

IN THIS ISSUE:

Helping Haiti

PAGE 2

Bringing Global Perspectives Into the Classroom

PAGE 2

Rice Community Collaborates to Celebrate King's Life and Work

PAGE 3

Lab-in-a-Backpack Goes to Work in Ecuador

PAGE 4

Creating Exemplary Leaders in Mathematics

PAGE 4

Awareness Week Focuses on Child Abuse

PAGE 5

Rice Gallery Provides Rare Art for the Community

PAGE 6

Support for Minority Students

PAGE 7



GEARING UP FOR COLLEGE: Pasadena high school students compete in a design competition and learn about careers in engineering and architecture.

A Passion for Community Service

Mac Griswold likes to think of himself as a lucky person. Ninety-nine percent of the time, he explained, he enjoys going to work.

"I love working with students, and there are times of the year when everything just makes sense and you really see that you are making a difference," he added.

Griswold is the director of Rice's Community Involvement Center (CIC), which advocates for community service and social responsibility for all members of the Rice community. The center runs a series of programs and scholarships to help students, staff and faculty improve communities in Houston, across the country and around the world.

Among the programs the center manages are the America Reads Tutoring Program, Rice Student Volunteer Program, Orientation Week Outreach Day and Volunteer Opportunities Fair. But the two programs that have had the biggest impact on students are Urban Immersion and Alternative Spring Break.

"These programs are the entry for students to the world of service," Griswold said. "They are designed

Students GEAR UP for College

When it comes to designing a successful future, Rice University is helping local students take matters into their own hands.

More than 100 Pasadena high school students learned about careers in engineering and architecture at Rice University in January as part of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a federal program that strives to prepare low-income students for college.

The GEAR UP program at Rice is now in its third year and has grown exponentially since its inception. This year, twice as many Pasadena students attended as compared to previous years. For the first time, the program opened its doors to prospective architecture students with a workshop created specifically for them, in addition to the traditional engineering careers workshop.

GEAR UP is made possible through the coordinated efforts of Rice's Multicultural Community Relations (MCR) in the Office of Public Affairs and students from the Society of Hispanic Professional Engineers (SHPE) and the Society of Women Engineers (SWE). In response to the growth in size and scope of the program, Rice assembled



NUMBER ONE: Rice develops leaders in mathematics.

Helping Haiti

More than a month after the devastating earthquake in Haiti, the Rice community continued to help by offering an informative panel discussion and a bake sale that raised \$200 for relief efforts.

On Feb. 25, the Office of Public Affairs' Multicultural Community Relations (MCR) hosted the panel "Haiti: Past, Present and Future," which featured two Rice faculty members and Rice alumnus Jean-Marc Tribié '08. Art Rascon, an Emmy award-winning reporter and anchor for KTRK-TV in Houston, served as moderator.

Luis Duno-Gottberg, an associate professor of Hispanic Studies, opened the panel by presenting the history of Haiti and background on current political corruption and colonial dependency, which are worsening the problems in Haiti.

Edward Cox, an associate professor of history, focused on the history of disasters that Haiti has suffered. Cox emphasized the need for a long-term partnership between Haiti and aid-providing countries, such as Canada, the



Netherlands, Spain and the U.S.

Rascon, who reported from Haiti for 10 days following the earthquake, showed footage of his coverage of people responding to the disaster. He said he wanted to focus more on the emotional side of Haiti's predicament.

Tribié, a Haitian who received his bachelor's degree in architecture and art history from Rice, provided a personal side to the panel. As an architect, he focused on the need for improved standards for Haitian infrastructure. After all, he said, it wasn't the earthquake

that killed people, but the poor construction of buildings that caused them to collapse.

"A crisis is a terrible thing to waste," Tribié said, quoting Stanford University economist Paul Romer.

Tribié explained that the real tragedy would be if Haiti looked back on this time 10 years later and found that nothing had changed. Tribié also stressed the need for Haiti's independence from the shadow of Western powers and neocolonialism. He said he wished Haitians would start to take charge of their own country, and Cox agreed that U.S. intervention may not turn out well in the long run.

Some audience members felt that Haiti

needed outside help. "Haiti needs help from others to get started," Shakera Reece, president of the Caribbean Student Society, said.

After the question and answer section, Dorainne Levy, co-president of the Black Student Association, said the forum encouraged her to bring more awareness to the Rice campus about the background behind Haiti's current crisis. Levy and Reece, both seniors at that time, said they were particularly grateful that the panel and discussion were so informative.

Then-senior Dolapo Sokunbi said she is committed to continue donating to Haiti, and she believed other students would also be moved to action. Sokunbi said the knowledge provided by the different perspectives on the panel was helpful in finding solutions.

David Medina, director of MCR, said forums like this one are part of Rice's Vision for the Second Century, as the university becomes more engaged with the community in dealing with relevant social issues.

"We just want to do our small part in helping a country that's been devastated by an earthquake," said Medina, who co-directed the forum with Jan West, assistant director of MCR. ■

—MICHELLE PHILLIPS

Rice Student

Bringing Global Perspectives Into the Classroom

The Susanne M. Glasscock School of Continuing Studies at Rice University has developed a Global Education Certificate Program for K-12 teachers to help them incorporate global perspectives in the classroom and foster a sense of world citizenship among their students.

The program examines the historical and cultural foundations of worldwide issues and best practices for including global education in K-12 curricula.

The program, which started in February, runs through August and requires a commitment of four hours each week for a total of 18 weeks. Sixteen teachers, representing seven states and one Canadian province, are par-

ticipating in the program, which is a mixture of self-study and live instruction from master teachers via the Web.

The teachers will delve into such topics as the global economy, resource conflicts, environmental degradation, population and migration issues, human rights and social justice, and religious and cultural practices.

"Teachers must feel comfortable and confident with their knowledge of global issues in order to effectively incorporate these themes into their classrooms and adequately prepare our students for 21st-century challenges," said Jennifer Gigliotti, director of teacher professional development for the Glasscock School.

Gigliotti, who conceived the idea for the program, developed the curricula with the help of four master teachers. While other global programs are available, one instructor typically teaches them, she said. "I wanted our

program to be taught by a variety of people with different perspectives, and I wanted each instructor to focus only on the topics about which they are most passionate."

"What we're offering is a very holistic program with a diverse group of instructors," Gigliotti said.

To earn the Global Education Certificate, participants will be required to demonstrate their acquired knowledge through their active involvement with course discussion boards, webinars and live chats. They must also submit weekly assignments and a capstone project.

The next offering of the program is tentatively scheduled for 2011. More information can be found at teachers.rice.edu. ■

—CAROL HOPKINS

Communications Specialist
Glasscock School of Continuing Studies

Rice Community Collaborates to Celebrate King's Life and Work

The Rice community celebrated Martin Luther King's birthday by building a house for a single mom, participating in two MLK parades and attending a nationally televised discussion on President Obama's first year in office.

As the sun was rising on a chilly Jan. 18, a group of seven, including Rice staff, their family members and friends, assembled in northeast Houston at the Habitat for Humanity MLK Day of Service work site. David Medina, director of Multicultural Community Relations (MCR) in the Office of Public Affairs, led the group.

With gloves and hammers, the volunteers played a major role in building a house for single mom Denecia Tillman and her 3-year-old daughter. "I am excited about the progress of my home, and my daughter and I can't wait to move in," Tillman said.

This was Rice's second year of participating in the MLK Day of Service. Icerine Wynegarde, Habitat's volunteer coordinator, said, "Houston Habitat appreciates Rice's contribution."

At dawn on the same day, other staff members from MCR and University Relations arrived on campus, joined by students from Rice's Black Student Association (BSA) and the Rice African-American Network, to participate in two MLK parades held at the same time in different sections of downtown Houston.

Nine float riders and two drivers worked together to reach a common goal: letting Houstonians know how much the Rice community values and celebrates the life and work of Martin Luther King Jr.

Samuel Wu, a senior at that time and longtime member of the BSA, was upbeat about his desire to participate in the MLK parades. "The BSA and its members have provided me with the kind of camaraderie I experienced in my hometown of Vancouver, Canada," Wu

said. "I have always felt right at home with the group, and participating in the parade was something I wanted to do before graduation."

As the sun was going down, slightly weary MCR staff and students who had volunteered in the morning parades joined 70 other Rice students and staff on a bus ride to Texas Southern University to view MSNBC's special "Hardball" presentation with Chris Matthews and Tom Joyner.

Rice sophomore and president-elect of the BSA Aurra Fellows thought that the MSNBC venue afforded a great opportunity to discuss the impact of race relations on President Obama's first year in office.

"The significance of race to Obama's public perception and presidency is definitely a relevant topic that should be discussed and understood instead of ignored and belittled," said Fellows. ■

—JAN WEST

Assistant Director

Multicultural Community Relations



A DAY TO REMEMBER:

1) A diverse Rice community unites for an MLK parade. **2)** MSNBC's "Hardball" host Chris Matthews shares a moment with Rice student leaders. **3)** Rice volunteers join Habitat for Humanity to build a home for a single mother and her daughter.

Lab-in-a-Backpack Goes to Work in Ecuador

An ultra-portable laboratory known as the Diagnostic Lab-in-a-Backpack and designed by Rice University students has been deployed to the remote jungles and mountains of Ecuador to give villages better and faster access to modern health care.

“We are honored to help the Ministry of Health and the Futuro Foundation provide health care to poor communities throughout Ecuador,” said Rebecca Richards-Kortum, Rice’s Stanley C. Moore Professor of Bioengineering and founder of Rice 360° Institute for Global Health Technologies.

The students designed the backpack through Rice 360° and the Beyond Traditional Borders (BTB) initiative.

“The backpacks are the result of the ingenuity and hard work of Rice students, faculty and clinical partners over three years, and we are excited to undertake our first countrywide distribution of a student-designed technology,” Richards-Kortum said.

The initiative is the boldest step yet in Rice’s development of the backpack, which began as a student project four years ago and has since been sent for more limited trials to Ecuador, Haiti, Honduras, Guatemala,

Nicaragua, the Dominican Republic, Tanzania, Malawi, Lesotho, Botswana, Swaziland and Myanmar. Nineteen students, faculty and staff members have worked on the backpack’s design.

The backpacks provide clinicians with microscopes, centrifuges, pulse oximeters, otoscopes and other items needed for on-site diagnosis. A custom-designed power-distribution box and solar cell ensure the equipment can be used anywhere, regardless of access to electricity.

Student design teams made further refinements to the backpacks each year based on real-world experience and feedback from clinicians, technicians and nongovernmental organizations that have tested them in the field.

The Ecuadorean effort began when the Futuro Foundation, a nonprofit organization that promotes social, educational and medical programs for underserved Ecuadorean communities, introduced BTB Director Yvette Mirabal to Ministry of Public Health officials. The ministry asked for backpacks for its 1,000 EBAS (Basic Equipment for Integrated Health Care), “half-ambulances, half-mobile clinics,” that are used throughout the country.

An initial 24 were agreed on for dona-

tion and were sent to Ecuador in 2010, with the provision that Rice 360° and BTB receive a steady stream of feedback on their performance and the users’ ability to restock disposable elements; FedEx donated their transport. In February, Rice 360° and BTB representatives trained 48 health care workers from Ecuador on how to use the backpacks, which will help provide care for an estimated 120,000 people.

Mirabal traveled to Quito along with Richards-Kortum; Anna Godwin, BTB program associate; and Rice alumnus Stephen Wallace ’08, who streamlined the design of the custom-built components of the backpack and who is now studying at Baylor College of Medicine.

Wallace got a sense of the potential impact when he and Mirabal traveled to Ecuador last summer to join alumna Stacey Skaalure ’09 and Rice junior Andrea Ulrich, who took three backpacks there for a two-month field test.

“It was incredible seeing how integrated they already were,” Wallace said. “Some of the groups used the backpack like it had been there forever. It was great to see them being used.” ■

— MIKE WILLIAMS

Rice News staff

Creating Exemplary Leaders in Mathematics

As part of the National Science Foundation’s Noyce Scholars program, Rice University School Mathematics Project (RUSMP) is developing teachers to be leaders in mathematics.

This program is an extension of Rice University’s Mathematics Leadership Institute (MLI) and is a collaboration between RUSMP; the departments of Mathematics, Computational and Applied Mathematics, and Statistics; and the Houston and Aldine Independent School Districts. MLI is designed to provide teachers with experiences that match their strengths as they progress toward positions of greater responsibility.

Of the 10 lead teachers selected as Noyce Scholars, nine were able to continue in the two-year program. As scholars, these individuals are placed in a variety of instructional

leadership positions under the mentoring of RUSMP directors Anne Papakonstantinou and Richard Parr.

The scholars serve either as instructors for the Summer Leadership Institute of the MLI or provide technology support for both the MLI Summer Leadership Institute and the RUSMP Summer Campus Program. Some of the scholars also serve as instructors for the RUSMP/Project GRAD Mathematics Institute for high school mathematics students or serve as support teachers for RUSMP Urban Programs.

Their duties during the academic year include organizing and planning MLI meetings, planning and running the RUSMP Spring Networking Conference, coordinating and administering intervention programs for students, presenting district professional sessions, and developing curriculum and assessment documents.

The scholars receive travel funds to speak

at state and national mathematics conferences, where they share their knowledge with other educators. The experience is proving to be invaluable for the teachers involved in the program.

Cynthia Knowles, mathematics teacher at Eisenhower High School in the Aldine ISD, said, “The Noyce Scholars Program has transformed me into a more effective classroom teacher and teacher leader. Overall, my experience as a Noyce Master Teacher has helped me to gain the confidence and the ability to share learned instructional strategies and teaching methods with teachers buildingwide, districtwide and nationwide.” ■

— RICHARD PARR

Associate Director for Curricular and Instructional Programs
RUSMP

Awareness Week Focuses on Child Abuse

Child abuse is no small matter. To learn more about the crisis, a group of Rice students spent a week lending a hand at the Houston Area Women's Center, tutored at an elementary school, volunteered at a hospital and sold chocolate strawberries to raise money for the Children's Assessment Center.

In addition, the students invited Kendall Pace, the special projects coordinator of Child Advocates, Inc., to give a talk at Rice about child abuse issues and volunteer opportunities at her organization.

Every year, the Rice Student Volunteer Program (RSVP) organizes an awareness week during which students address a social issue and incorporate meaningful volunteer opportunities around that issue. "This year,



ASWEET DEAL: Rice students prepared and packaged chocolate-covered strawberries that were sold to raise money for the Children's Assessment Center.

one-time opportunities directly involving children were hard to come by, but we managed to organize volunteer opportunities for the week of Feb. 8–12."

Rice students put together court bags, which are meant to keep kids occupied as they wait to testify in abuse cases. The students decorated 20 white paper bags, filled them with UNO cards, crayons, coloring sheets and Silly Putty, and donated them to the Houston Area Women's Center Children's Court Services.

Students also helped the Children's Assessment Center, which uses a multidisciplinary approach to prevent and treat child sexual abuse and works with 35 partner agencies to serve 5,000 clients annually.

In several college kitchens, nearly a dozen student volunteers made and packaged more than 500 chocolate-covered strawberries in about seven hours. The group raised more than \$275, which was donated to the Children's Assessment Center.

"An awareness week is certainly a chance to spotlight a major issue, involve the entire Rice community and reach out to others in need," Huynh said. "Through planning and leading the advocacy and service events for the week, we learned about the gravity of the tragic issue of child abuse, which affects our own community and cannot be ignored." ■

—ENSTIN YE

Rice Student and RSVP Children's
Committee Co-chair



COLORING FOR A GOOD CAUSE: Rice students decorated lunch bags that were filled with toys and donated to the Houston Area Women's Center Children's Court Services.

we decided on child abuse, a heartbreaking and often overlooked crisis that affects every socioeconomic level, including about 39 million people in the U.S. — one in four girls and one in six boys," said Rice student Kim

Huynh, a co-chair of the event.

"Child abuse affects the lives of so many children each year because it is not easily prevented and is less easily treated," she said. "Of course, due to the nature of the issue,

"AN AWARENESS WEEK IS CERTAINLY A CHANCE TO SPOTLIGHT A MAJOR ISSUE, INVOLVE THE ENTIRE RICE COMMUNITY AND REACH OUT TO OTHERS IN NEED."

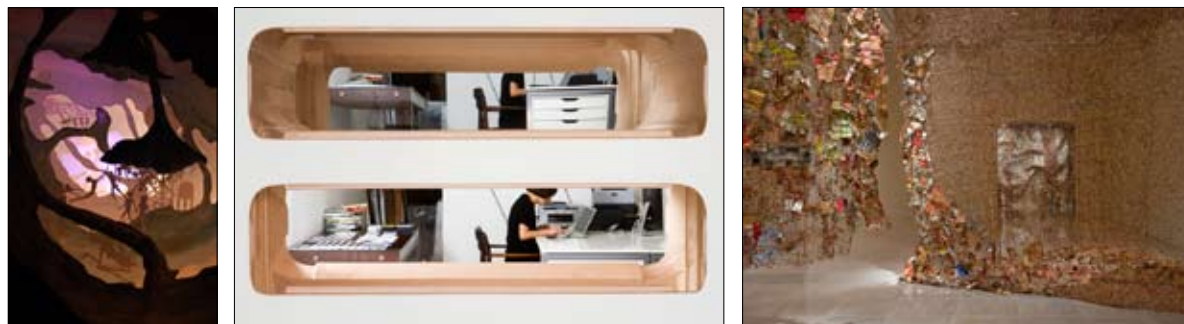
—KIM HUYNH

Rice Gallery Provides Rare Art for the Community

As the only university museum in the country dedicated to installation art, the Rice Gallery provides a rare opportunity for visitors to experience this larger-than-life art. This year, the gallery commissioned three artists to transform the space into imaginary worlds that feature weird architecture, three-dimensional scenes and aluminum walls made of bottle caps.

On Sept. 16, artist Sarah Oppenheimer will unveil her installation “OE2.” Oppenheimer, who alters pre-existing museum and gallery spaces to create installations that reveal seemingly impossible views, explores the malleability

series of life-size, three-dimensional scenes that portray an imaginary lunar world. To create the installation, the artist expanded upon a technique she uses to make her distinctive “tunnel books” — small, handmade books that



UNIQUE VISIONS (FROM LEFT TO RIGHT): Three-dimensional art portrays a miniature world; a sliced room offers an impossible view; and aluminum bottle cap rings create a glimmering curtain-like sculpture.

of architecture by slicing open sections of walls and floors. She introduces new elements, such as periscopes, to create varied lines of sight to frame the previously hidden, the unobserved and often the action or movement of other gallery visitors. “OE2” will be on view through Dec. 5.

Andrea Dezsö’s installation, “Sometimes in My Dreams I Fly,” is on view through August. Dezsö turned the gallery’s glass façade into a

reveal three-dimensional scenes. The books are created from individually drawn, cut out and painted layers of paper. Stacked one in front of another, the layers create a miniature world with depth and detail. In the gallery, the individual “tunnels” create portals, which viewers can peer into but enter only with their imaginations.

Growing up in Romania, Dezsö was obsessed with space travel. She explained:

GEAR UP *Continued from Page 1*

its largest volunteer team as 23 Rice students made sure that scheduled activities proceeded smoothly.

The Pasadena students participated in a general college information session, toured the campus and attended a workshop on either architecture or engineering. “From my interaction with the students who participated, I felt like they were actually having a good time learning about college admissions and careers,” said senior Natalia Salies, president of SHPE.

“They were bombarding us with questions at every chance they could, which demon-

strates their level of engagement.”

The highlight of the day, however, was the design competition in which the Pasadena students used their knowledge and imagination to design a plan for a functional house or bridge. They were also given supplies to construct models of their creations, which were then judged by the Rice volunteers.

For Cynthia Fuentes, a sophomore at Pasadena High School, the GEAR UP program at Rice was outstanding. “It was beyond my expectations,” she said. “I really enjoyed everything from the information to the competition.”

Laura Aguilar, also a sophomore at

“There was always this idea of a possible escape place, and because we did not have passports and could not go anywhere in Communist Romania, travel was only possible in your mind. What captured my imagination was how not being able to go somewhere physically opens the possibility of epic mental odysseys, and how we can stuff empty space with rich imaginary worlds, then move in.”

Ghanaian-born sculptor El Anatsui’s installation “Gli,” the Ewe word for “wall,” was on view Jan. 28–March 14. Before he came to Rice,

Anatsui traveled to Berlin and Jerusalem, cities known for their walls. About his installation concept, Anatsui said, “I think walls are human constructs that are meant to block views, but they block only the view of the eye — not the imaginative view.” At Rice, Anatsui used the aluminum rings

that hold liquor bottle caps onto the bottles to create massive curtain-like sculptures, which did not block but instead revealed.

Admission to Rice Gallery is always free. For more information, call 713-348-6069 or visit ricegallery.org for upcoming installation dates. ■

—ANNA FORET

Outreach Coordinator
Rice University Art Gallery

Pasadena High School, agreed. “I had an awesome time at Rice. I am more informed about the architecture field than I was before.”

Pileirol Retta, GEAR UP coordinator for Pasadena High School, said the learning experience for her students at Rice was invaluable.

“The students had a terrific time and they talked about it with each other on the way home and to their friends at their schools,” she said. “We believe that by working together we can do much more to educate and prepare our future generation.” ■

—LEXIE LAWRYNOVICZ

Staff Assistant
Public Affairs

Support for Minority Students

The most viable solution to prepare minority students to be successful in college is to implement programs that retain students, said Richard Tapia, University Professor and the Maxfield-Oshman Professor in Engineering.

This is especially true, he said, in the more selective science and engineering institutions that have very few underrepresented minority students. “Research schools need to be held accountable, like secondary schools, for both admission and retention of minority students,” he explained.

Tapia spoke in March at a Community Dialogue Luncheon, which was organized by the Office of Public Affairs’ Multicultural Community Relations.

The luncheons, which serve as a forum for community leaders to discuss social issues that

affect all sectors of society, are hosted every three months and bring people from various ethnic and cultural backgrounds together to network and form collaborations.

Tapia, a national leader in education and outreach programs, focused his speech on encouraging minority students to pursue careers in mathematics and science.

“We should insist that research universities have programs proven at supporting students so that they are successful,” he said. “If we have a nonmentoring, nonsupportive environment, those students with poorer preparation will rarely succeed, minority or majority.”

The 30 attendees of the luncheon were actively engaged in the topic, spurring discussion well over the allotted time. Christa Forster, education consultant for the Asia Society Texas Center, said the luncheon was informative and timely.

“I was really glad to be a part of the event,” she said. “What I loved about the luncheon was



MAKING A POINT: Rice Professor Richard Tapia speaks at a Community Dialogue Luncheon about the need to support minorities in higher education.

that a group of people who have similar passions came together and received feedback on what our responsibility is in American education. This is very crucial to our country. If it’s not safeguarded and revised, our children will suffer, and we will, too.” ■

—STACY C. CERVANTES

Department Coordinator
Public Affairs

Mac *Continued from Page 1*

for students to have transformational experiences. Students are in the community dealing one-on-one with people and seeing how social issues affect their lives.”

The Urban Immersion program introduces incoming Rice students to the urban issues and social needs of Houston. During the summer, students volunteer in such places as the Holocaust Museum, Goodwill Industries and Methodist Healthcare.

Alternative Spring Break provides students with an opportunity to perform civic service in other parts of the country. Students organize the spring break trips, and in addition to the volunteer work, they spend time every evening reflecting as a group about their experiences. Last year, the CIC advised 11 trips to such cities as Los Angeles, where students worked at a health care center; Philadelphia, where they worked in a middle school program for low-income students; and New Orleans, where they rebuilt houses and restored schools and hospitals as part of the Gulf Coast Recovery Effort program.

The service programs are becoming more popular at Rice as students are introduced to them earlier in their college career. When Griswold started working at Rice eight years



MAKING A DIFFERENCE: Mac Griswold

ago, he would often hear juniors and seniors say that they were not aware of the CIC or the service opportunities it offered. “Today it’s very rare that I hear that,” he said.

Thanks to that student interest, this past year the CIC organized programs and advised student service organizations that provided 21,000 hours of service to 181 nonprofit organizations.

“When talking with students about service, something that Mac brings up time and time again is passion,” said Christa Leimbach, assistant director of the CIC. “Mac is passionate about students, their overall development

and also their leadership. In everything he does, Mac works to improve the CIC and its staff to better serve our students and in turn better serve the community.”

The call to public service began early for Griswold. He was 15 when he started to do volunteer work for the American Red Cross. After he graduated from the University of Connecticut with a B.A. in political science in 1996 and an M.A. in 2001 in higher education administration, Griswold returned to the American Red Cross to work. He then helped his mentor at the University of Connecticut to establish a center for community outreach at the university and was hired to help run the center.

“I never looked back,” he said. “It was absolutely a perfect fit with what I wanted to do for the rest of my life.”

For Griswold, his main reward is finding out that he helped others find their true calling. “(Former) students often e-mail me to let me know what they are doing,” he said. “It’s very motivating to know that something they did in their freshman year had that much of an impact that it changed the entire direction of their academic career.” ■

—DAVID D. MEDINA

Director
Multicultural Community Relations



Rice University
 Multicultural Community Relations–MS 700
 P.O. Box 1892
 Houston, TX 77251-1892

Nonprofit Org.
 U.S. Postage
 PAID
 Permit #7549
 Houston, Texas



AT LARGE



INSIDE THIS EDITION: Rice electrician Thomas Treviño sacrificed his MLK holiday to volunteer with Habitat for Humanity to build a house for a single mother and her daughter.

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

