The Doerr Institute has completed its third year of operations at Rice University. What began in the fall of 2015 with a staff of two people is now a fully-functioning institute with a full-time staff of nine and an additional 87 people serving in part-time, vendor, or affiliate roles, all in the service of our mission to help Rice students grow as leaders. Doerr Institute programs are available to all Rice students free of charge, regardless of their career goals, aspirations, or major.

The Doerr Institute staff prides itself on working both efficiently and effectively. In keeping with those priorities, this report is designed to communicate what we have done so far with an economy of words and as little interpretation and inference as possible. The facts ought to speak clearly enough for themselves.

First Principles
First Principles are what set the Doerr Institute apart from most other leader development enterprises. First Principles include:

- **DINL** develops young people and believes in the time value of leader development—over time, leadership lessons interact with one another and mature into a leader ability greater than the sum of its parts.
- DINL does not seek out elite students, nor do students compete for services. We view all interested students as worthy of development as leaders.
- DINL uses only evidence-based leader development techniques, and rigorously measures outcomes (did students grow?), not merely process (did students attend?).
- DINL hires professionals who are educated, trained, and experienced at leader development and does not use untrained mentors or advisors as leader developers.
- DINL values direct student engagement and does not create set-aside programming for Schools, Deans, Departments, professors, or courses.
- DINL operates university-wide and will assist all other organizations that are committed to the development of students as leaders.
- DINL is transparent with techniques, procedures, and data, and will help any university willing to establish similar standards in the development of students.

Taken together, the First Principles form the core assumptions of the Doerr Institute Method—a disruptive change in commitment and professionalism in university leader development.

**MISSION:**
To elevate the leadership capacity of Rice students across the university
Integration with the Student Body

Our integration with students begins before they even arrive at Rice. We have fielded our first tech project, an original SMS text messaging tool, the Leadership Pathfinder. We are working with the VP for Enrollment to make the tool available to all inbound students and select undecided students. They are able to text “Lead” to 713-636-5552 and receive detailed descriptions of multiple leader development opportunities at Rice, both inside and outside the Doerr Institute, explicitly tailored to their interests. Although we do not have supporting data, we sense that some percent of the recent 20.3 increase in Rice applications is due to Doerr Institute visibility (anecdotally, the VP for Enrollment cites references to DINL in student admission essays).

To date, the Doerr Institute has worked with over 1,400 students in professional coaching relationships, upper class leader development experiences, accredited coach training for staff, faculty, and the Houston community, and in affiliate training—all with measured outcomes. With the new programs we are piloting this spring for graduate students, we expect to work with 30% of the graduate and undergraduate student body.

Importantly, our interactions with the student body totals more than 3,000 one-on-one or small group conversations with Rice students per year, making Doerr Institute staff uniquely familiar with the needs of individual students who might be struggling academically, emotionally, spiritually, or who are in some way victimized. We routinely provide timely referrals to other Rice University support organizations, significantly increasing the individual attention and support provided to students.

Students who have been involved with the Doerr Institute come from all seven schools within Rice, with our heaviest concentrations coming from the schools of engineering, natural sciences, and social sciences (consistent with the sizes of these schools). Demographically, students who have been developed through the Doerr Institute reflect the broad demographic diversity of the student body at Rice. For example, in the fall of 2017, students involved in one-on-one leadership coaching were:

- 52% male, 48% female
- 25% international students
- Among non-international students: 43% Asian, 33% white (non-Hispanic), 18% Hispanic, 5% Black
- 11% first generation college students
- 4% NCAA athletes

At our current rates of training and growth, we continuously work with 30% of the graduate and undergraduate student body.

Sophisticated Measures of Impact

The focus of our impact measurement has been on leader identity, which is a foundational component of learning to lead. Students who do not see themselves as leaders, who lack confidence in their ability to lead, and who lack awareness about their strengths and challenges as leaders will be unlikely to step into leadership roles when given the opportunity to do so. They might even be less likely to be given the opportunity to lead in the first place. Because it is in these formal and informal leadership roles that students learn to lead, through both their successes and their failures, developing a healthy leader identity is fundamental to development of leadership competencies.

We measure students’ leader identities before and after their involvement in our leader development programs, and we have also measured the leader identity of the broader student body at Rice through the annual Survey of All Students. Besides observing significant increases in leader identity among students who participate in Doerr Institute programs, we have also found that without some kind of intervention, Rice students do not naturally grow very much in their leader identity over their 4 years of undergraduate education. To grow as leaders, they need assistance from people trained in leader development. The following graphs show changes in leader identity among students who participated in one-on-one professional coaching, as well as average levels of leader identity by year among students who have not participated in leadership coaching. We have also found that the growth that we have documented in students who participate in our leader development programs is observable to others, including the friends, roommates,
Second-Order Effects of the Doerr Institute

We are also measuring some of the secondary benefits of one-on-one coaching, including an enhanced sense of life purpose/meaning, and increases in overall well-being. Consistent with students’ feedback that the coaching experience has helped them clarify their vision, beliefs, and values, we have documented powerful changes (before and after coaching) in students’ sense of purpose, satisfaction with life, and general psychological distress, using well-validated, brief measures from published research in psychology. Specifically, as shown in the graph below, we have documented statistically significant increases in sense of purpose and life satisfaction, as well as significant decreases in psychological distress, over a period of approximately 12 weeks (encompassing 3–5 one-on-one coaching sessions). These results represent some of the first evidence of the secondary benefits for student well-being of one-on-one professional coaching.

Our measurement team also has established strategic consulting relationships to several well-known organizations, including KIPP Schools, Amigos International, MD Anderson Cancer Center, and the Obama Foundation. These relationships serve to stretch our staff developmentally and increase the visibility and prestige of the DINL and Rice University.

The growth that we have documented in students who participate in our leader development programs is observable to others.

teammates, and acquaintances of students, in addition to the professional coaches who work with them.

Although the focus of our leader development coaching is not on gender, culture, or other demographics, we have found that women benefit from one-on-one coaching even more than men do. Although women start out significantly below men in their leader identities before coaching, by the end of the semester there is no longer any difference between men and women on this measure. Likewise, we have found that international students and first-generation students benefit as much as everyone else does from leader development work.

Beyond identity-related measures of impact, we have recently validated a behavioral measure of emergent leadership that will allow us to examine whether students who participate in our developmental programs experience a difference in their leader-role trajectories by the time they graduate from Rice. Additional behavioral measures of leader competencies are also being developed in conjunction with new programs that we are creating for undergraduate and graduate students.
Global Visibility and Presence

The Doerr Institute has established Rice University as a global force in leader development, highlighting the Doerr Institute Method worldwide. We have responded to invitations to speak in Singapore, China, Saudi Arabia, and scholarly venues such as Seton Hall University, the Air Force Academy, Yale School of Management, MIT Sloan School of Business, Miami of Ohio, the University of Houston, the Society for Personality and Social Psychology (SPSP), Southwestern Psychological Association (SWPA), and the Midwestern Psychological Association (MPA). We have spoken to influential business and government groups, including the Young Presidents Organization, the National Association of Corporate Directors, Tudor Pickering & Holt, Goldman Sachs, Google’s LEAD Program, Google Cloud, the U.S. Department of State, and the FBI. Doerr Institute staff members have given 70 presentations in 14 states. Together, Doerr Institute staff have published ten articles and book chapters in refereed journals, trade journals, and the proceedings of the World Economic Forum and the FBI Global Academy. They have had four online articles published by Psychology Today, and had one op-ed published in The Hill. The Institute spends 20.3% of its non-salary budget to support Teaching Innovation and Research Awards at Rice.

How much of our initial strategic plan have we completed to date?

All of it. Having fulfilled everything that we set out to do in our initial 5-year plan, we have, in draft, a new 5-year plan to place students on a lifelong path of leading themselves. Strategically, we intend to do only three things: broaden our programmatic impact on Rice students, extend our influence geographically and conceptually, and continue to innovate. There are operational objectives embedded in each of these strategic aims, with objectives linked to quantitatively measurable key results (OKRs). This strategic plan will be ready to brief by this fall, following the third anniversary of the establishment of the Doerr Institute.

Develop New Leaders:
- Sustain the development of the undergraduate population and expand the available options.
- Develop integrative and progressive small-group leader development programs that are unique to Rice graduate students.
- Expand measurement strategy to include expert observations, close acquaintances, and other methods.
- All of the above will have been completed by fall 2020.

Develop Beyond the Hedges:
- Fully develop, pilot, and execute a “Beyond the Hedges” initiative with the Student Association in alignment with V2C2. Execute a Future of Executive Development (FRED)-styled excursions using business partners in Houston. A two-exursion pilot in fall 2018 will increase to eight excursions in the spring.
- Standard metrics and outcome measures will show specific areas of behavioral, cognitive, and emotional growth as leaders. Develop a Doerr Institute program for alumni.

Consortium:
- Extend global reach by building a Doerr Method consortium with at least 8 U.S. schools, developing broader partnerships with non-U.S. schools, targeting Mexico, China, and France, in alignment with V2C2. The consortium will be university-wide, evidence-based, rigorously measured leader development.
- Doerr will spearhead an initiative with Rice Business and Architecture deans to have dedicated space in the Normandy Institute. Execution of one program of any sort in France and university collaborations at Tsinghua University and Universidad de Monterrey, in addition to at least 8 U.S. schools.

Incubate and Disseminate:
- Elevate the competence of other leader development organizations by providing them with advisory services to broaden the influence of the Doerr Institute.
- Assist select institutions and schools with the rapid design, development, and launch of tailored leader development projects that they can run with existing staff. We have two such projects in the works, one for Rice Business and one for MD Anderson Cancer Center.

High Tech:
- Working with technology firms and centers (e.g., Magic Leap, ICT, Talkai, Cisco, Microsoft) to create delivery and measure solutions to leader development needs, from virtual reality, to smartphone apps, to cutting-edge AI.

(cont’d)
### Efficiency of the Doerr Institute

In the Doerr Institute, salaries are only 42% of the annual budget, less if you subtract the salaries of roughly 10 graduate and undergraduate student workers. We are committed to developing lean business models so that we can provide professional, high-quality development at an affordable cost. For example, the total cost of undergraduate coaching, 400 students per year @ 3 to 5 sessions, roughly equals the annual salary of one senior faculty member. Such lean business practices are not only good stewardship of endowment funds, but they make the Doerr Institute Method attainable at any university willing to commit to serious leader development.

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<th>Mission</th>
<th>Vision</th>
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<td>Elevate the capacity of Rice students to lead</td>
<td>By 2023, most Rice students use evidence-based methods to successfully and measurably develop as leaders, Rice is recognized globally as the leading influencer in university leader development systems, and Rice alumni stand out as leaders in their personal and professional lives.</td>
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<th>Broaden Impact</th>
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<td>Develop New Leaders</td>
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<td>Evidence-based methodologies and measurement</td>
<td>Mind Opening</td>
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**High Human:**
- Foster collaborative, campus-wide relationships in order to provide creative new, experiential leadership development opportunities that encourage leadership focused self-reflection and exploration across a range of educational contexts for students and faculty.
- For example, partner with the Moody Center for the Arts or the Shepherd School of Music to support leader development in the arts by sponsoring an artist or musician in residence and developing art/music interpretation excursions that encourage students to relate their personal leadership style/experience to masterworks.

**Mind Opening:**
- This segment of the Institute’s design, planning, and operations will explore dimensions of human endeavor often overlooked in typical leader development thinking and writing.
- Such areas could include mindfulness, psychopharmacology, spirituality, and other emerging areas that mix non-linear, non-technical experiences with human pursuits and conditions.

**Strategically, we intend to do only three things:** broaden our programmatic impact on Rice students, extend our influence geographically and conceptually, and continue to innovate.