundswell Education, a consulting firm that helps organizations design and implement health education programs. Having seen the power of sport to change people's lives, Dozier is taking

a broader approach to health. In April, she helped design a healthy living program for Pakistani and Iraqi youth, and after coming back to the United States in June, Dozier decided to devote herself to Groundswell full-time.

Dozier acknowledges taking a gamble when she left for Zambia, but feels her decision has paid off immensely. "I wanted to use my education," she says. "Joining Grassroot Soccer was one of the best decisions I've ever made. It ignited my passion for international development and allowed me to use my love for soccer to bring about real change."

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*Sheri Hall is a freelance writer.*



Dozier participates in a dance about HIV prevention at a Zambian school.

# REWRITING Health Care

*John Denning creates software to simplify insurance options*

By Sherrie Negrea

## Last June, in a competition at the Royal Society in

London, John Denning, Sloan '98, drew international attention with a chatbot named "Eugene Goostman." The program, which purported to be a 13-year-old Ukrainian with a bad attitude, became the first to pass the Turing Test inspired by a 1950 paper on artificial intelligence by computer scientist Alan Turing.

Now, Denning and his partners are applying a version of that technology to health care. Imagine logging onto a website to choose a health insurance plan. After supplying information about your medical history, your doctor, and your prescriptions, the software matches you with the best plan for your needs.

That's the idea behind Wholesale Change, which was co-founded by Denning and his chatbot collaborators. Building on their success, the company uses algorithms to quickly lead consumers to the most affordable, personalized Medicare plan available.

"The engine that we created for Eugene, we've rebuilt it 20 times," Denning says. "It's the same kind of approach, but not the same engine—it's a descendant."



Denning (left) meets with the Wholesale Change team, including Jing MacKenzie, Sloan '00, (seated, middle) and market researcher J.R. Cho, Sloan '13 (second from right). Inset: Kate Merrill '95 recently joined the Wholesale Change board of directors.



Denning's passion for computerizing health care dates back to his enlistment in the U.S. Army, straight out of high school. With co-workers at Walter Reed National Military Medical Center, Denning created the military's first electronic health record, and received a medal for using algorithms to dramatically reduce the appointment backlog.

After earning his master's degree in health care administration from the Sloan Program in Health Administration, Denning became the product manager of EpicCare, now the most widely-

used electronic health record software. Three years later, he became the architect of Kaiser Permanente's Health Connect, the world's largest private electronic health record system.

Frustrated with slow improvement in the health care system, Denning started Wholesale Change in 2012, and is now its CEO. "We aren't willing to make incremental changes," he says. "We want things to be patient-organized. The system right now is set up to serve the participants in the health care system who are not the patients."

With service currently

available in California, Florida, New Jersey, North Carolina, and Texas, Wholesale Change will soon add an algorithm that allows consumers to select their own doctors and hospitals. As the company expands, the software will incorporate a spoken language interface that enables consumers to chat with the website.

"Are people going to trust it?" Denning asks. "It's a matter of getting out there in a way that people can have a comfort level talking to computers."

*Sherrie Negrea is a freelance writer.*



# All the Right INGREDIENTS

*Bob Groff leads NYC's first public school vegetarian cafeteria*

By Lisa Jervey Lennox

## **The Active Learning Elementary School (TALES)**

in Queens once served standard cafeteria fare: fried chicken, pizza, and sloppy joes. But last year, principal Bob Groff, MPA '02, added an all-vegetarian menu, making TALES the first public school in New York City, and perhaps the nation, to go entirely meatless.

TALES uses health and nutrition as pillars of its curriculum, and Groff has

seen a correlation between healthy lifestyles and student achievement, with an attendance rate far above the city average and test scores in the top 1 percent of New York state public schools. Best of all, students have embraced the fresh eats. "The children aren't complaining," says Groff. "In fact, they're asking their parents to cook this food at home."





**After graduating from CIPA in 2002, you joined Teach for America. What motivated you to pursue a career in education?**

Groff: During my second year at CIPA, I discovered that I really enjoyed teaching. It changed what I wanted to do for my career. Although my MPA degree didn't directly focus on education, what I learned at CIPA helped shape my beliefs and increased my interest in serving the public good.

**How did TALES originate?**

Co-founder Ivan Tolentino and I believe that health and nutrition go hand in hand with student achievement. In a short time we have been able to show an increase in student attendance, we've observed that our students are more focused, and our school has some of the highest achievement rates in the state.

**How did you apply your MPA background to establish this school?**

I realized early on that my interest in education was not limited to the four walls of a school. Schools should be a part of the communities in which they reside, and the education we offer should have an impact on the overall lives of our students.

**Nutrition aside, if you could make one change to education policy, what would it be?**

I would ensure that teachers receive more professional development. We need to move away from "boxed" curricula and instead help teachers better understand how to create a curriculum that best fits the needs of their students.

*Lisa Jervey Lennox is CIPA assistant director for external relations.*



Students enjoy lunch at The Active Learning Elementary School. Photo: TALES



# Dr. WHO

*At the World Health Organization, nutrition expert and physician Juan Pablo Peña-Rosas guides public health policy*

By Sara Birmingham

When Juan Pablo Peña-Rosas, PhD '97, began his doctoral program in human nutrition, he met with advisor Jean-Pierre Habicht to discuss possible thesis topics. Habicht suggested Peña-Rosas research how nutrition policymakers “think and analyze data to make recommendations,” but Peña-Rosas shrugged off the idea, thinking, “I came here to get a PhD in nutrition, not in psychology.”

Twenty years later, Peña-Rosas finds himself doing exactly what Habicht recommended. As coordinator of evidence and programme guidance for the World Health Organization in Geneva, Switzerland, Peña-Rosas evaluates research to guide WHO recommendations for everything from fighting malnutrition to preventing disease.

Last July, Peña-Rosas returned to campus as an educator. In conjunction with the Cochrane Collaboration, the Micronutrient Initiative, and Cornell's Division of Nutritional Sciences, WHO hosted a two-week course called Systematic Reviews in Nutrition for Global Policy-Making.

Peña-Rosas, alongside Cornell faculty members, led more than 30 participants in learning how to conduct systematic reviews to make informed, realistic recommendations to policymakers around the world. The trainees, hailing from as far away as Nepal, Uganda, and Peña-Rosas' native Venezuela, will contribute knowledge to guide WHO health initiatives that include fortification of wheat and maize flour to prevent congenital anomalies and iodine supplementation during pregnancy to prevent related disorders.

Before coming to Ithaca, Peña-Rosas worked full-time in the hospitality industry, guiding front office and restaurant operations, while simultaneously studying to become a doctor. Over the years, he's lived in Aruba, France, Mexico, Puerto Rico, the United States, and now Switzerland—all relevant to WHO, where his worldwide experience has proven to be a crucial benefit.

“In many ways, it all comes altogether,” he says. “Even though I didn't plan this career, everything I have taken on so far makes sense. It works.”

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*Sara Birmingham '15 is a student communications assistant for the college.*





# D.C. Style

At the White House's first-ever Maker Faire event, Justine Lee '14 brought the flair. The fiber science and apparel design graduate, now a knitwear design assistant at Elie Tahari, joined the celebration of students, entrepreneurs, and everyday citizens fueling America's maker movement. Lee, who joined Ithaca mayor Svante Myrick, CALS '09, at the event, scored an invitation after she turned heads with her award-winning American Design & Detail collection of transformable, sustainable apparel.



# tidy BUSINESS

*SmartCEO* magazine honored Lindsey Boyd '98 and Gwen Whiting '98, founders of The Laundress, a line of eco-friendly detergent, fabric care, and home-cleaning products, with its 2014 New York City Brava! Award. Given in four U.S. cities, the prizes recognize women who are exemplary entrepreneurs, community leaders, and mentors. Boyd and Whiting, textile and apparel management graduates, launched their business in New York City in 2004, and now sell their goods worldwide.



# Healthy **IMPACT**



The National Center for Healthcare Leadership, a nonprofit focused on improving population health, named Nancy Schlichting, Sloan '79, as a recipient of its 2014 Gail L. Warden Leadership Excellence Award. As president and CEO of Detroit-based Henry Ford Health System, Schlichting has reversed the system's financial losses since becoming its top executive in 2003 and led HFHS to the Malcolm Baldrige National Quality Award in 2011 for performance excellence from the U.S. Commerce Department. She also spearheaded a citywide campaign to reduce infant mortality in Detroit, raising \$22 million to address the issue. The NCHL award recognizes "innovative approaches to bringing high-value and accessible health care to communities, permanently transforming and improving the field."

# years of **SERVICE**

Ronni Chernoff '67 received the American Dietetic Association's highest honor, the Marjorie Hulsizer Copher Award, given annually for outstanding service to the organization. A former past president of the ADA, Chernoff directs the Arkansas Geriatric Education Center at the University of Arkansas for Medical Sciences, where she is also a professor of geriatrics and of health education and health behavior. For many years, she led an Arkansas-based network of professional trainings and outreach programs for the Department of Veteran Affairs.





# Funding Faculty **RENEWAL**



**Longtime Cornell supporters** Joan Klein Jacobs '54 and Irwin Mark Jacobs '54, founding chairman and CEO emeritus of Qualcomm, made the largest single gift in college history, providing \$10 million to attract and retain faculty members.

Part of the gift, \$4 million, fully endows the Joan K. and Irwin M. Jacobs Professorship in the College of Human Ecology and a supporting Joan K. and Irwin M. Jacobs Graduate Fellowship. In addition, to inspire further philanthropy, the couple has committed \$6 million to establish four more endowed professorships in the college to be matched by other donors at \$1.5 million each, with the naming at the discretion of the matching donors.

Alan Mathios, the Rebecca Q. and James C. Morgan Dean, plans to use the professorships to retain senior faculty or recruit top scholars in the college's eight multidisciplinary research themes: community and family policy; economics and federal policy; fashion and technology; health and design; lifespan development; neuroscience; public health and nutrition; and sustainability.

"Joan and Irwin provided a truly transformative gift that will allow us to recruit and retain the most talented faculty in support of our ambitious signature themes and our collaborations with other colleges at Cornell," Mathios says. "It could not have occurred at a more strategic time for Human Ecology, as we are in the midst of an unprecedented faculty renewal. The gift allows us to leverage support from other alumni and friends far into the future, and the Jacobs' gift will be remembered

for helping to launch the great success of Human Ecology and Cornell into our sesquicentennial year and beyond."

A faculty member for the Jacobs Professorship is expected to be named this fall, with the others to be determined as matching gifts occur.

"Irwin and I are pleased to support the College of Human Ecology in furthering its teaching and multidisciplinary research across a broad range of natural, social, and environmental issues," Joan Jacobs says. "As an alumna, I have benefited greatly from the education that I received and am pleased to help provide a similar outstanding opportunity to future students. We are delighted that this gift will bolster faculty renewal during a critical time for the college, and hope that it inspires others to support Human Ecology's teaching, research, and outreach mission."

Joan, a nutritional sciences graduate, and Irwin, an electrical engineering graduate, have a long history of generosity to Cornell. Last spring, they gave \$133 million to create the Joan and Irwin Jacobs Technion-Cornell Innovation Institute at Cornell Tech in New York City. They have also established the Irwin M. and Joan K. Jacobs Scholars and Fellows Programs and the Irwin and Joan Jacobs Professorship, both in the College of Engineering, as well as the Joan Klein Jacobs Cornell Tradition Fellowship in Human Ecology.

—*Ted Boscia*

## **Annual fund reaches new heights**

For the first time, gifts to the Human Ecology annual fund surpassed \$1 million, continuing a sharp rise in support by alumni and friends.

Under Dean Alan Mathios, annual fund support has increased more than 150 percent, climbing from \$422,000 in 2006, the year before he became dean, to \$1,069,000 last year. Annual fund gifts support undergraduate and graduate student scholarships, summer internships, research needs, and startup funds for new faculty hires.

"The annual fund is such a critical component of the college's success," says Marybeth Tarzian, the college's assistant dean for alumni affairs and development. "We are thrilled by this vote of confidence by alumni and friends whose gifts demonstrate their support for our mission. We are grateful for this outpouring of generosity and for the many people who participated in this historic milestone."

Adding to the fundraising success, earlier this year the college exceeded its \$30 million fundraising goal for The Campaign for Cornell, a drive to raise \$4.75 billion for the university by the 2015 sesquicentennial. In 2013-14 alone, alumni and friends donated approximately \$20 million to the college's campaign.

—*T.B.*



# Reunion 2014



**Human Ecology alumni** shared birthday wishes and custom-made cookies in honor of Martha Van Rensselaer, the college's founding co-director, who was born June 21, 1864, at Reunion 2014. Throughout the weekend, Cornell's Division of Rare and Manuscript Collections displayed newly restored medals awarded to Van Rensselaer and college co-founder Flora Rose for their work on child welfare and women's education in Belgium following World War I.

"The medals symbolize the far-reaching influence Martha and Flora's pioneering work had not only in New York state, but in the nation and beyond," said college archivist Eileen Keating.

Along with tributes to the college's past, alumni heard the dean's vision for the future at Reunion Breakfast, followed by the Human Ecology Alumni Association awards ceremony. The weekend included tours of college galleries, faculty lectures, and research demos.



Sheryl Sinkow (6); Mark Vorreuter (Medals)



# TOP of their class

**Last spring**, the Human Ecology Alumni Association and Sloan Alumni Association honored three graduates and one current student with their annual awards for professional and academic accomplishments, community engagement, and service to Cornell.

## Lauren Braun '11

Braun, a human development graduate, earned the Recent Alumni Achievement Award, which honors alumni who demonstrate a commitment to professional, community, college, or university activities. As a student, Braun researched global health in Peru, where she learned about low child

vaccination rates in the developing world. In 2012, she founded the nonprofit Alma Sana ("healthy soul" in Spanish) to test

her patent-pending concept for bracelets to remind mothers in resource-poor regions about immunization appointments.



## Laurie Miller Brotman '86

Brotman, a human development and family studies graduate, received the Helen Bull Vandervort '26 Alumni Achievement Award in recognition of her dedication to community service and professional excellence. Brotman directs the Center for Early Childhood Health and Development at New York University's Langone Medical Center, where she studies the educational achievement gap and health disparities facing underprivileged children. During the past 15 years, she has developed and tested ParentCorps, a family-centered, school-based program to engage families and promote effective learning environments for young children.



## Julie Ewing '14

For her leadership, academic achievements, and service to the college, Ewing received the Outstanding Senior Award. A transfer student from Cornell's College of Arts & Sciences, Ewing studied human development and hopes to become a clinical psychologist. In 2012, she was an orientation leader, and the following year she served on the steering committee for new student activities. She was a member of the Dean's Undergraduate Advisory Council, the student representative for the HEAA board, and the vice president for Cornell's Senior Class Campaign.



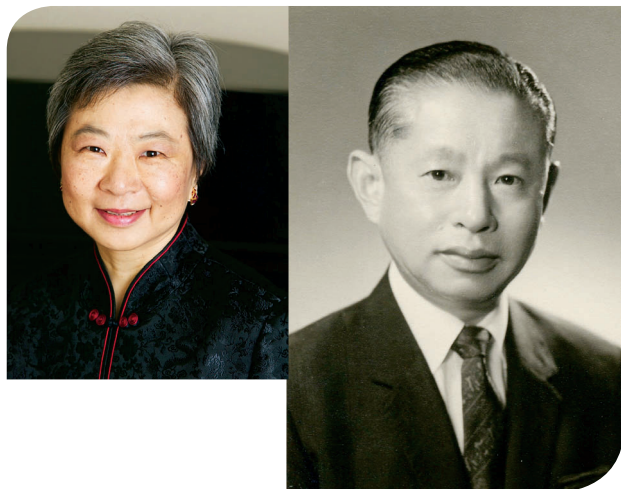
## Bernard Kershner, Sloan '64

Kershner is the inaugural recipient of the Sloan Alumni Achievement Award, recognizing leadership, career achievements, influence in the health care industry, and service to Cornell. Beginning in the 1970s, Kershner led the development of ambulatory surgery centers (ASC), now a standard for health care. He was the first non-physician elected president of the Federated Ambulatory Surgery Association, and currently chairs the Institute for Quality Improvement at the Accreditation Association for Ambulatory Health Care. Kershner has given guest lectures to Sloan students, and has served as a member of the dean's advisory council and as president of SAA.





# Giving Back to HUMAN ECOLOGY



"I am strongly influenced by my father's perseverance and his belief in helping others."

Alice Woo, MS '75

**Alice Woo, MS '75, has lived by her father's guiding principle:** "What you gain from society, you must give back for the benefit of society."

True to these words, Woo gave \$3 million to establish the Vincent V.C. Woo Professorship in Fiber Science & Apparel Design in memory of her father, a textile entrepreneur and philanthropist, who passed away in 1981. The gift continues Woo's extensive history of support to the college, including an endowment to provide for student exchanges with Hong Kong Polytechnic University and an FSAD graduate student fellowship—both named in honor of her father.

Born and raised in rural Qiaoqi, China, Vincent V.C. Woo left home as a young man to learn the textile trade as an apprentice in Shanghai, where he eventually started his own mill. With his business thriving in the 1940s, Woo returned to build a road in his home village and to support Qiaoqi Primary School, which he had attended. In 1949, Woo moved to Hong Kong, where he founded Central Textiles, which became regarded worldwide for its fine yarn and fabrics.

Throughout his life, he supported many medical and educational causes, and in 1970, the Hong Kong government honored him as a Justice of the Peace for his philanthropy and civic engagement.

"I am strongly influenced by my father's perseverance and his belief in helping others," says Woo, who studied community service education (now part of policy analysis and management). "He inspired me to continue his spirit of giving. The mission of Human Ecology is to make people's lives better; therefore it is my pleasure and honor to be a strong supporter of the college."

Jintu Fan, FSAD professor and chair, holds the Vincent V.C. Woo Professorship, studying the integration of fashion design and technology. Prior to joining Cornell in 2012, he led the development of Walter, the world's first sweating manikin, for testing clothing performance under differing climatic conditions.

Last fall, Fan launched the Cornell Institute of Fashion and Fiber Innovation to focus on smart clothing and wearable technologies.



Fan demonstrates the department's sweating manikin for visitors from the Cornell Institute of Fashion and Fiber Innovation.

"Alice's highly generous support for the department ensures that we are in the position to cultivate partnerships between academia and industry and to explore the science and art of fibers and fashion for the improvement of human health and performance," Fan says.

"Professor Fan and the FSAD department are developing research on new technologies that will help transform the clothing we wear, with applications far beyond—in areas such as sports, medicine, health, and personal protection," Woo says. "Along with this cutting-edge research, they are inspiring and nurturing the future leaders of the global fashion and textile industry. My father's livelihood was in textiles, so I find this professorship to be a fitting tribute to his legacy."

—Ted Boscia



# Master BUILDERS



**The college's wood and metal shop**, on level 2L of the Human Ecology Building, is a builder's paradise filled with computer-driven routers, saws, drill presses, sanders, lathes, and more. Nearby there's a laser cutter for detailing and a high-end 3D printer. "If you can imagine it, you can build it," say supervisor John Stager (right) and assistant Charles Beach, who guide faculty and student ideas for furniture, clothing, and other products to life.

"Mainly, we're here for safety," says Beach, "but also for assistance. If students paint themselves into a corner, we're here to help them design solutions to achieve the result they want."

During the summer, "90 percent of our work supports research," says Stager, as professors test new concepts. For instance, Assistant Professor Huiju Park visited the shop and noticed a bright green toy octopus printed from a highly durable NinjaFlex filament. He and students are now studying gloves embedded with the material as a way to protect caretakers from bites by autistic children.

—Ted Boscia

**1** "Professor Kathleen Gibson teaches a DEA class where the students make quarter-scale furniture," Stager says. "I decided to try the laser cutter for this. I drew it up on AutoCAD, cut the pieces, and then glued it all together. The professor said I did a great job, but there was some glue showing so I got knocked down to a B+. At least I passed."

**2** "Professor Susan Ashdown leads a half-scale project to print dress forms created directly from 3D body scans," Stager says. "Traditionally these have come from artist's renderings that are not very accurate to the proportions of real bodies." Beach adds: "We print them in four pieces, taking about 12 hours, and then bond them together with epoxy. The advantage is designers can work on patterns at a small scale, saving time and materials, and then digitize their patterns and scale up for the final garment."

**3** "This is also for the furniture class," Stager says. "What's most interesting is the way this twists and moves—it's three-quarter inch plywood and you can bend it! I'm still trying to convince a fashion student to make wooden clothing. You could make a skirt, and when it gets dirty you pressure wash it instead of running the washing machine. I'm serious."





Eliot Kang '85

**MAJOR:** Human Service Studies

**POSITION:** CEO, Inmost Partners, and Founder,  
Lumoon Vision

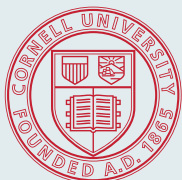


Cornell University  
College of Human Ecology

MY BELIEF HAS ALWAYS BEEN, IF IT  
DOESN'T EXIST, WE'LL CREATE IT.

We need to continue uniting people and resources to make a difference, with a special eye on an underutilized resource: money. We should be using it for things that create the best value—building a business or supporting worthy causes. A Human Ecology education is about finding a way to make an impact on society, finding ways to help people live better. That's why it's a great college.

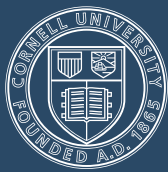
i am *a social entrepreneur.*  
human ecology



Cornell University  
College of Human Ecology

Learn more about the College of Human Ecology at [human.cornell.edu](http://human.cornell.edu)

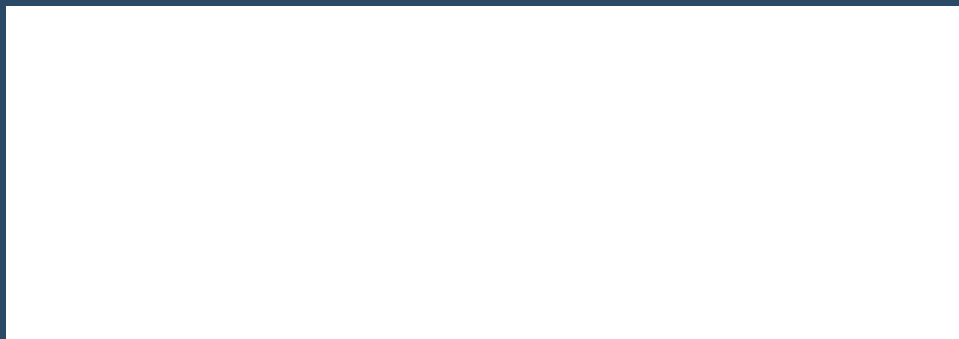




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This fall marks 95 years since Cornell founded the School of Home Economics in the College of Agriculture, a move to recognize the field's "rapid increase in scope, importance, and specialization," wrote agriculture dean Albert Mann. Led by Martha Van Rensselaer and Flora Rose, the faculty (pictured) taught a new breed of "domestic science," studying food, nutrition, textiles, consumer economics, and other household matters. As the field grew in stature, the school became the College of Home Economics in 1925.

*Photo Courtesy of the Division of Rare and Manuscript Collections, Cornell University Library*