



RICE UNIVERSITY
Doerr Institute for New Leaders



ANNUAL REPORT

2019-2020

Table of **Contents**



3

A Message from the Director

Thomas Kolditz

4

A University-Wide Approach to Leader Development

Mission + First Principles

11

Return on Investment (ROI) Study

Returns for Students and University

13

Partnership with the Carnegie Foundation

Elective Classification for Leadership

15

Providing Access to Leadership Opportunities

Leadership Stipends

16

Global Visibility and Engagement

17

Meet the Team

A Message from the **Director**



As I reviewed the accomplishments in this annual review, I am incredibly proud of the Doerr Institute team. Their hard work, persistence, creativity, and spirit of innovation has led to many beneficial impacts at Rice and beyond. Their efforts have led to enhanced effectiveness and student participation, even as all of us adapted to the challenges of a pandemic and our confrontation of racism. I wish for you to read this Annual Report the same way I do—with a focus on the tremendous opportunities in our future, rather than merely on the successes of our past.

A handwritten signature in black ink, reading "Thomas A. Kolditz". The signature is stylized with a large, sweeping loop at the end.

Thomas A. Kolditz
Director
Doerr Institute for New Leaders

Mission

To elevate the leadership capacity of Rice students across the university and to improve the practice of leadership education and development in higher education.

First Principles

Four principles guide the Doerr Institute's philosophy and are the foundation we use for shaping tomorrow's leaders. Our commitment to these first principles has led to a significant return on investment (ROI), as you will see later in this report on pages 11-12.



Leadership development is a **core** function of the university.



Use of **professional** leader developers.



Use of **evidence-based** techniques and professional practices.



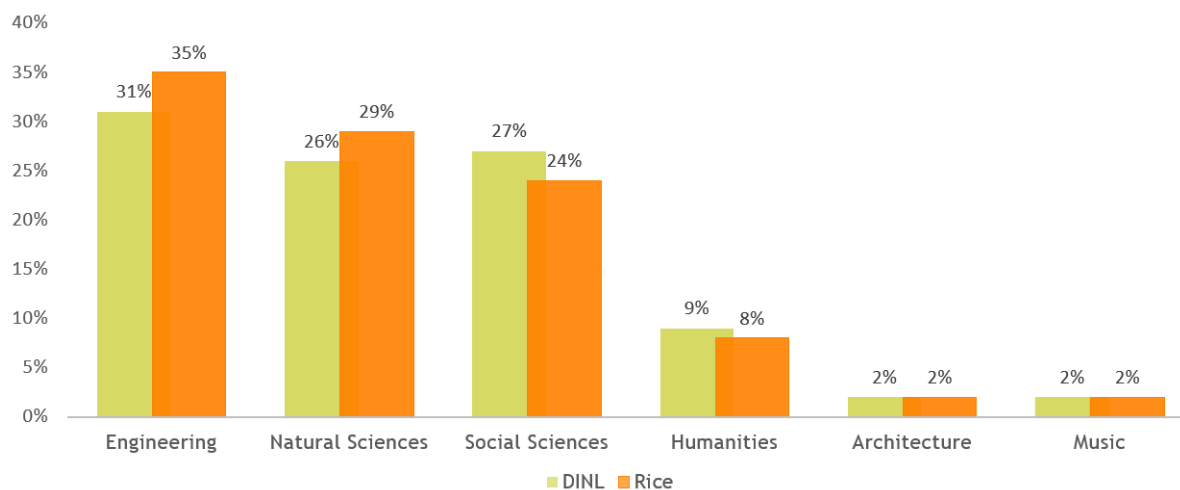
Objective measurement of outcomes.

Leadership development is a **core** function of the university.

A student is most receptive to psychological nudges and basic foundational development work during their college years. That is why the Doerr Institute believes a university-wide and robust leadership development approach is paramount for developing emerging leaders. Most people would agree, according to the data.

Engagement with Students Across Schools

35%-40% of the 2021 undergraduate graduating class will graduate having participated in one or more Doerr Institute programs, despite there being no external incentive or course credit offered.



The Doerr Institute serves all schools at Rice, engaging with a population that is representative of the Rice student population.

> 850 students professionally trained in leader development during 2019-2020 academic year



National Survey

69% of respondents to a national survey on leader development in higher education said they believed leader development should be a core function of a university.

Sample Size: 211 adults from across the United States with at least a 4-year degree

Use of **professional** leader developers.

35 leadership coaches and professional facilitators

All coaches at the Doerr Institute are certified by the International Coaching Federation (ICF).

Vendor Coach Spotlight



Ann Howell, PhD, ACC is an Associate Certified Coach (ACC) with the ICF and a 1992 Rice graduate. Following her time at Rice, she graduated from Michigan

State University with a doctorate in Industrial Organizational Psychology and currently writes for HBR Ascend and her own blog, Science of Working. Howell is the former head of talent management at Sysco where she managed leader development and diversity and inclusion training.



Vendor coaches at coach training in spring 2020.

Developing professional coaching skills.

>115 graduates of CoachRICE, a leadership coaching program accredited by the ICF.

These CoachRICE graduates include Rice students, Houston-area professionals, and leaders at MD Anderson Cancer Center.

Making History

First ever university undergraduate receives international coaching credential



"Being able to focus on personal development and leadership is something so valuable to have at such an early stage. If it wasn't for CoachRICE to open my eyes to that, I would not have been able to pursue that opportunity."

Noor Elsonbaty, Computer Science '20

Use of **evidence-based** techniques and professional practices.

We have a team of research psychologists whose job is to independently measure the Doerr Institute's outcomes and evaluate the effectiveness of programs. Before offering a program to the greater Rice population, all program offerings are piloted to verify they result in measurable impacts.

Programs

Activation - one-on-one sessions with a personal leadership coach

Synthesis - small group coaching sessions with peers, facilitated by a leadership coach and focused on a single theme

**Offered in English and Mandarin*

Catalyst - multi-session workshops focused on a single leadership competency

CoachRICE - intensive coach training designed to strengthen self-awareness and the coaching skills needed to develop others

Excursions - meetings with top Houston leaders off campus with a reflective framework for maximum impact

Student Testimonials



"My leadership coach taught me that a true leader never gives up when faced with unexpected circumstances or resistance. Learning this helped me not only embrace the challenges of my leadership positions in the moment but also push myself out of my comfort zone to take on new leadership roles."

Nisha Patel, Doerr Institute Student Affiliate and Computer Science '20

"The Doerr Institute has completely reshaped and expanded my leader identity by enabling me to build critical communication and collaboration skills upon a foundation of self-awareness. Since starting at Rice, I've come to appreciate these skills as an integral part of my graduate education, in complete parity with technical knowledge and expertise."



Alen Trubelja, Doerr Institute Graduate Fellow and Bioengineering PhD Student



Common Activation Goals

- Self-Confidence
- Self-Regulation
- Empathic Engagement
- Interpersonal Relationships
- Effective Communication

All Activation students take an Emotional Intelligence Assessment for leadership; emotional intelligence is foundational to becoming a strong and effective leader.

From this professionally-interpreted report, students can see emotional intelligence domains they are strong in and those that need improvement. Many students choose to work on skills that relate to their results of this assessment.

Research-driven programs



Excursion Leaders

- **Elisa Villanueva Beard**,
CEO of Teach for America
- **Lisa Falkenberg**,
Editor of Opinion at the Houston Chronicle
- **Dr Welela Tereffe**,
Chief Medical Officer at MD Anderson Cancer Center
- **Art Acevedo**,
Houston Chief of Police



Catalyst Themes

- Decision Making
- Master Adaptability
- Influence Outcomes
- Active Listening
- Launching a Team
- Deliver Feedback
- Embrace Conflict
- Leading in Crisis*

**Special edition in response to COVID-19*



Synthesis Themes

- Silencing Your Inner Critic
- Overcoming Perfectionism
- Living and Leading with Purpose
- Strengthening Interpersonal Skills
- Speaking Up*

**Offered in English and Mandarin*

Leadership Foundations Digital Badge

The Doerr Institute Leadership Foundations Badge recognizes student's completion of meaningful development in leadership competencies and skills.

Digital badges contain specific information and descriptions that future employers and peers can use to verify accomplishment. The designation can be posted on professional platforms.

Qualifications

- 20 hours of competency-based Catalyst modules
- 5 hours of coaching (Activation or Synthesis)



Objective measurement of outcomes

Levels of measurement go beyond just self-report. Observational and peer observational data are used to measure affect, behavior and cognition changes for students.

Beyond mere satisfaction, students also show significant increases in outcomes such as life satisfaction, sense of purpose and self-awareness.

Students who engage with the Doerr Institute, including (but not limited to) working with a professional leadership coach, exhibit substantial increases in a wide variety of other indicators of leader capacity, such as leader identity, self-concept clarity and intellectual humility.

Team Spotlight

Cody J Bok, a Ph.D. in Industrial-Organizational Psychology from the University of Houston, is a Post-Doctoral Research Fellow at the Doerr Institute.

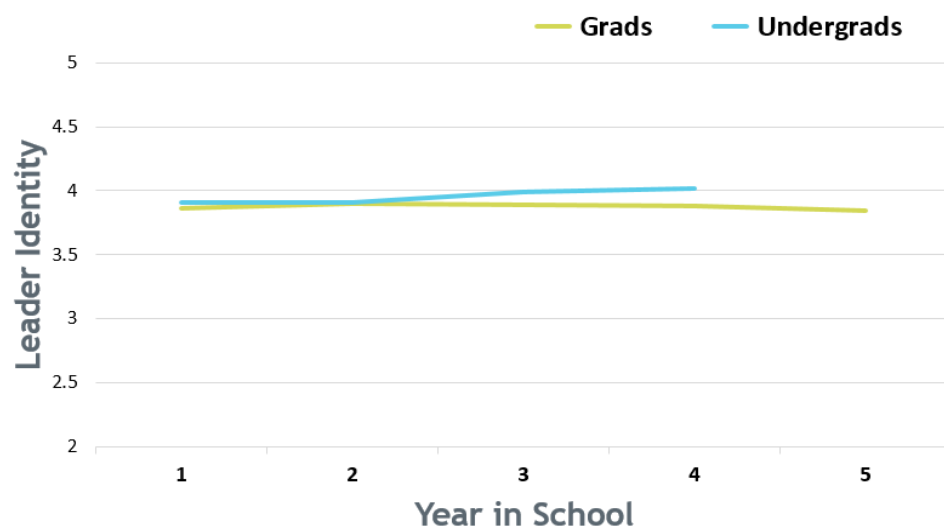


Through complex statistical modeling, he is working to demonstrate that the Doerr Institute's measures are of the highest quality. Specifically, he is testing models on the bread-and-butter measure, the leader identity scale.

His research shows that there are three distinct components that comprise the leader identity measure, 1) leader self-efficacy; 2) leader awareness; and 3) leader voice (i.e., the willingness to speak up as a budding leader).

With these findings, Bok is pursuing a publication in top-tier academic journals which would further improve the visibility of the Doerr Institute across other academic institutions.

Natural Progression of Leader Development Over Time



These data, taken from a sample size of more than 2300 Rice students, show that students who do not actively develop themselves as leaders graduate from Rice with no meaningful increase in their capacity to lead beyond what they had in high school.

A degree does not, in and of itself, make a college graduate a more effective leader.

Coaching, without question, causes changes in a student's...

A Coaching Experiment

As the graph below shows, the results provided powerful evidence of the causal effects of coaching across all outcomes.

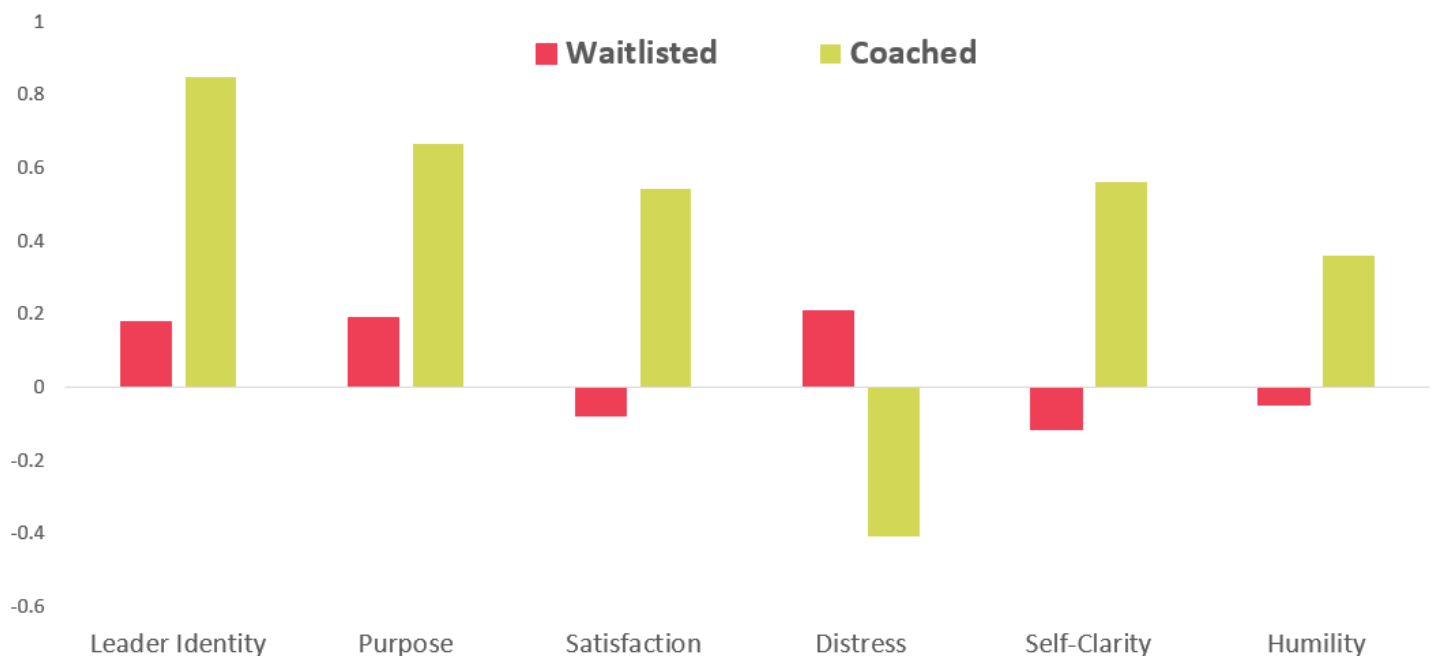
In the fall of 2019, 100 Rice freshmen who wanted to work with a leadership coach participated in an experiment (the first of its kind with college students). Fifty were randomly assigned a leadership coach immediately, and 50 were randomly assigned to a waitlist control group (these students got a leadership coach the next semester).

All students completed the same measures at the beginning and end of the semester: leader identity, sense of purpose, life satisfaction, psychological distress, self-concept clarity, and humility.

*In collaboration with the **United States Military Academy at West Point**, we conducted a similar study on West Point cadets to see the impact of coaching.*



Changes (Pre to Post) in Outcomes



As a result of our first principles...

ROI

Preliminary results of our **return on investment (ROI) study** suggest that investing in high-quality leader development experiences, such as those offered by the Doerr Institute, seems to result in substantial returns, both to students and to the university.

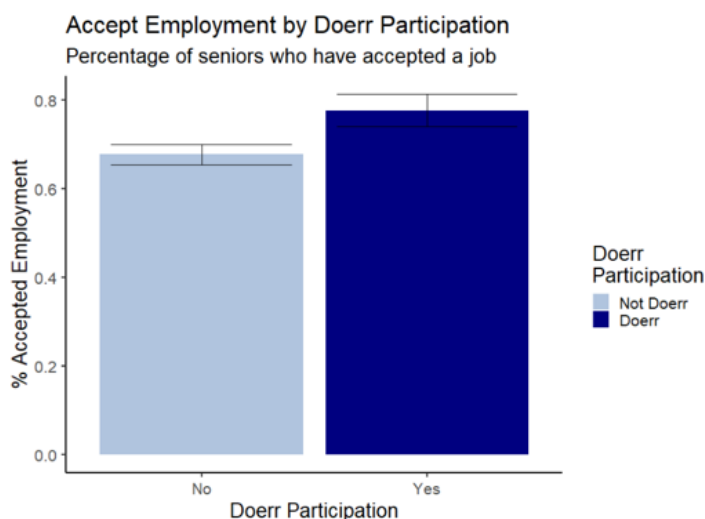
Returns for Students

Well-Being Outcomes

Beyond psychological factors listed on page 10, we estimate that our leader development training will result in a **decrease of 90-120 students per year feeling the need to seek psychological counseling** at Rice.

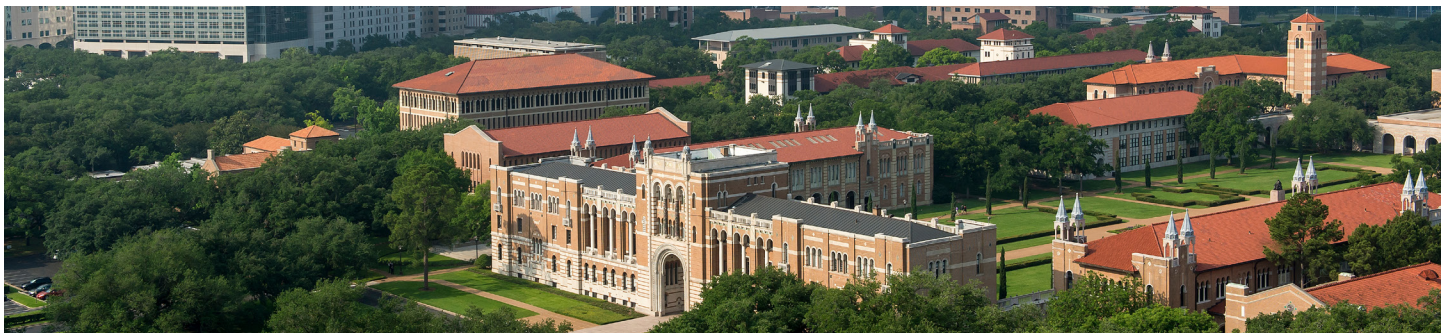


Employment Outcomes



This graph shows that engagement with the Doerr Institute is associated with significantly **higher levels of employment** among graduating seniors.

Data from this study also indicate significantly **higher starting salaries** for students who engage with the Doerr Institute (not shown in graph), resulting in approximately **\$940,000** in additional salary accruing to Rice graduates in the spring of 2019.

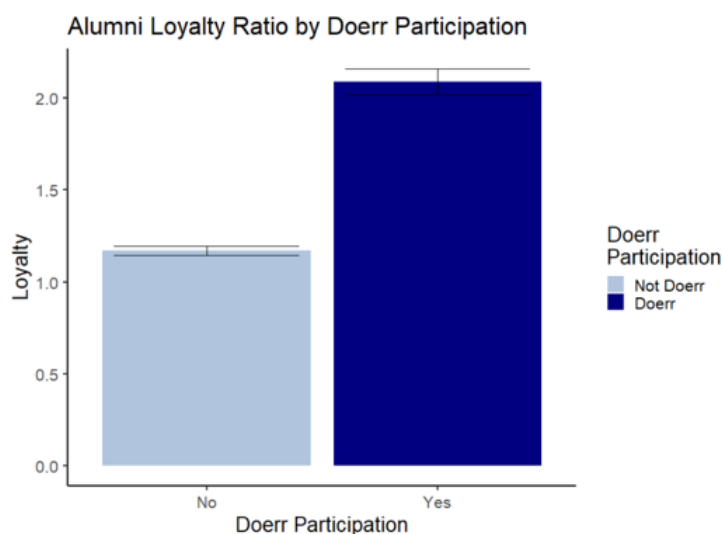


Returns for University

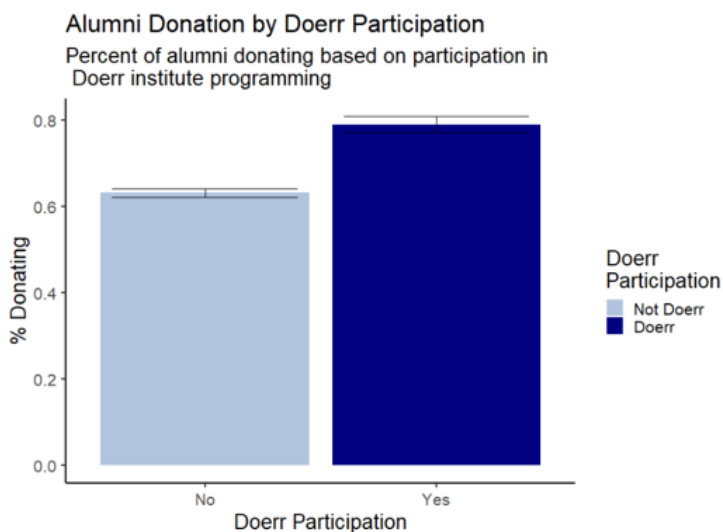
Alumni Engagement

Rice tracks a variety of indicators of alumni engagement, including volunteering and donating. Across all of these indicators (the “alumni loyalty ratio”), students who participate in Doerr Institute programs exhibit significantly **higher levels of alumni engagement** with Rice.

Data from this study also indicate that Doerr Institute alumni are substantially **more likely to donate to Rice** compared to other alumni.



Alumni Donation



Partnership with Carnegie Foundation



On January 27-29, 2020, the Doerr Institute hosted a working meeting to draft an application framework for a new Elective Classification for Leadership to be proposed to the Carnegie Foundation for the Advancement of Teaching.

This would be the second such endorsement the Carnegie Foundation would sponsor alongside the Community Engagement Classification.



On the Horizon

After the meeting, a first draft of the application framework was developed using the insights from the group and guidance from the Carnegie Foundation. The next phase of development will involve input from a broad range of stakeholders and their reflection on the initial draft. Our goal is to have a second draft, with stakeholder input considered, by September 2020 for proposal to the Carnegie Foundation.

>100 scholars, practitioners, provosts, and university presidents will review the draft and provide feedback before the classification is made available



Attendees discussed practices and principles that would demonstrate a level of institutional commitment sufficient for an Elective Classification. The consortium did this by examining how leadership education, development, and research relates to the public purpose of higher education and how a classification can serve as a catalyst to sectoral improvement.

>30 scholars and practitioners from a broad range of institution types attended, including representatives from Yale University, Brown University, Simmons University and the University of Washington.



Fellow Spotlight



Mathew Johnson, is a Doerr Institute Fellow and currently serves as the university president of Albion College in Michigan. In addition to his role at Albion, Johnson is the director of the Carnegie Foundation

Community Engagement Classification on the Foundation's behalf. He holds a PhD from Brandeis University in sociology and is the former executive director of the Howard R. Swearer Center for Public Service at Brown University.

Johnson was named a Doerr Institute Fellow in 2019.

Improvements in **leadership** education and development in higher education.



Benefits of a Classification to the Field

This new Elective Classification will begin the process of creating an institutional and sector-level continuous improvement process, grounded in the identification and sharing of best practices in leadership education and development that can be transformative for higher education.

Team Member Spotlight

Carla Ortega Santori, a PhD in Industrial and Organizational Psychology from Carlos Albizu University, is a Postdoctoral Fellow in Leader Development. She is managing the agreement with the Carnegie Foundation and has been a key contributor in drafting the elective classification framework which will lead to sector-wide improvements in leadership education and development. Her work has helped position the Doerr Institute as the "North Star" in leadership practices in higher education.



Increasing the accessibility to leadership opportunities for all students.

Leadership Stipends

Beginning in the fall of 2019, the Doerr Institute began providing students in formal leadership positions with financial and developmental support through grants of up to \$5,000. The stipend program was created to encourage and support the development of students' capacity to lead across the university by increasing accessibility to unpaid leadership opportunities on campus for students who demonstrate financial need.

"I would still be devoted to my leadership position, but I would need to consider my part time work more seriously. Having this stipend allows me to pull back on my part time position and focus more on the leadership positions that I am more interested in."



Zane Zook, Graduate Student Association Executive



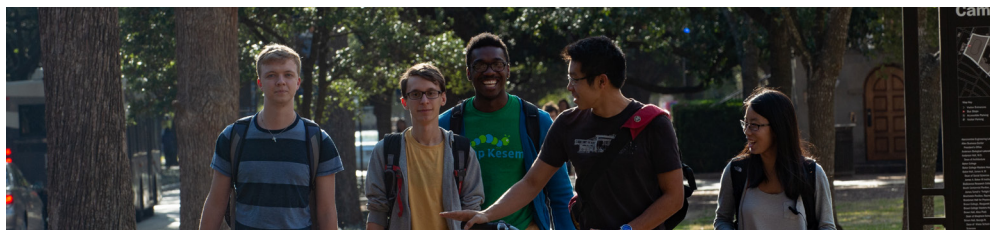
"The Doerr Leadership Stipend allowed me and my family to have much more security in my ability to stay enrolled at Rice and have the full experience of getting involved in other organizations outside of the classroom."

Nia Prince, Residential College President

>210
applicants

19
stipends awarded totaling
\$64,000

~50 student-led organizations on campus impacted by recipients' involvement



Team Member Spotlight



Sarah Sullivan, administrative specialist at the Doerr Institute, is the director of the Leadership Stipend Program. After hearing from numerous students on campus about the lack of accessibility to unpaid leadership positions on campus, Sullivan launched the stipend program so all students, not just those that can afford to, have the opportunity to practice their leadership skills as a key leader on campus (Student Association President, etc). Sullivan holds a Masters in Industrial and Organizational Psychology from the University of Tulsa and a Masters in counseling psychology from the University of Houston.

Global Visibility and Engagement

**No.
4**

Ranked No. 4 as the
**World's Best Leadership
Development Program** by
Global Gurus



The Doerr Institute is named the
**Most Outstanding Program
for 2019** by the Association of
Leadership Educators (ALE).



Welcomed **Marshall Goldsmith**, a world-renowned coach and best-selling author, to Rice University for a visit to the Institute and to give a presentation to the Rice community.

Director Tom Kolditz was named one of eight finalists for the **Thinkers 50 Marshall Goldsmith Distinguished Achievement Award 2019** for Coaching and Mentoring and accepted appointment to **Forbes Coaching Council**.



Ryan Brown, director for measurement, and Ruth Reitmeier, assistant director for coaching, traveled to Prague, Czech Republic for the **International Coaching Federation's Converge conference**. There they shared our evidence supporting the effectiveness of coaching and provided insight into the Doerr Institute's use of coaching and our approach to leader development at Rice.

Social Media Impact

570,000 impressions
(number of times users see content)

32,000 engagements

9,000 link clicks

365% increase in total followers

This data was obtained on May 18, 2020, from Sprout Social, a social media management tool that records channel activity. These numbers are representative of channel activity (Twitter, Instagram, Facebook, LinkedIn) from July 1, 2019, to May 18, 2020.

Meet the **Team**



Lillie Besozzi

Senior Associate Director



Cody Bok

Postdoctoral Research Fellow



Ryan Brown

Managing Director for Measurement



Chase Crook

Administrative Assistant



Marcel Fingers

Executive Assistant to Director



Brooklyn Holt

Digital Communications and Marketing Specialist



Tom Kolditz

Director



Carla Ortega Santori

Postdoctoral Fellow in Leader Development



Ruth Reitmeier

Assistant Director for Coaching



Sarah Sullivan

Administrative Specialist



Stephanie Taylor

Assistant Director for Leader Development

Fellows

Bruce Avolio

Center for Leadership & Strategic Thinking, University of Washington

David Day

Kravis Leadership Institute, Claremont McKenna College

Ed Emmett

Former Harris County Judge, Rice University

Jim Kouzes

Dean's Executive Fellow of Leadership, Santa Clara University

Mathew Johnson

President of Albion College, Carnegie Foundation

Tae Kouzes

Executive Coach

Vida Yao

Philosophy, Rice University

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Wendy Kopp

CEO and Co-Founder, Teach for All



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The Doerr Institute for New
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