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A SUMMER OF SERVICE AND TRANSFORMATION: Two Rice students participated in an internship in Pune, India, where they worked with malnourished children.

Rice Centennial Art Exhibition to Feature African-American Artists

Rice Gallery is collaborating with the Humanities Research Center (HRC) to develop educational programming for Rice University's Centennial Art Exhibition, "Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art," which will be on view at the Art Gallery Sept. 13–Nov. 18, 2012.

The mission of this partnership is to share the collection with the Rice and Houston communities with thoughtful programming and opportunities for engagement at every level.

The collection features 72 works by 60 African-American artists from around the country and strives to redefine the landscape of American art by offering a more in-depth, inclusive understanding of the aesthetic

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Susan McAshan Interns Serve Houston and Beyond

Since 2010, generous grants from the Clayton Fund and the Susan Vaughan Foundation have enabled 49 students to undertake full-time service work during the summer. Named for Houston leader Susan McAshan, the internships are open to students completing the minor in Poverty, Justice and Human Capabilities (PJHC) at Rice.

This unique interdisciplinary minor emphasizes a capabilities approach, which considers what people are able to do and be — for example, live to old age and engage in economic and political activities — rather than strictly what they have or do not have. Directed by Diana Strassmann, the Carolyn and Fred McManis Distinguished Professor in the Practice, and housed in the Center for the Study of Women, Gender and Sexuality, the program requires a substantial commitment to service

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Inside:



ADVENTUROUS ALUMNI: See story on Page 3.

Local Students Learn to Speak Chinese

Thanks to a program organized by Rice University's Susanne M. Glasscock School of Continuing Studies, a host of local students spent their summer learning Chinese as a way to appreciate the culture of that country.

The StarTalk Chinese Student Enrichment Program taught 230 local-area students to speak Chinese. The seven participating schools were Knox Junior High School in Conroe ISD; River Oaks Elementary and Houston Academy of International Studies in Houston ISD; George Junior High School

in Lamar CISD; Sablatura Middle School in Pearland ISD; Stafford Primary School in Stafford MSD; and St. John's School, Middle School Campus.

Administered by the Center for College Readiness at the Glasscock School, the classes focused on language instruction and allowed students to explore the richness of Chinese culture through various activities in an interactive learning environment.

With funding from the National Security Language Initiative, the Institute of Chinese Language Teaching established the StarTalk program. StarTalk's mission is to increase the number of Americans learning, speaking and teaching foreign languages by offering K-16 students and teachers creative and engaging summer language education and teacher development programs.

The courses provided students with understanding of the basic principles of listening, speaking, reading and writing the Chinese language across three communication modes (interpersonal, interpretive and presentational) and five goals (communication, cultures, connections, comparisons and communities), as outlined in the National Standards for Foreign Language Learning. To enrich the classroom experience, students also learned Chinese yoyo, fan dance and painting.

"What I liked best about this program is

that we did not just focus on the language, but also on the similarities and differences in society," said a student participant from Houston Academy for International Studies.

A separate teacher training workshop, conducted by Meng Yeh, senior lecturer and coordinator of the Chinese Program in the Center for the Study of Languages at Rice University, helped teachers develop learner-centered and activity-based lessons and curricula that incorporated cultural appreciation in a hands-on manner.

"We hired 15 teachers, three culture/activity teachers and one assessment specialist. We almost doubled our anticipated enrollment numbers," said Rebecca Sanchez, assistant director of the Institute for Chinese Language Teaching/StarTalk.

"There are so many opportunities here for student learning and for teacher professional development. We look forward to developing new school partnerships in the upcoming year and expanding the program even more for next summer."

► For additional information, visit <http://collegeready.rice.edu/startalk>.

KRISTAL M. SCHEFFLER

Assistant Marketing Director
Susanne M. Glasscock School of
Continuing Studies



LEARNING A LANGUAGE AND MORE: Two students learn how to greet each other in Chinese, while exploring the treasures that the Chinese culture has to offer.

Internship *Continued from Page 1*

learning.

McAshan interns have served communities in Houston, throughout the United States and around the world. This summer, 20 students were placed in internships that ranged from mentoring disadvantaged youth in the Baylor Teen Clinic and Communities in Schools programs at the Texas Medical Center, to assisting resettled refugees in Sacramento and Houston, to teaching English in Tanzania and Ecuador. The interns also worked with homeless women and men in Houston; led summer programs in Atlanta, El Paso and Fort Worth; helped survivors of human trafficking in Nepal; and cared for orphans and abandoned children in Argentina and Belize among other projects.

In previous summers, notable placements

have included translating for immigrants seeking medical care and legal services, befriending intellectually disabled adults, advocating for foster children, tutoring adults in basic literacy and teaching at a Nepalese shelter for children affected by HIV/AIDS.

McAshan internships are transformative. Interns are both challenged by the circumstances they observe and humbled by the generosity of the communities they serve. Recalling her 2011 work with malnourished children and their families in Pune, India, Sherry Lin '12 wrote: "Day by day, in broken Marathi/English conversations, I did just a little bit to encourage the young children and parents, to let them know that they are both capable and deserving of education, of basic health. And day by day, I realized how honored and truly blessed I am to have been given an opportunity to be doing work I have grown

to love."

Several returning interns have continued their commitment to service beyond graduation through the Peace Corps, Teach for America and Princeton in Africa. For others, the internship provided valuable professional experience. McAshan interns have been accepted by prestigious professional and graduate schools, including Stanford Law School, the University of California at San Francisco Medical School and Mount Sinai School of Medicine among others. For all, this experience is a significant moment in their education.

ANNE DAYTON

Program Manager, Poverty, Justice
and Human Capabilities
Senior Staff Editor, Feminist Economics

Rice Alumni Travel Program: Lifelong Learning and Community Engagement

As Rice University celebrates its centennial this October, the Rice Alumni Travel program is celebrating a future rich with increased community engagement and lifelong learning for alumni, friends and community partners by offering at least a dozen educational trips around the world.

These trips provide an opportunity for Rice alumni and friends to enjoy the benefits of group travel while having the ability to customize their tour and personalize it to their liking. The program works with private tour companies to create itineraries and offerings in line with what travelers want and have come to enjoy.

For the past 30 years, the Rice Alumni Travel program has grown from a handful of trips to now offering a comprehensive portfolio of travel options, ranging from cruises and land programs to family trips and those designed specifically for younger alumni. On many of the tours, the Rice Alumni Travel program works with Rice faculty members who accompany travelers and serve as lecturers, offering their knowledge and expertise. According to past travelers, this educational component is often the most highly regarded and successful aspect of the entire travel experience.

Although Rice alumni are the most frequent travelers and the primary audience to which trips are marketed, the Rice Alumni Travel program works to support the needs of friends of the university and other partners. Since 2002, 30 percent of all travelers on Rice-sponsored trips have been friends of the university. Friends and community members often learn about trips from our loyal alumni travelers, 55 percent of who have taken more than one trip through the program.

In order to further enhance the program, the Rice Alumni Travel program is partnering with organizations in the Houston community beginning in 2013. The first community partnership will be with the Houston Zoo on a trip to Ecuador and the Galapagos Islands. The zoo's senior veterinarian Joseph Flanagan will be on board educating travelers about this integral part of our world. This partnership will enable participants from the Houston area to join together on predeparture meetings and receptions and learn about the work of each organization and how they work.



A PASSPORT TO ADVENTURE: Rice alumni enjoy the benefit of group travel and the knowledge of Rice faculty members, who offer lectures on the trips.

► If you are interested in learning more about the Rice Alumni Travel program or receiving a copy of our catalog, complete with all the travel opportunities in store for 2013, please contact Dan Stypa in the Office of Alumni Affairs at stypa@rice.edu or 713-348-5094, or visit the Rice Alumni Travel program online at <http://alumni.rice.edu/travel>.

DAN STYPA

Assistant Director, Alumni Affairs

Exhibit *Continued from Page 1*

and social concerns of African-American artists.

Rice Gallery will host a Brown Bag Lecture Series titled “Professors’ Perspectives” to create an engaging, less formal environment for Rice faculty to share their research related to the collection. In addition, the HRC has arranged for top graduate students in art history, English and African-American religion to visit 10 Houston-area high-school classrooms to present lectures that relate to the exhibit. Following the pretalk, the high school students will visit campus to view “Tradition Redefined” and tour student and faculty studio spaces.



A DISPLAY OF DIVERSITY: (Above) “The Wolf at Piermont New York” by Palmer Hayden and (left) “Franco and Tessa” by Camille Billops are two of the paintings that will be on view.

Rice University President David Leebron noted, “Hosting this exhibition during Rice’s centennial year celebrates an important collection of American art as well as the diversity of both our country and our university. Art is one of the important ways we seek to understand our society and express the human experience, and this exhibition continues Rice’s increasing commitment to bringing important works of art to our campus.”

“Tradition Redefined: The Larry and Brenda Thompson Collection of African American Art” is organized by the David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora at the University of Maryland at College Park. This exhibition is supported, in part, by a special fund from the Office of the President at the University of Maryland at College Park, a grant from the Maryland State Arts Council, and the generosity of Larry and Brenda Thompson

► For details about programming and events, visit <http://traditionredefined.rice.edu>.

ARYN NEUROCK '15

Rice Sophomore

A Bridge to Prosperity

A group of Rice University students spent the spring and summer fighting poverty in Houston's Fifth Ward as part of the Community Bridges program.

Founded in 2011, Community Bridges is a joint effort sponsored by the Kinder Institute for Urban Research, the Center for Civic Engagement and the Office of the Dean of Undergraduates that strengthens the relationship between Rice and the Fifth Ward through academic course work and active fieldwork to reduce poverty in the community.

"The Fifth Ward is a historic, impoverished community in northeast Houston, where the paths toward socioeconomic advancement are limited," said Community Bridges founder Jecca Steinberg '11.

"Needs within these areas exhaust available resources, making it an ideal location for the Community Bridges long-term volunteer projects, Steinberg said. "Each year, Community Bridges undergraduates will be encouraged to gain a profound understanding of the community, engage in active reflection, explore academic literature related to their fieldwork and learn from their peers."

Community leaders and Rice faculty provide knowledge, support and guidance to student volunteers, while focusing on creating opportunities for upward socioeconomic mobility within the community," Steinberg said.

The 23 Community Bridges participants were matched with a project that best suited their interests. They worked at Small Steps Nurturing Center, the Fifth Ward Community Redevelopment Corp, the Julia C. Hester House, the Pleasant Hill Leadership Institute and YES Prep Fifth Ward.

Rice students taught computer and dance classes, tutored high school students in an afterschool program, provided data and research support as well as fundraising and special-event assistance and worked hands-on with young children or with programs focused on improving early-childhood education.

At the same time, students participated in

a once-a-week sociology course geared toward their weekly internship work that focused on the value of volunteerism and the development of a just, equal urban community.

"Community Bridges is designed to be a win-win," said Michael Emerson, the Allyn and Gladys Cline Professor of Sociology and co-director of the Kinder Institute and a Community Bridges supervisor.

"Students experience the real world — its potential and its limitations — allowing them to integrate their course learning with the complexity of attempting to work for positive change. The organizations benefit by having interns provided to them to help work on tasks and research they often otherwise could not



CONNECTING A COMMUNITY TO OPPORTUNITIES: Sarah Brittain '13 and Lilly Yu '14 teach an afterschool computer programming class to a group of YES Prep students.

get to or would have to use scarce resources to fund."

Sarah Brittain '13 and Lilly Yu '14 spent their spring teaching a computer programming class at YES Prep. Over three months, they taught a group of 16, 6th-grade girls how to make websites, manipulate photos and create computer games. "I saw a side of Houston and people in this community that I knew had to exist but had never seen. You never really understand what it's like in these communities until you are really there," Brittain said.

Chethan Ramprasad '12 spent his semester working at Small Steps Nurturing Center,

which often meant direct work with young children during their daily routine at the preschool. "I'm hoping to be a pediatrician for underserved populations, but I didn't realize that until I came to Rice and having opportunities like (Small Steps) to determine that," he said.

Joel Goza, with the Pleasant Hill Leadership Institute, said the six Community Bridges fellows he worked with left an indelible mark on the organization. "The fellows make meaningful and life-changing investments in the lives of individual students through mentoring and tutoring. The institute could not have survived this semester without the commitment and hard work of our Rice students. But thanks to their hard work, we thrived."

Ashley Weathers, Small Steps Nurturing Center's director of development, pointed to the research and ideas from Rice students

as a key benefit to involvement with Community Bridges. "They provided significant ideas and research to Small Steps, and in return, received invaluable experience by working with and serving families living in poverty in Houston," she said. "Small Steps applauds the Community Bridges program, I believe that the first year of the program was a huge success."

Thanks to the generous support of Catherine Bracken '79, an alumna committed to social justice causes like the Community Bridges program, seven Community Bridges participants continued their work this summer at their assigned

nonprofit organization as Bracken Fellows. This fall, six students are on board to continue working with their partner organizations for a second semester and to help the 2013 cohort of Community Bridges fellows.

"It is a great privilege for Rice to be able to work with the Fifth Ward," said Steinberg. "With our sustained partnership, together we can enrich both communities and have a lasting, positive impact."

MEGAN DILLINGHAM

Communications Manager
Kinder Institute of Urban Research

Undergraduate Research on Bullying Influences HISD Policy

When Darren Arquero was a junior at Rice University in 2009, he collaborated with Equality Texas to design and execute research on bullying policies in the Houston Independent School District (HISD).

Two years later, his work would help contribute to HISD's historic inclusion of lesbian, gay, bisexual and transgender (LGBT) people in policies on employment discrimination and bullying.

Arquero's project occurred through the Seminar and Practicum in Engaged Research, a program of Rice University's Center for the Study of Women, Gender and Sexuality open to juniors and seniors of all majors, through which students partner with nonprofit organizations in Houston.

Arquero collaborated with Paul Scott and Lindsay Marsh on Equality Texas's Safe Schools Initiative, a program to prevent and intervene in harassment and bullying in Texas schools.

"My motivation for this project," Arquero said, "stemmed from personally experiencing the pressure to stay closeted in fear of physical and emotional safety as a queer youth, especially growing up in a small suburban community."

When Arquero began his research, no policy existed in HISD specifically addressing bullying or harassment based on real or perceived sexual orientation or gender identity and expression.

Through a 20-item questionnaire and interviews with head counselors in eight Houston-area high schools, Arquero found many barriers existed for students and teachers seeking relief from harassment and discrimination.

Counselors were apprehensive about reporting bullying, especially verbal incidents, so only a few physical instances were actually documented. Counselors were also reluctant



RESEARCHING FOR CHANGE: Darren Arquero presents his work on bullying policies at Rice's Center for the Study of Women, Gender and Sexuality's Engaged Research reception.

to intervene in cases of workplace harassment. Teachers remained indifferent about homophobic language because of its common usage and all eight head counselors noted that coaches actively used homophobic language.

Arquero's findings demonstrated that LGBT bullying, harassment, and discrimination against students and staff are, in fact, concerns for HISD.

"Realistically," Arquero recalled, "I hoped this project would at least catalyze discourse around bullying, especially for LGBT youth. I did not realize it would garner the attention it received from numerous community organizations the month after presenting my findings."

Some of that attention came from Jenifer Rene Pool, former president of the Houston GLBT Political Caucus. After working for years to change HISD policies, she saw Arquero present his work at a 2009 caucus meeting.

Pool had already shown HISD's board that districts across the country had implemented nondiscrimination policies, and LGBT discrimination lawsuits against districts had run

upwards of \$32 million. With Arquero's data, she was armed with current documentation of the realities of LGBT bullying in HISD.

"It was the perfect storm," remarked Pool. Paula Harris had become the HISD board president and included the issue on the board agenda, board members Anna Eastman and Juliet Stipeche advocated the policy revisions, the HISD administration was fully behind the changes, and national media attention had turned to gay teen suicides. In that climate, Pool promoted LGBT inclusive revisions before the HISD board, which voted unanimously to adopt the revisions in June and August 2011.

Since the expansion of the language, Pool noted, "I have been approached by many students and teachers expressing that they feel much more comfortable in their classrooms and on campus."

Reflecting on the impact of his work, Arquero said, "This project showed me how research can be grounded in communities striving to create concrete change at the local level. Engaged research shows the possibilities of what can happen when theory and praxis are intimately connected. It just takes a little patience."

► For more information, visit <http://cswgs.rice.edu>.

JOSH CORY '13

Rice Senior

"THIS PROJECT SHOWED ME HOW RESEARCH CAN BE GROUNDED IN COMMUNITIES STRIVING TO CREATE CONCRETE CHANGE AT THE LOCAL LEVEL."

— DARREN ARQUERO

Developing Socially Responsible Leaders

Each summer, 30–40 Rice undergraduates participate in a Summer Mentorship Experience (SME) under the auspices of Leadership Rice. Through the SME program, students work under the guidance of an executive mentor and have the opportunity to apply course work, professional experience and individual mentoring to develop their leadership capabilities and sense of community responsibility.

Since the inception of the program five years ago, student placements have increased from Houston and Austin to San Francisco, New York and Washington, D.C., and internationally in Paris, Beijing, and Pune, India.

Rice students are well-educated, ambitious and display a strong potential for leadership; though as undergraduates, they typically lack substantial professional knowledge. The SME enables students to experience, often for the first time, the inner workings of the professional work environment.

Unlike a standard internship, however, students are paired with an executive mentor who guides their professional and civic development. For many students, these mentorships prove transformative as they learn more about their community and their roles in it, while forging new paths in future career directions. Through the SME, students are able to significantly contribute to their organizations and learn how to impact their communities.

RICE STUDENTS ARE WELL-EDUCATED, AMBITIOUS AND DISPLAY A STRONG POTENTIAL FOR LEADERSHIP; THOUGH AS UNDERGRADUATES, THEY TYPICALLY LACK SUBSTANTIAL PROFESSIONAL KNOWLEDGE. THE SME ENABLES STUDENTS TO EXPERIENCE, OFTEN FOR THE FIRST TIME, THE INNER WORKINGS OF THE PROFESSIONAL WORK ENVIRONMENT.



LEADERS IN THE MAKING: A cadre of Rice students honed their leadership skills and improved their sense of community responsibility this summer.

Before starting the mentorships, students attend a three-day course that focuses on leadership in a professional context. This course includes significant professional development in topics ranging from etiquette and networking to risk-taking and includes both theoretical and practical discussions of professionalism. The class incorporates contemporary leadership theory in Authentic Leadership, the DiSC Personal Assessment and Followership. The program also hosts the Leaders Lunch, where local mentors, program coordinators and past SME participants are invited to join the students for a lunch to learn more about the program and to hear guest speakers. This year former SME participant Sam Oke, current mentor Robert Gasparallo of Sharpstown High School and John Hutchinson, dean of undergraduates at Rice, were the guest speakers. Upon successful completion of the class, students then spend the summer performing substantive work with recognized leaders in public, private or nonprofit organizations.

Throughout the summer, students are also required to complete readings and written assignments that continue the theoretical discussions of the class to augment their mentoring experience. The pedagogical focus of the course is self-reflective, encouraging students to internalize the material and apply it

to their personal situations and ambitions. The goal of the course is not to impose a particular leadership methodology on the students, but rather to provide a setting that empowers the students to flourish in their own authentic leadership style and pursue personal goals.

This year alone, 29 students were placed in start-up companies, nonprofit organizations, local school districts, government offices, medical centers, policy centers, think tanks and consulting firms across the U.S. Three students also interned at the French Institute for International Relations in Paris and four more worked at Virgo Engineering or the Deenanath Mangeshkar Hospital in Pune, India.

The scope of SME and Leadership Rice is worldwide and produces a collection of skilled, experienced and civically responsible young leaders.

► For more information visit <http://leadership.rice.edu>.

M. GOAT DOMERACKI

Program Coordinator, Envision Grant
Graduate Assistant, Leadership Rice

Mathematics Teachers Gather at Rice

For the past 26 years, mathematics teachers in the Houston area have converged to the Rice University School Mathematics Project's (RUSMP) Summer Campus Program (SCP) to hone their teaching skills and explore the world of numbers.

Established through National Science Foundation funding, this year's program took place at the Rice School/La Escuela Rice in June. The intensive four-week program met Monday through Thursday, from 8:30 a.m. to 3:30 p.m. and served 80 K-12 teachers. The classes were separated into grade bands: elementary, intermediate, middle school and high school.

The teachers, who came from five school districts and one charter school, participated in the rigorous program that explored concepts in geometry, measurement, data

analysis, probability and statistics. Issues related to access of materials and equity in the classroom also were discussed. Master teachers, together with the RUSMP team, selected appropriate resources for the classes to illustrate the mathematical concepts that were presented. Planning for SCP included discussions as to which classroom manipulatives could be most effectively incorporated into the lesson. Careful consideration

was given to the effective use and integration of technology such as calculators, computers, interactive white boards, tablets, online environments to support collaboration and course management, and web-based instruction in the classroom. Lessons included incorporating age-appropriate children's literature, field trips to the Rice University campus and to area museums, guest speakers, articles, journals and resource books.

Three colloquia brought the four groups together. Rice University's Assistant Professor of Statistics Hadley Wickham addressed

director for curriculum integration and clinical assistant professor of mathematics, asked the group to "Put on Your Math Goggles: Teaching Kids to See the Magic and Multitude of Mathematics in Art." Teachers and administrators visited the program to see exemplary mathematics instruction and to learn how to support high-quality mathematics instruction on their campuses.

SCP ended with a commencement celebration on the last day. A major goal of SCP is to empower teachers with an increased understanding of mathematics by promoting the investigation of mathematical concepts in the real world and by linking the mathematics learned in the classroom to mathematics encountered outside the classroom.

One teacher commented: "It is so nice



"FOR 26 SUMMERS, MATHEMATICS TEACHERS HAVE COME TOGETHER TO EXPLORE MATHEMATICS AND TO REMEMBER WHY THEY BECAME MATHEMATICS TEACHERS — TO INSTILL THE LOVE AND POWER OF MATHEMATICS IN THEIR STUDENTS."

—ANNE PAPAKONSTANTINO

MAKING MATH COME ALIVE: Teachers come together to improve their teaching skills and re-energize their desire to instill the love of mathematics in their students.

to be this energized and excited about teaching again." RUSMP Director Anne Papakonstantinou shared that "for 26 summers, mathematics teachers have come together to explore mathematics and to remember why they became mathematics teachers — to instill the love and power of mathematics in their students."

SUSAN TROUTMAN

RUSMP Associate Director for
Secondary Programs

CAROLYN WHITE

RUSMP Associate Director for Elementary and
Intermediate Programs

analysis, probability and statistics. Issues related to access of materials and equity in the classroom also were discussed.

Master teachers, together with the RUSMP team, selected appropriate resources for the classes to illustrate the mathematical concepts that were presented. Planning for SCP included discussions as to which classroom manipulatives could be most effectively incorporated into the lesson. Careful consideration

the group on "The Three Key Dispositions of a Statistician: Skepticism, Curiosity and Organization," in the first week of the program.

In the second week, Ngozi Kamau, RUSMP associate director for research and evaluation and adjunct assistant professor in the Department of Sociology, spoke about "Culture in the Classroom." In the final presentation, Robin Ward, RUSMP associate



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AT LARGE



INSIDE THIS ISSUE: Rice University students help fight poverty in Houston's Fifth Ward by taking part in the Community Bridges program. See story on Page 4.

David D. Medina, Director, Multicultural Community Relations, Office of Public Affairs

