



RICE UNIVERSITY  
Center for Civic Leadership



Self-Study Center for Civic Leadership 2019



# Table of Contents

<b>List of Abbreviations</b> .....	2
<b>1. Introduction</b> .....	3
Figure 1: Current Organizational Chart .....	3
Table 1: CCL Offerings .....	4
<b>2. History</b> .....	5
<b>Rice University’s Commitment to Houston: Center for Civic Engagement, 2006–2014</b> .....	5
Figure 2: CCE Organizational Chart, 2013 .....	6
Table 2: CCE Programmatic Offerings, 2013 .....	6
<b>An Opportunity for Change: Center for Civic Leadership, 2014–Present</b> .....	6
<b>A Vision Realized: Self-Assessment</b> .....	7
Table 3: Demographics of CCL Students Compared to Rice Students, 2014–2019 .....	10
Table 4: Academic Schools of CCL Students, 2015–2019 .....	10
<b>A Foundation for Future Growth and Impact</b> .....	12
<b>3. Undergraduate Program</b> .....	13
<b>CCL Foundations Courses</b> .....	13
<b>LEARN Programs</b> .....	14
Table 5: Learn Programs .....	15
<b>ACT Programs</b> .....	16
Table 6: ACT Programs .....	17
<b>CREATE CHANGE Program</b> .....	18
Table 7: Fellowships Administered by the CCL .....	19
<b>CCL by the Numbers</b> .....	19
Figure 3: Distribution of Student Engagements with CCL Programs .....	20
Table 8: Number of CCL Opportunities, 2014–2020 .....	20
<b>Outcomes</b> .....	20
Table 9: Certificate PLO Staff and Student Assessment, 2017–19 .....	21
Table 10: Graduating Seniors’ Satisfaction with the Certificate in Civic Leadership .....	21
<b>4. Community Partnerships</b> .....	23
<b>Frameworks</b> .....	23
<b>Practices</b> .....	23
<b>Geographic and Issue Scope</b> .....	23
<b>5. Campus Engagement</b> .....	25
<b>Current Rice Faculty Engagement</b> .....	25
<b>Current Office, Center, and Institute Collaborations</b> .....	26
<b>6. Comparison Centers</b> .....	28
<b>Similarities</b> .....	28
<b>Differences</b> .....	28
Table 11: Staffing of Comparison Centers .....	29
<b>7. Strategic Plan</b> .....	30
<b>A More Ambitious Vision and Mission</b> .....	30
<b>Strategic Priorities</b> .....	30
<b>Closing Considerations</b> .....	32
<b>APPENDIX</b> .....	33
<b>Rubric</b> .....	33

# List of Abbreviations

## Abbreviation Explanation

<b>AACU</b>	Association of American Colleges and Universities
<b>AR</b>	Alternative Recess
<b>AR</b>	America Reads
<b>ASB</b>	Alternative Spring Break
<b>ASPA</b>	American Society for Public Administration
<b>BRIDGE</b>	Building Research on Inequality and Diversity to Grow Equity
<b>CCE</b>	Center for Civic Engagement
<b>CCL</b>	Center for Civic Leadership
<b>CCL Vols</b>	CCL Volunteers
<b>CCRD</b>	Center for Civic Research and Design
<b>CIC</b>	Community Involvement Center
<b>DAR</b>	Development and Alumni Relations
<b>DINL</b>	Doerr Institute for New Leaders
<b>DOU</b>	Dean of Undergraduates
<b>GEO</b>	Global Engagement Opportunities
<b>HART</b>	Houston Action Research Teams
<b>HPC</b>	Houston Policy Challenge
<b>HPC</b>	Houston Policy Challenge
<b>IARSLCE</b>	International Association on Research and Service-Learning and Community Engagement
<b>LEAD</b>	Civic leadership courses offered by the CCL
<b>LILIE</b>	Liu Idea Lab for Innovation and Entrepreneurship
<b>LRME</b>	Leadership Rice Mentorship Experience
<b>NTT</b>	Non-tenure track
<b>OAA</b>	Office of Academic Advising
<b>OISS</b>	Office of International Student Services
<b>OMA</b>	Office of Multicultural Affairs
<b>OURI</b>	Office of Undergraduate Research and Inquiry
<b>PLO</b>	Program Learning Outcome
<b>QEP</b>	Quality Enhancement Plan
<b>R-HAT</b>	Rice Harvey Action Team
<b>RCEL</b>	Rice Center for Engineering Leadership
<b>SES</b>	Senior Exit Survey
<b>SLCE</b>	Student Leadership and Civic Engagement
<b>SME</b>	Summer Mentorship Experience
<b>SOPA</b>	Social Policy Analysis
<b>SSI</b>	Student Success Initiatives
<b>STEM</b>	Science, technology, engineering, and mathematics
<b>TTT</b>	Tenure/tenure-track
<b>UI</b>	Urban Immersion
<b>WUSL</b>	Washington University in St. Louis

# 1. Introduction

The Center for Civic Leadership (CCL) is a relatively new entity at Rice University. Founded in 2014, the center provides undergraduates with an academically rigorous and ethically grounded civic education. Its mission is to foster civic leadership through integrated curricular and experiential learning opportunities that enable students to understand the complexity of social issues, their roles as active members of society, and the mechanisms for achieving equitable and inclusive communities.

Twelve staff (Fig. 1), led by Caroline Quenemoen, associate dean of students and director of undergraduate research and inquiry, work collaboratively with local, national, and international partners to offer a rich array of curricular and co-curricular programs that develop the civic capacities of Rice undergraduates (Table 1).

Over the past year, the entire staff contributed to a comprehensive self-study that examined the CCL's undergraduate program, community partnerships and campus partnerships within the context of cen-

ters at peer institutions. Assessment of student data and interviews and focus groups with a range of CCL stakeholders led to identification of the center's strengths, weaknesses, and opportunities for growth. In late August 2019, the staff held a two-day, off-campus retreat at which we drew on these observations to formulate a new vision, mission and five-year strategic plan. The following report recounts the history of the center's evolution, highlights our current work with undergraduates, Rice faculty and staff, and community partners, and articulates a plan for a more ambitious and far-reaching role for the CCL going forward. The entire team is eager to learn how we can work most effectively to achieve this new vision.

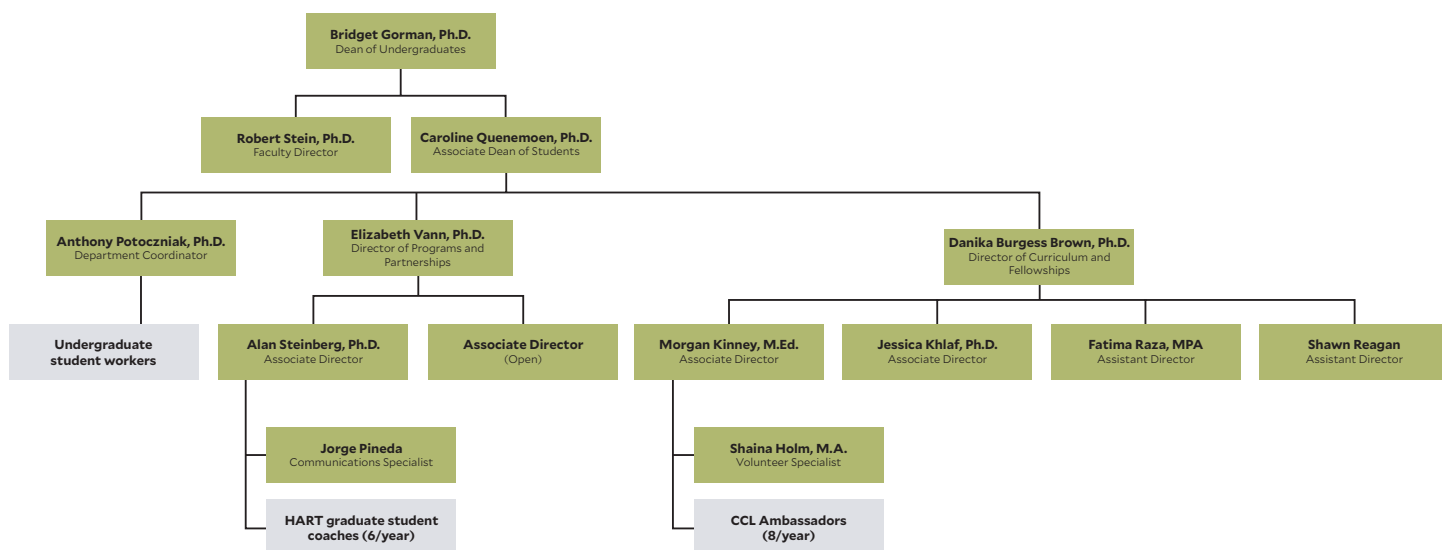


Figure 1: Current Organizational Chart

Certificate in Civic Leadership					
Engagement	LEARN Programs	ACT Programs	CREATE CHANGE Programs	COURSES	Fellowships and Advising
Civic Professionalism Series	Alternative Recess	Alternative Spring Break Site Leader	Capstone (UNIV 402 and UNIV 403)	LEAD 102: Intro to Civic Leadership	Advising, selection and nomination for 13 national fellowships
RICEngaged	Alternative Spring Break	Houston Policy Challenge Coordinators		LEAD 260: Advocating for Change	Advising and selection for seven Rice fellowships
Fall Showcase	America Reads	Houston Action Research Teams		LEAD 321: Leadership Communication	LEARN advising
Texas Tribune Festival	CCL Volunteers	Leadership Rice Mentorship Experience		LEAD 330: Leadership in Higher Education	CCL Ambassadors
	Global Engagement Opportunities	Loewenstern Fellowship		LEAD 335: Crisis Leadership	Certificate advising
	Houston Policy Challenge	Rich Endowment for Student Community Leadership		LEAD 340: Philanthropy in Theory and Practice	Student service organization advising
	Urban Immersion	Urban Immersion Leaders			

Table 1: CCL Offerings<sup>1</sup>

<sup>1</sup>LEARN, ACT and CREATE CHANGE programs comprise the tiered scaffold of CCL experiential learning programs.

## 2. History

### Rice University's Commitment to Houston: Center for Civic Engagement, 2006–2014

In January 2006, under the leadership of President David Leebron, Rice University announced the Vision for the Second Century, which defined engagement with Houston as one of the university's 10 strategic goals. Later that same year, the Rice faculty identified civic engagement with Houston as the focus of the Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools accreditation and founded the Center for Civic Engagement (CCE) as the campus hub for research and service among faculty, students and community partners. The CCE served as an umbrella for three offices, each run by its own director and staff: the existing Community Involvement Center, which sponsored programs in direct service and volunteerism; Leadership Rice, which offered a business-school model of leadership development through internships; and the new Center for Civic Research and Design. The CCE was located in the Office of the Dean of Undergraduates and administered by a half-time director of faculty rank, Robert Stein, and a full-time executive director, Stephanie Post (Fig. 2).<sup>2</sup>

At the outset, the center was charged with enhancing undergraduate education through sustained engagement with Houston community partners in three ways: 1) extracurricular experiential learning programs that introduced students to Houston and developed skills in leadership and community engagement; 2) stipends and grants for summer undergraduate research fellowships for civic projects; and 3) civic inquiry courses, upper-level undergraduate classes across all six academic schools built around or including a significant community-based research or design project. In addition to supporting faculty initiatives, the CCE was to serve as a liaison with the community and conduct assessment of university civic engagement initiatives.

While the Community Involvement Center and the Center for Civic Research and Design sponsored programs that deepened student engagement with Houston, the CCE's siloed organizational and budgetary structure resulted in a mission better described as experiential learning (see Table 2). Leadership Rice's mentored internship program diluted the center's civic focus, and the addition of the Office of Fellowships and Undergraduate Research to the CCE in 2008 posed new challenges for articulating a unified mission. The campus-based orientation of undergraduate research, the location of Leadership Rice's internship opportunities across the U.S. and abroad and a gift in 2008 by

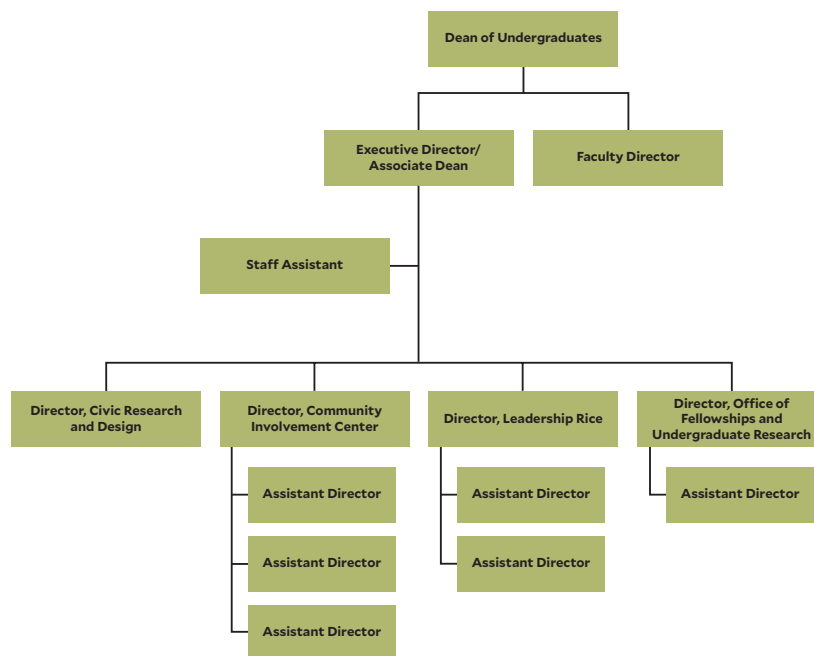


Figure 2: CCE Organizational Chart, 2013

<sup>2</sup>The QEP initially called for a half-time faculty coordinator who was never hired.

Center for Civic Research and Design	Community Involvement Center	Leadership Rice	Fellowships and Undergraduate Research
Civic Research and Design Fellows (ended 2013)	America Reads	Leading Edge Workshop and LEAD 150: Leadership in a Professional Context	Advising, selection and nomination for 13 national fellowships and three internal fellowships
Houston Action Research Teams (started 2013–present)	Alternative Spring Break	Summer Mentorship Experience (SME)	Century Scholars
	Group International Service	LEAD 331: Leadership in Higher Education	Rice Undergraduate Research Symposium
	Good Works Career and Internship Fair	LEAD 335: Crisis Leadership	Research Fairs
	Loewenstern Fellowship		
	Outreach Day		
	Student service organization advising		
	Rich Endowment for Student Community Service		
	Urban Immersion		

**Table 2: CCE Programmatic Offerings, 2013**

Walter Loewenstern to support international service opportunities further redirected the intended emphasis of the CCE on Houston. Lacking a coherent focus on civic engagement, the CCE never allocated resources to supporting faculty development of community-engaged courses or developing the principles and practices of mutually beneficial partnerships. Stein’s role as faculty director was never centerwide but rather focused on supporting the civic research and design programs.

In 2013, John Doerr, a Rice alumnus and prominent venture capitalist, approached the university about establishing an endowment to support student leadership development. The administration felt that the CCE was a good candidate for this support and to appeal to the donor’s interest both changed the name of the CCE to the Center for Civic Leadership and requested a proposal focused on civic leadership for the donor’s consideration. Caroline Quenemoen and Libby Vann saw opportunity to achieve coherence across the four

offices and proposed a scaffolded curriculum that progressively developed students’ abilities to effect social change through sustained, mutually beneficial community partnerships. Not interested in the social impact of the CCL’s work, Doerr did not fund the center and instead gave a \$50 million gift to establish a new entity, the Doerr Institute for New Leaders. Now in its fourth year, that institute maintains a full-time staff of 12 and employs an additional 30 individuals certified by the International Coaching Federation to provide individualized, professional leadership coaching to undergraduate and graduate students.

### ***An Opportunity for Change: Center for Civic Leadership, 2014–Present***

Although a disappointing outcome, the process of developing the Doerr proposal revealed to administrators and several members of the staff two needs: 1) to rethink the siloed structure of the center in order to achieve greater student and community impact and



2) to offer leadership education as a socially contextualized, rigorously academic pursuit distinct from the approach of the new institute. In response to these considerations, the CCL proposed to sponsor a Certificate in Civic Leadership, which was approved by the Faculty Senate to commence in the 2014–15 academic year. The certificate program organized the CCL's programs into a three-tiered scaffold — LEARN, ACT, CREATE CHANGE — that progressively developed students' civic leadership knowledge and skills. Completion of the certificate required one program from each level of the scaffold, including a one-year capstone at the CREATE CHANGE level, a three-credit social issue course and a three-credit leadership course (see Table 1).

Recognizing that administration of the certificate program across four offices posed challenges to curricular coherence and sustainability, John Hutchinson, then dean of undergraduates, dissolved the existing offices and titles and created one office with a single budget and reporting lines accountable to the executive director (see Fig. 1). Stein remained as faculty director, continuing to serve a limited role in advising HART and facilitating Houston-based civic research projects, and Caroline Quenemoen became executive director with oversight of 10 staff, all of whom had redefined titles, roles and reporting lines. Since only half of the staff desired this new structure, the change met with considerable resistance.

Nonetheless, the CCL soon after articulated a new mission to foster civic leadership through integrated curricular and experiential learning opportunities that enable students to understand the complexity of social issues, their roles as active members of society, and the mechanisms for achieving equitable and inclusive communities.

To achieve the new mission, the CCL set five strategic goals to be attained by 2019:

- 1) The CCL will serve as the hub of Rice's civic engagement opportunities, fostering civic leadership through the integration of curricular and co-curricular learning opportunities that expose students to the varied methods of effecting civic change.

- 2) Through the development of long-term, mutually beneficial partnerships to address critical state, national and international issues, the CCL will set a standard for co-education in university-community partnerships.
- 3) The CCL will create an inclusive culture by guaranteeing that all students who wish to participate in CCL programs have access.
- 4) CCL will leverage current funds to sustain and initiate programs and seek an additional 15% in current and endowed funds to support financial aid.
- 5) The CCL will attain national prominence in civic leadership education.

### ***A Vision Realized: Self-Assessment***

Over the five-years, the CCL has made significant strides toward these goals, clarifying its mission and purpose while experiencing significant staff turnover and undertaking further administrative reorganization to better achieve center objectives. The following summarizes the progress toward the five goals outlined above.

***1) The CCL will serve as the hub of Rice's civic engagement opportunities, fostering civic leadership through the integration of curricular and co-curricular learning opportunities that expose students to the varied methods of effecting civic change.***

While not the only office on campus facilitating civic engagement, the CCL has established itself as the hub for student civic engagement. The breadth of curricular and co-curricular offerings, diversity of civic practices, and the broad global reach of the office set us apart from Rice departments and centers that facilitate student community engagement through a single program.<sup>3</sup>

To achieve greater academic integration, the CCL created the position of director of curriculum and fellowships in 2015 and hired Danika Brown. Under her leadership, the staff directed significant attention to development of a coherent LEARN-ACT-CREATE CHANGE curricular scaffold. This work included:

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<sup>3</sup>Notable programs include Community Bridges at the Kinder Institute for Urban Research; the Jesse Jones Summer Leadership Institute in Public Policy at the Baker Institute; the Seminar and Engaged Practicum in the Center for Women and Gender Studies; the law and medical humanities practica in the School of Humanities; and summer internships in Rice 360 Institute for Global Health.

a.) Definition of the curriculum's four foundational values:

### Community Engaged Learning

Working with community partners in the process of connecting academic coursework and research to develop a critical understanding of social issues, which includes preparation, action and reflection.

### Ethical Frameworks

Ensuring an evidence- and value-based approach to programming and best practices while acknowledging power, privilege and status.

### Civic Professionalism

Incorporating civic-mindedness into a professional setting regardless of sector or areas of expertise.

### Critical Reflection

Synthesizing experiences, concepts and contexts to recognize agency, commitment to forward action and the value multiple perspectives.

b.) Definition of the civic practices at the core of the CCL's educational offerings:<sup>4</sup>

### Advocacy and Activism

Educating and mobilizing self, peers and community members to speak out and take action on social issues.

### Civic Research and Design

Participating in inquiry-based processes that incorporate methodology and theory for a rigorous study to understand and influence social issues.

### Service

Working with community partners to build capacity and/or address immediate needs within a sustainable framework informed by community assets and perspectives.

### Philanthropy

Directing resources, effectively and ethically, to address social issues.

### Policy and Governance

Exercising institutional processes and practices to leverage opportunities for enhancing public welfare and equity.

c.) Expansion and revision of the learning outcomes to reflect the values and goals of the center:

**Integrate academic and experiential knowledge in civic contexts**

**Analyze issues through the framework of democratic values, processes and policies**

**Address real-world issues through interaction and collaboration with diverse community partners**

**Communicate with and present work effectively to a range of audiences both within and beyond the academic community**

**Employ reflection to express individual values and goals and be able to act on them**

**Demonstrate motivation to realizing inclusive and equitable communities**

4) Development of assessment tools under the direction of Alan Steinberg. These tools include annual program evaluations and rubrics to assess the PLOs at each level of the scaffold (see Appendix 1).

This foundational work allowed the staff to revise existing programs to ensure alignment with these objectives. ASB, HART, the Loewenstern Fellowship, LRME (formerly SME), the Rich Endowment for Student Community Service and UI all underwent extensive curricular revision. At the same time, several programs deemed irrelevant to the mission were eliminated, notably Group International Service, Leading Edge and Outreach Day, and new programs were created to

<sup>4</sup>The CCL civic practices are informed by Stanford's Pathways of Public Service and Civic Engagement (<https://haas.stanford.edu/about/about-our-work/pathways-public-service>).

meet learning outcomes, increase opportunities, and develop greater focus on policy, advocacy and philanthropy. These include AR, CCL Vols, GEO and HPC. The center also revamped the leadership courses to provide an entry-level offering in civic leadership (LEAD 102) and engaged courses in philanthropy (LEAD 340) and advocacy (LEAD/POLI 260).

The center further developed initiatives to integrate the national fellowship recruiting and advising into the mission by framing fellowships as opportunities for continued leadership growth and the civic leadership experiences with critical reflection as key to engaging the application processes. Relocating the undergraduate research functions of the CCL to the Office of Undergraduate Research and Inquiry in July 2019 allowed for complete mission alignment across programs and courses.

***2) Through the development of long-term, mutually beneficial partnerships to address critical state, national and international issues, the CCL will set a standard for co-education in university-community partnerships.***

The position of director of programs and partnerships was created in the reorganization in 2014 to give focused attention to partnership practices and development, and Elizabeth Vann assumed this role. After trial and error with how best to facilitate this work centerwide, the staff began holding monthly partnership meetings in 2018 and developed a model of co-education that engages community partners in the creation of the student learning experience. This work provided tools for evaluating partnerships, improved communication between the CCL and partners, and curriculum for educating students on partnership development and maintenance. To improve relationships with partners and knowledge across the office, the staff conducts site visits, invites partners as guest speakers for students as well as conference panels, and on two occasions hosted a mixer for Houston partners and Rice faculty and staff. More recently work has focused on development of a database that will allow for better documentation of partnership relationships and facilitate the center's assumption of a larger partnership role in the university going forward.

At present, the CCL plays a limited role in facilitating faculty and community partnerships. This past year, the center evaluated current faculty engagement and developed strategies for supporting community engagement, discussed further below. With a strong curriculum and approach to community partnership in place, the CCL is now uniquely positioned to serve this function.

***3) The CCL will create an inclusive culture by guaranteeing that all students who wish to participate in CCL programs have access.***

Beginning in 2015, the CCL initiated several strategies to increase access and inclusion and gave responsibility for these efforts to an associate director (currently Morgan Kinney). Attention mainly focused on diversifying gateway LEARN programs to enable involvement in the CCL at multiple points of the academic year, to expose students to a greater range of civic practices than direct service, and to prepare them for ACT programs. The CCL pursued three strategies to diversify offerings: 1) created AR in 2017, CCL Vols in 2018 (with staff support provided by the provost after Hurricane Harvey), GEO in 2016 and HPC in 2017; 2) redesigned America Reads, a federal work study tutoring program, as a LEARN program in 2019; and 3) expanded UI from 50 to 100 students in summer 2019 through a grant from the dean of undergraduates. Over the same period, the CCL removed barriers to participation by revising application questions to be more inclusive and, beginning in 2015, making financial aid available to students participating in programs with required fees, notably ASB, GEO and UI. By partnering with the Office of Student Success Initiatives and the Department of Athletics and hiring undergraduate ambassadors in 2017 and a communications specialist in 2018, the CCL identified strategies to reach diverse students on campus. In an effort to provide more expertise to STEM students, the CCL sought a new hire in STEM civic engagement in summer 2019, which was unsuccessful. Staff also increased their understanding of diverse student perspectives and experiences at Rice by participating in ally and first-gen/low-income trainings.

From fall 2014 to spring 2019, 957 students participated in a CCL LEARN-ACT-CREATE CHANGE program. Table 3 indicates how the demographics of the CCL participants compare to the entire Rice undergraduate student body during the same period.

Race/Ethnicity	CCL	Rice University
Asian, non-Hispanic	36.55%	24%
White, non-Hispanic	28.15%	36%
Hispanic or Latino, of any race	13.24%	15%
Black or African American, non-Hispanic	5.46%	7%
Two or more races, non-Hispanic	4.62%	4%
Nonresident Alien	6.51%	12%
Race and/or Ethnicity Unknown	5.46%	2%

Gender	CCL	Rice University
Male	32.18%	52%
Female	62.90%	48%
Not Identified	4.91%	

**Table 3: Demographics of CCL Students Compared to Rice Students, 2014–2019**

Females and Asians are significantly overrepresented in the CCL population while males, whites and international students are greatly underrepresented. Hispanic, black and multiracial students are slightly underrepresented among the participants.

Additionally, these students are representative of Rice’s 11 residential colleges. Humanities, natural sciences and social sciences students are overrepresented among CCL students while engineering, architecture and music students are underrepresented (Table 4).

*4) CCL will leverage current funds to sustain and initiate programs and seek an additional 15% in current and endowed funds to support financial aid.*

The CCL is well-supported, with an annual operating budget of \$911,000, restricted-use endowments valued at \$9.5 million, current gift funds totaling \$930,000 and external grants of \$50,000. The center annually allocates \$950,000, including fringe to staffing, \$900,000 to direct program, event and fellowship costs, and \$25,000 to overhead and professional development. The operating budget and annual endowment allocations support \$1.27 million (68%) of the CCL’s annual costs while current use gifts and external grants cover the balance.

The CCL development strategy includes alumni and family engagement in partnership with the Rice Office of Development and Alumni Relations, community partner investment and external grants.

Much of CCL donor development over the past five years has been focused on maintaining strong alumni and family interest in supporting ASB and LRME, securing funding for internal Rice fellowships (an endowment for the Abraham Broad Exchange, a gift for Gottschalk Fellowship and an endowment for the Zeff Fellowship) and improving relations with existing donors who had not been stewarded under the previous leadership. Particular attention has focused on Sharon Rich and Renie Carniol, who established a \$2 million endowment to support LRME, a \$2 million endowment to support student community service in Houston and a current use gift of \$130,000 for undergraduate philanthropy education. By using resources more judiciously and meeting regularly with these donors, the CCL now has a strong relationship and is well-positioned both to address more flexible use of the funding to support the new strategic plan and to secure future funding. The assignment of Sara Rice Schafer from development and alumni relations to the dean of undergraduates division in 2018 has resulted in a more focused alumni and family effort. In fall 2019, she worked with the CCL to define five areas for development in alignment with

Majors Completed, 2015–19	Rice University	CCL	Difference
Natural Sciences	19.7%	24.6%	+5.9
Social Sciences	31.9%	30.6%	+1.3
Engineering	30.1%	22.4%	-7.7
Humanities	13%	15.8%	+2.8
Architecture	3.3%	1.16%	-2.14
Music	2.1%	0.4%	-1.7

**Table 4: Academic Schools of CCL Students, 2015–2019**

the new strategic plan, created a web platform for donations and identified donors to target.

Community partner investment is also a critical part of the CCL's budget model, comprising 75% of the HART budget and 40% of the LRME budget. Since 2014, the CCL has received \$185,000 for HART and \$325,000 for LRME.

In addition to alumni development, the CCL has sought grants to support civic engagement programming. Current grants include \$127,000 over three years from the Once Upon a Time Foundation to establish LEAD 340: Philanthropy in Theory and Practice and \$37,500 from the Arnold Foundation Grant to support research on election day vote centers in Harris County. Past external grants include funding from Baxter Trust and the National Science Foundation to support HART. Additional internal grants from the dean of undergraduates, the Office of Undergraduate Research and Inquiry, the Office of the President and the Doerr Institute for New Leaders have supported program expansion, course-based civic engagement and research studies.

#### ***5) The CCL will attain national prominence in civic leadership education.***

Since 2017, the CCL has presented papers and posters at local, regional, national and international venues but has published only two papers, both of which were in collaboration with graduate and undergraduate students. Development of a centerwide research agenda examining the practices of the center began in 2018 with the intent of increasing publication output through collaborative work. Current research is focused on understanding application processes as exclusionary practices, the function of critical reflection in linking civic leadership programming and fellowships advising, and the pedagogy of international ethical engagement.

Staff have presented the work of the CCL at the following conferences:

- National/International: American Association of Colleges and Universities, Break Away, GlobalMindedED, International Association on Research and Service-Learning and Community Engagement (IARSLCE), International Association for the Study of Migration, Global Service Learning International Summit and National Association of Fellowships Advisors
- Regional: Gulf South Summit, Southern Political Science Association and Western Campus Compact

- Local: University of Houston-Downtown High Impact Practice and Community Engagement Conference, Glasscock School of Continuing Studies "Innovative Houston" Course

CCL staff service to professional organizations, foundations and community organizations has further enhanced the center's profile. Alan Steinberg has served on committees and the editorial board of IARSLCE for the past three years; Morgan Kinney has hosted two Break Away Summits within the past two years; and Caroline Quenemoen was invited to serve on the Houston Endowment Civic Engagement Planning Committee in 2017-18. In 2019, Danika Brown initiated a partnership with the Learning Together Program at the University of Cambridge Institute of Criminology that will develop both a research agenda and civic engagement program.

The CCL staff, partners, students and programs have been recognized with the following awards:

- Gold Seal, All-In Campus Democracy Challenge, 2019
- Alan Steinberg, associate director, CCL, Greater Houston Chapter of ASPA Public Interface Award Runner-Up, 2019
- Carlos Duarte, TX state director, Mi Familia Vota, Outstanding Community Partner Contributions to Service-Learning in Higher Education, Gulf-South Summit, 2019
- Reilly Brooks, Outstanding Student Contributions to Service-Learning in Higher Education, Gulf-South Summit, 2018
- Rice Harvey Action Team (R-HAT), Recognition of Excellence, Texas Higher Education Board, 2017
- Bronze Seal, All-In Campus Democracy Challenge, 2017
- Rice University, Higher Education Civic Engagement Award, The Washington Center, 2014
- Caroline Quenemoen, Dean's Award, 2012

In 2008, Rice University received Community Engagement Classification from the Carnegie Foundation but was not renewed in 2015 on account of the lack of institutional recognition for community-engaged learning in the promotion and tenure process. In an effort to leverage the richness and diversity of higher education civic engagement practices in Houston, several CCL staff worked in 2015-16 with colleagues at Houston Community College, University of Houston and University of Houston-Downtown to form a Houston-area higher education civic engage-

ment coalition. Alan Steinberg regularly attended meetings, and Danika Brown and Caroline Quenemoen coordinated submission of a Bringing Theory to Practice Consortium Grant that although unsuccessful envisioned mechanisms for dialogue and sharing among these institutions. Although interest in the coalition subsequently waned, the CCL sees great potential for reviving this effort, especially as undergraduates from these institutions have since created the Houston Youth Voters' Coalition, which hosts an annual summit.

### ***A Foundation for Future Growth and Impact***

The CCL has established a dynamic center, led by a talented and dedicated staff who provide socially conscious, academically grounded leadership development to undergraduates and work in mutual benefit with the community through a co-educational model of partnership. The significance of these accomplishments needs to be set against the backdrop of staff turnover and organizational change. Two of the staff members present for the reorganization in 2014 remain in the center (Caroline Quenemoen as associate dean and Libby Vann as director of programs and partnerships), and Bob Stein retains his position as part-time faculty director. Alan Steinberg and Danika Brown were hired in 2015; Morgan Kinney in 2016; Fatima Raza and Shawn Reagan in 2017; and Jessica Khalaf, Shaina Holm and Jorge Pineda in 2018. As of fall 2019, there is one opening.

Roles and responsibilities have shifted considerably over this time due to Quenemoen's promotion to associate dean and director of inquiry based learning in fall 2016, which reduced her CCL responsibilities to .4 FTE, and significant staff turnover (11 staff in five years). Although turnover created a lot of disruption, Quenemoen approached each hiring as an opportunity to reconsider organizational structure and needs. At the director level, the CCL started in 2014 with a director of programs and partnerships with seven direct reports and a director of operations with two direct reports. In 2015, the latter was replaced by the director of curriculum and fellowships and each director given four direct reports. After Quenemoen was promoted, she opted to enhance the associate director positions through salary increases and new professional opportunities in assessment, research and resource development. Departures of an associate and assistant director in 2018 resulted in changes to support access and inclusion efforts, including promotion of an assistant director to associate director responsible for LEARN programs and two new specialist positions focused on volunteer programs and communication. The specialist positions

report to associate directors rather than directors so that associate directors can develop supervising skills.

New hiring has allowed the CCL to bring in staff who buy-in to the center's mission and provide expertise in international development, nonprofit management and higher education student development. To keep focus on a shared mission, the CCL has devoted significant time to staff-wide professional development in the areas of public policy, critical reflection, assessment and partnership practice as well as considerable financial resources to individual staff development. With the infrastructure in place, the CCL is now ideally positioned to scale our programs and undertake a more ambitious five-year strategic plan focused on improving our impact on the campus and the communities that we serve.

## 3. Undergraduate Program

The CCL's courses and programs develop students understanding of ethical leadership by promoting a continual dialogue among academic and community theories, knowledge and practice. Students apply and expand what they learn in the classroom through community-based experiences that focus on five civic practices: advocacy and activism, civic research, service, philanthropy, and policy and governance. Understanding the foundations of community-engaged learning, ethical frameworks, civic professionalism and critical reflection in turn inform students' academic work.

The CCL offers six civic leadership (LEAD) courses and 15 experiential learning programs organized in the three-tiered LEARN-ACT-CREATE CHANGE scaffold to ensure students build their civic leadership knowledge and skills progressively and intentionally. The Certificate in Civic Leadership allows students to undertake an academically coherent and intentional pathway in civic leadership. In addition to taking one program at each level of the scaffold, students pursuing the certificate are required to take a three-credit LEAD course offered by the CCL and an elective three-credit social issue course relevant to their proposed capstone project. Eligible social-issue courses are offered by a range of academic departments across campus. The certificate program has steadily grown from an initial cohort of four in the class of 2015 to a cohort of 15 in the class of 2020.

The CCL supports additional opportunities for civic engagement by advising student service organizations (Civic Duty Rice and Rice Student Volunteer Program), hosting events to promote social impact careers, sponsoring an annual trip to the Texas Tribune Festival and convening RICEngaged, a campuswide collaborative to encourage electoral participation. Serving as the nationally competitive fellowships office provides further opportunity for the CCL to develop students' capacities in critical reflection and civic professionalism. Through access to LEARN-level advising, certificate advising and fellowships advising, students receive guidance from staff and CCL peer ambassadors on selection of opportunities within and beyond the CCL.

### CCL Foundations Courses

The CCL offers three categories of courses:

- foundational civic leadership courses that meet the three-credit requirement of the Certificate in Civic Leadership
- program courses that provide credit to students participating in certain CCL experiential learning programs
- the capstone course, a two-semester offering open only to students pursuing the certificate

LEAD 102, LEAD 260 and LEAD 340 form the core of the center's foundational offerings. LEAD 102 is taught by CCL staff, 260 by CCL staff and a tenured faculty member in political science and LEAD 340 by a practitioner with a Ph.D. in philanthropy. Courses with LEAD designation in STEM civic engagement and leadership communication were taught by nontenure-track faculty from other departments at Rice until 2019, but the curricula for those courses was not developed in collaboration with the center. Given that students report the current LEAD offerings are too limited, the CCL may explore deeper engagement with interested faculty to develop new course content that is mission aligned. Additionally, the CCL sponsors two one-credit courses taught by a vice president and not integrated into the broader CCL curriculum. However, the courses do offer certificate advisers some flexibility in identifying equivalencies in the rare cases of students' not having had a three-credit LEAD course.

The following is a description of the foundational LEAD courses currently offered by the CCL:

#### **LEAD 102 — Introduction to Civic Leadership**

Jessica Khalaf

LEAD 102 provides students with a broad and practical understanding of civic leadership. Understanding civic engagement and civic leadership within the spaces around us necessitates a better understanding of self. As such, this course will prepare students to understand their role and leadership skills, the goal of relationship building with community partners and the purpose of social change within the civic context. Students will meet with decisionmakers in Houston in the for-profit, nonprofit and governmental sectors. Critical reflection will be at the core of all assignments, activities and discussions.

## LEAD 260/POLI 260 — Advocating for Change

Libby Vann and Melissa Marschall

Advocating for change is an experiential learning course that teaches students how to engage in issue advocacy as a method of social change. Students work in teams to develop and implement an advocacy plan for a particular cause or policy of interest.

## LEAD 321 — Leadership Communication

Staff, Program in Writing and Communication

Powerful communication skills are essential for effective leadership, and LEAD 321 equips students to articulate ideas with poise, confidence and clarity. Students develop written, oral, interpersonal and team skills, while developing an understanding of leadership communication in different contexts, including specific fields of study.

## LEAD 330 — Leadership in Higher Education

Kevin Kirby

This course uses a case study approach to understanding leadership issues in higher education and focuses on strategic choice, governance, organizational change, culture and values, leader transitions, and crisis.

## LEAD 335 — Crisis Leadership

Kevin Kirby

Change is at the heart of leadership and the most challenging leadership experiences often occur during times of crisis when change is unfolding at a breathtaking pace. Leadership strategies employed during crises can be quite different than times of routine change. In this course, we'll explore courses of action, both taken and not taken, by leaders facing extraordinary decisions during major public crises such as the Cuban Missile Crisis of 1962, Swine Flu in 1976 and Hurricane Katrina in 2005.

## LEAD 340 — Philanthropy in Theory and Action

Vida Avery

Study of the history, philosophy and practice of philanthropy in addressing public need with an introduction to ethics and importance of financial giving and community investment. Students will spend substantial time working with local nonprofits in order to select a recipient for a grant awarded by the class.

## LEARN Programs

The CCL offers seven LEARN programs: AR, ASB, America Reads, CCL Vols, GEO, HPC and UI. Each program is designed to introduce students to social issues, community partners, civic practices and critical reflection: While the majority of programs take place in Houston, ASB and GEO offer opportunities for short-term engagement with social issues and partners beyond the Houston context. Staff design and implement AR, CCL Vols and GEO, while students enrolled in ACT programs lead ASB, HPC and UI. Under the leadership of Morgan Kinney, the CCL has expanded LEARN opportunities to introduce students to a greater range of civic practices and provide year-round points of entry to the CCL. The CCL also developed more robust curricula for both leaders and participants.

Addressing the financial accessibility of LEARN programs has also been a priority since these are the first point of entry to the CCL and the budget model for longstanding programs requires students to cover a portion of the costs: registration for ASB and transportation for UI. Since 2015, the staff has worked with the Office of Financial Aid to screen participants for financial need and allocate funds accordingly. Students who receive a Pell Grant are given full coverage of their fees, those who receive other need-based aid are given partial coverage and those without demonstrated need are offered a payment plan. The CCL designed the three newest LEARN-level programs, AR, CCL Vols and HPC, to be local in part to make more zero-cost options available. The center provides transportation around the city either by rented vehicles, public-transportation, or reimbursement for gas or rideshare.

Table 5 summarizes the LEARN programs with fuller descriptions provided below:

**AR** is a long weekend immersion during fall and spring recesses that highlights a particular social issue relevant to the Houston community. Students work with faculty, CCL staff and student leaders to learn about the issue before engaging with a range of partners to explore the implications of and actions surrounding the issue in Houston. Faculty may propose and help lead trips and/or serve as issue experts for existing programming.

**ASB** brings together small groups of students to learn about a specific social issue through the lens of a social justice-based approach. ACT-level student leaders deliver curriculum on the issue, types of engagement



Program	Annual Number of Students	Financial Cost to Student	Timeframe	Civic Practice	Civic Practice
<b>Alternative Recess</b>	40	\$0	Fall and spring	Critical Service	Advocacy
<b>Alternative Spring Break</b>	125	\$150-\$350	Late fall to early spring	Critical Service	Advocacy
<b>America Reads</b>	30	\$0 (paid hourly through FWS)	Fall and spring	Critical Service	
<b>Global Engagement Opportunities</b>	35		Spring and summer	Civic Research and Design	Critical Service
<b>Houston Policy Challenge</b>	35	\$0	Late fall to early spring	Policy & Governance	
<b>Urban Immersion</b>	96	Transportation	Summer	Critical Service	Advocacy
	361				

**Table 5: Learn Programs**

and social justice for six months prior to participants' engaging with the issue alongside community partners locally and in the U.S. over their spring break. Throughout this experience, student groups learn about the value of the reflection process, connecting with others through meaningful dialogue and active citizenship.

**America Reads** is a Federal Work Study program in which Rice students partner with local schools and nonprofits to tutor elementary-school students. Rice students participate in CCL trainings designed to enhance their tutoring skills through an ethical community engagement framework.

**CCL Vols** are small groups of students who volunteer regularly with a local organization on a semester basis. Students learn about critical service and ethical community engagement through a series of CCL trainings alongside weekly volunteering with an assigned community partner organization.

**GEO** are short-term international trips that are academically integrated with a course and expose students to social issues with global implications through learning models of ethical engagement. GEO travel can be scheduled during academic break periods, and faculty participation includes submitting a proposal for funding outlining course integration and design, international partner collaboration, and/or leading students abroad.

**HPC** is an annual event with a different issue focus each year. In the fall semester, students form teams and learn about the policy issue from community leaders, faculty and others. In early spring, they craft policy proposals and present them to a panel of judges and a public audience for consideration. Faculty may serve as issue experts through workshops and/or as informal advisors to individual teams.

**UI** is a pre-matriculation week of exploration in Houston that builds incoming first year and transfer students' critical lens toward community engagement. ACT-level student leaders curate an immersive schedule of partner engagement and workshops that introduce a variety of social issues and civic practices and engage diverse Houston partners. Faculty serve as guest speakers and issue experts.

## ACT Programs

The CCL offers seven ACT programs that allow students to apply learned knowledge and skills to community-based projects. ACT programs fall into two broad categories: those that staff initially define and arrange in collaboration with community partners (HART, LRME, Loewenstern) and those that students develop in their role as a leader of a LEARN program or a Rich Grant (ASB, HPC, Rich Endowment and UI).

The majority of the ACT programs in the center provide students with monetary compensation of their time or course credit, and some offer both. The only program that currently offers neither is a new position of coordinator for HPC, which will need to be brought in line with the other programs in the 2020–21 academic year. Although ACT programs are compensated, they do come with an opportunity cost for students

with limited financial resources. For example, low-income students frequently face the decision of taking a LRME internship, where they will be supported and developed as civic professionals, or an industry internship where they will make enough money to send home to support their families or save for the coming semester's fees. The center is interested in how other universities might be accounting for these opportunity costs such that students are able to choose the best developmental option without sacrificing financial gain or neglecting familial responsibilities.

Table 6 summarizes the ACT programs with fuller descriptions provided below.

**ASB Site Leaders** engage groups of 10–15 LEARN-level students in community-based learning focused on a particular social issue from November through April, including a weeklong immersion trip during spring break in a local or domestic context. In addition to receiving individualized advising from CCL staff beginning in the summer prior to the trip, site leaders take a fall and spring course from CCL staff that focuses on development and implementation of curriculum on the issue, types of engagement and social justice. Each leadership pair works with a faculty adviser who provides feedback and issue expertise throughout their social issue research during the summer, curriculum-building in the fall and implementation through the year.

**HART** are small, interdisciplinary student teams that conduct evidence-based research on behalf of Houston community partners during fall and spring semesters. Teams are currently advised by Rice faculty, graduate students and CCL staff, and community partners, assuming an advisory role, is currently under consideration. Partner organizations meet with students multiple times over the semester, culminating in a final project report and presentation for the partner. Faculty may propose HART projects with community partners, serve as formal project mentors, and/or act as informal advisers.

**HPC coordinators** introduce LEARN-level students from a variety of backgrounds and perspectives to civic leadership through an engaged, community-focused program of advocacy and public policy centered on a different social issue each year. Under the guidance of a CCL staff member, a team of three to four student coordinators conduct issue-based research over the summer and design and execute a curriculum that educates participants on the issue and prepares them to design and present their own policy proposals to a panel of local decisionmakers.

Program	Annual Number of Students	Credit/ Paid	Timeframe	Civic Practice	Civic Practice
<b>ASB Site Leaders</b>	24	2 credits	Summer research followed by development and implementation of program in fall and spring	Critical Service	Civic Research
<b>HART</b>	24	Paid hourly	Fall and spring	Critical Service	Project dependent
<b>HPC Student Leaders</b>	4	None	Summer research followed by development and implementation of program in fall and spring	Critical Service	Policy & Governance
<b>LRME</b>	40	2 credits plus summer stipend	Spring preparation with summer placement	Civic Professionalism	Placement dependent
<b>Loewenstern Fellowship in International Critical Service and Civic Research</b>	20	2 credits plus summer fellowship	Spring preparation with summer abroad	Critical Service	Civic Research
<b>Rich Endowment for Student Community Service</b>	20	Funding for project costs	Fall through spring	Philanthropy	Project dependent
<b>UI Leaders</b>	8 (two coordinators, six site leaders)	Paid hourly	Summer	Critical Service	Advocacy

Table 6: ACT Programs

**LRME** is a competitive, cross-sector internship program that places students in public, private and nonprofit organizations with dedicated mentors in a number of cities nationwide. Beyond the mentored internship, the student experience includes a course taught by a CCL staff member that develops motivation, knowledge and skills within a civic professionalism context. Faculty can serve as presenters during pre-internship workshops or as informal mentors to students.

The **Loewenstern Fellowship** is a summer international program that develops student capacity for civic research, critical service and leadership, while also providing value to international partners and communities where students are placed. In the spring semester prior to the international experience, fellows enroll in a course taught by a CCL staff member that prepares them to apply asset-based and rights-based approaches to development in their work with community partners. Faculty may serve as issue experts during pre-trip preparation.

The **Hilda and Hershel Rich Family Endowment for Student Community Service** is an opportunity for students to develop projects with a societal impact. Successful proposals engage the Houston and Rice campus communities and foster leadership and creativity among Rice students. Applications include a letter of support from a community partner who will co-create and benefit from the proposed project.

**UI leaders** are responsible for the planning and execution of the LEARN-level Urban Immersion program for incoming students. Under the guidance of CCL staff, student leaders complete weekly trainings throughout the spring semester that prepare them to facilitate group dialogue, introduce concepts of critical service and social justice, and guide their participants through a week of interactive community-based learning in Houston. Leaders create the schedules for the UI sessions, recruit and select participants, plan all logistics and partnership meetings for the week, and serve as mentors and role models to the new students.

## **CREATE CHANGE Program**

The CREATE CHANGE level focuses on furthering students' abilities to work within one of the five civic practices to address a particular social issue. Students at this level possess the knowledge and skills to define the social issue and to work independently with community partners to develop mutually beneficial projects.

The **CCL Capstone** is a two-semester course (UNIV 402/403) required of students completing the Certificate in Civic Leadership. Two CCL staff teach the course. The fall course prepares students to develop and implement high-level, independent, community-based projects, and enhances students' capacity to lead in diverse community settings. Students are required to develop a project proposal in collaboration with a community partner and faculty adviser. The spring course requires students to implement and complete their capstone project, present their findings at a conference or symposium, and submit a final reflection paper. Students who enroll in 403 and do not graduate may be permitted to implement their project during the summer.

## ***Certificate Portfolio***

In order to receive the certificate, students must submit a portfolio that records their intellectual, personal and civic development throughout their participation in the program, from the declaration of intent to pursue the certificate to the final capstone project. The primary goal of the portfolio is to serve as a platform for deepening the learning process by encouraging students to document and represent the coherence, intentionality and integration of their experiences within the CCL.

Students begin to shape their portfolios when they formally declare their interest to pursue the certificate and continue to develop content for it during the certificate capstone course.

The certificate portfolio encompasses reflections and documentation pertaining to the entire certificate program: LEARN and ACT programs, elective classes, the capstone course and capstone project. Students work closely with the undergraduate certificate adviser and the capstone instructor to get further guidance and feedback on the portfolio as they progress toward the end of the program. The objective of the portfolio is to encourage students to take ownership over their education and to engage in the process of self-authorship. Components of the portfolio are used by the CCL staff to assess certificate PLOs.

## Advising

### LEARN-Level Advising

As part of the effort to increase access at the introductory level, the CCL introduced LEARN-level advising in 2017. One staff member and the CCL ambassadors consult with students who are interested in becoming involved with the center. Advising focuses on helping students understand their civic engagement goals and identifying programs that align with their interests. As of 2019, the ambassadors provide additional cohort-based advising to freshmen who participated in Urban Immersion in order to continue their connection with the CCL.

### Certificate Advising

Staff members serve as certificate adviser on a two-year basis for additional compensation. The certificate adviser holds information sessions to recruit students to the program and collaborates with staff program leads to ensure that students participating in CCL programs are aware of upcoming opportunities and the certificate. The adviser meets regularly with declared students to ensure their timely completion of the degree requirements and of the assignments for the portfolio.

### National and Rice-Specific Fellowships Advising

The CCL houses advising and selection for several Rice fellowships as well as for national fellowship competitions that provide funding for research, study and travel (Table 7).

The center takes a developmental approach to the process of fellowship applications. The fellowship advising structure has evolved to integrate fellowships into center programming and student learning outcomes in several key ways. The center, especially the three lead fellowship advisers, engage students through recruitment activities including presenting within all programs to connect those experiences to potential fellowship opportunities. For example, ASB site leaders

are encouraged to see their leadership and commitment to social issues as demonstrated by their ASB experience as potential framing for a Truman application. Students who successfully complete a Loewenstern experience are encouraged to see how they have the skills and experience to be a successful Fulbright applicant.

The advisers have taken a curricular approach to fellowship advising to emphasize learning outcomes in alignment with the center's PLOs by providing structured reflective activities such as intentional goal setting worksheets, critical reflection guidance, and workshops in writing reflective essays that synthesize students' academic experiences, motivations, and future goals. The fellowship advisers also engage CCL student ambassadors in the fellowships advising process, encouraging them to see their own expertise as a leadership opportunity. Finally, the fellowship advisers engage with the faculty committee, appointed by the president, which leads the selection process, to encourage student development through the interview experience and application feedback.

## CCL by the Numbers

From fall 2014 to spring 2019, 958 students had 1,394 distinct engagements with CCL LEARN-ACT-CREATE CHANGE programs, broken down by program in Figure 3.

Nearly 60% of student participation occurs at the LEARN level, 38% at ACT level and 2% at the CREATE CHANGE level. As of 2019, 100% of students who wanted to participate in a Learn level were able to. However, participation at the ACT level is currently limited to 33% of Loewenstern applicants, 50% of HART and LRME applicants, and 75% of ASB and UI Site Leader applicants. Expanding capacity at the ACT level will be critical to increasing the pipeline for the certificate program (see Table 8). The proposed graduate fellows program and significant resource development would make this possible.

Rice Fellowships	National	
Abraham Broad Exchange	Fulbright Student Program	Rhodes Scholarship
Beinecke Scholarship	Leebron Smyth Award	Schwarzman Scholarship
Amici di Via Gabina Traveling Award	James C. Gaither Junior Fellows Program	Truman Scholarship
Churchill Scholarship	Wagoner Foreign Study Scholarship	Udall Scholarship
Brotzen Fellowship	Marshall Scholarship	Yenching Academy Scholarship
Goldwater Scholarship	Zeff Fellowship	Watson Fellowship
Gottschalk Travelling Fellowship	Mitchell Scholarship	

Table 7: Fellowships Administered by the CCL

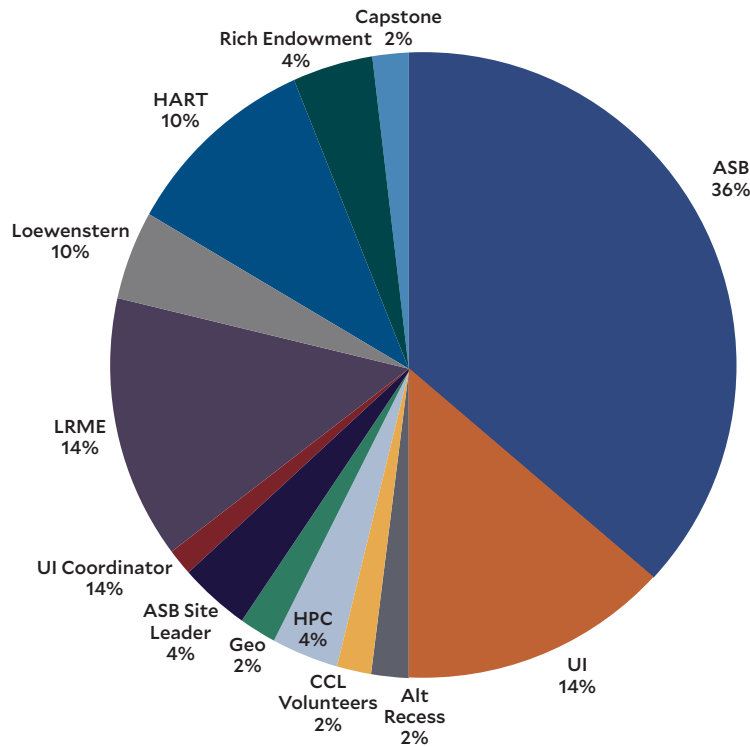


Figure 3: Distribution of Student Engagements with CCL Programs

Additionally, the CCL annually engages 75–90 students through the foundational leadership courses and advises 100–120 students on over 200 separate national and internal fellowship applications.

## Outcomes

### Certificate Program Learning Outcome Assessment

The CCL first assessed the certificate outcomes in 2017 using AACU Value Rubrics and conducted assessment in subsequent years with a modified set of the AACU Value Rubrics. Direct assessment of portfolios required for award of the certificate has revealed areas for improvement within the curriculum, resulted in significant curricular changes in the scaffold as well as

the capstone course, and yielded steady improvement in students’ attainment of the PLOs as assessed by the staff and from the perspective of the students.

In addition to the staff’s direct assessment of PLOs, the CCL acquires student self-assessment and feedback from Rice’s annual Senior Exit Survey (SES) completed by graduating students. The survey asks them to assess how well they feel that the CCL Certificate contributed to their attainment of the same PLOs. The SES also gauges student satisfaction with the program via the teaching and the quality of the curriculum

Table 9 summarizes both the staff assessments and information from the SES from 2017 to 2019. Staff assessment values are either on the 1–4 AACU Value Rubric

Program Level	Open Spots Fa14–Su15	Open Spots Fa 15–Su16	Open Spots Fa16–Su17	Open Spots Fa17–Su18	Open Spots Fa18–Su19	Projected Open Spots Fa19–Su20
Learn	271	214	133	184	261	~360
Act	125	136	104	111	125	~140
Capstone	4	4	3	11	8	~20
Certificate	3	4	3	8	8	~15

Table 8: Number of CCL Opportunities, 2014–2020

PLO	2017 Staf Assessment	2017 SES n=4	2018 Staff Assessment	2018 SES n=6	2019 Staff Assessment	2019 SES n=8
1 Integrate	2.24/4	100	2.49/3	83.33		87.5
2 Analyze		N/A		N/A		87.5
3 Partner		100		83.33	2.75/3	100
4 Communicate		100	2.37/3	83.33		100
5 Reflect		100		83.33	2.63/3	100
6 Motivate		100		83.33		100

Table 9: Certificate PLO Staff and Student Assessment, 2017–19

Satisfaction with Certificate (%)	SES 2017 n=4	SES 2018 n=6	SES 2019 n=8
Overall	100	83.33	100
Course sequencing	100	66.67	62.5
Curricular cohesion	100	83.33	75
Quality of teaching	100	66.67	100
Rapport with instructors	75	100	100

Table 10: Graduating Seniors’ Satisfaction with the Certificate in Civic Leadership

scale (2017), where 4 represents mastery, or on the 1–3 modified rubric scale (2018–2019), where 3 represents mastery. The SES values are the percentage of students who felt ‘quite a bit’ or ‘very much’ that the CCL Certificate contributed to their attainment of the PLOs.

Table 10 reports the percentage of student wo were very satisfied with the Certificate in Civic Leadership and the percentage of students who were “moderately” or “highly satisfied” with teaching and the quality of the curriculum.

### Undergraduate Assessment of the CCL’s Impact on Leadership Development

When students in the 2018 SES were asked to rank order 12 activities at Rice, including the CCL, in terms of what contributed most to their development as a leader while at Rice, 122 students listed the CCL in their rankings, with 20.4% identifying it as having the highest impact on their development and 46.64% ranking it among the top four. In comparison to the two other leadership centers on campus, the CCL reached more students and was regarded as having a greater impact. Of the 111 students who ranked the Doerr Institute, 4.5% considered it to have the highest impact and 34.22% placed it in the top four. Of the 92 students

who ranked Rice Center for Engineering Leadership, 9.78% considered it to have the highest impact and 28.26% placed it in the top four.

### Undergraduate Outcomes (Alumni Survey and Postgraduate Plans)

Students who participate in CCL programs pursue a variety of paths after graduation. SES data collected on students who graduated between 2015–18 shows that 33% went in to full-time employment, 35% enrolled in graduate school, 7% took a fellowship opportunity and 2% took a service opportunity, with the remainder reporting undecided or unknown. As would be expected, the percentage of students pursuing fellowship opportunities is much higher than the overall Rice population.

Since the CCL is relatively new, we have only been able to assess the immediate postgraduate impact of the CCL on students’ career trajectories and civic engagement. The purpose of the survey was to connect with alumni and to ascertain their professional and civic trajectories and potential effects of their experience with the CCL on their choices — educational, professional and civic engagement.

Fifty-two alumni responded to the survey representing graduates from 2015 through 2019. The majority of respondents (58%) were from the classes of 2017 and 2018. Their degrees covered 34 of the over 50 majors, representing five of the six schools at Rice: architecture, engineering, humanities, natural sciences and social sciences.

In terms of experiences and next steps, 18 respondents indicated international experiences that ranged from personal travel to graduate school. Fifteen scholarships and fellowships were also highlighted, including Fulbright, Marshall, Watson and Boren. In addition, an overwhelming majority (67%) are pursuing or have completed a graduate program, with most being terminal degrees.

Most respondents found their experience with the CCL to have a positive impact on their educational and professions choices. In relation to educational choices, 69% said that CCL had a moderate to extremely important impact on their decisions, and 73% said the same in terms of professional choices. One alum stated:

*My experience in CCL programs, specifically Urban Immersion, ASB and the Loewenstern Fellowship, were without a doubt critical in my postgraduate trajectory. I went into Rice pre-med, but my experience in service-learning programs convinced me to pursue a career in the social sciences addressing issues I'm extremely passionate about, including poverty, social inequality, and immigration." Another said: "The CCL taught me how to articulate, determine, and stand by my personal and professional values. My experiences with the CCL also formed my career goals and interests through a multitude of experiences in the social impact sector.*

In the same vein, most respondents (67%) felt that the CCL had a moderate to extremely important impact on their civic engagement since graduation. When asked for additional information, one respondent stated:

*I want to emphasize that the CCL was a big impact on my Rice experience and continues to inform my day to day today. Whether through the SME (now LRME) experience or the Certificate for Civic Leadership, many of my favorite faculty interactions took place at the CCL. It also shaped my view of leadership in a positive way. Before the CCL my belief was I couldn't be a leader because I didn't see myself as possessing*

*the qualities the public generally associates with leadership: assertiveness, charisma, direct, decisive. But the CCL helped me see how leadership goes beyond those surface characteristics and that we can impact organizations and communities through small action, by leading through example, and by exerting positive influence to those around us.*



# 4. Community Partnerships

## Frameworks

Since its reorganization in 2014, the CCL has developed a two-pronged framework for partnership building: 1) application of asset- and human rights-based approaches to community development and 2) a model of co-education wherein CCL staff and community partners co-create experiential learning opportunities grounded in a mutual understanding of student development.

The CCL applies asset- and human rights-based approaches to partnership development to negotiate the uneven power dynamics of universities and communities, which even within our own institution are often perpetuated by application of a deficit or needs-based model that privileges university knowledge and resources over those of the community. By recognizing and promoting community resources and asserting the ethical and political implications of our work, the CCL promotes community agency and social justice values within partnership development.

A partnership model based on co-education further allows the CCL to foreground student development. For the CCL, co-education means partnerships that are mission aligned, mutually beneficial and reciprocal, and ethically engaged. While the value of mutually beneficial partnerships is well established in the SLCE literature, the CCL's emphasis on co-education prioritizes student learning of social issues and civic practices over geographic locale, which, in turn, allows the center to align partners and programs across local, national and international contexts.

## Practices

Communication and relationship building are critical in developing, sustaining and enhancing these partnerships. Through monthly partnership meetings, curricular preparation, student evaluations and program assessment, staff develop centerwide approaches to purposeful engagement. The partnership working group created a Partner Relation Building Worksheet that facilitates development of partner relationships in individual programs, provides values for assessment and enables information sharing across the center. The worksheet prompts staff and partners to identify co-educational goals and deliverables and uses communication, shared goals and collaboration as indicators for formative and summative evaluations.

A developmental model in student-partner interactions also allows students to advance and evaluate the partnerships in which they participate. For ACT and CREATE CHANGE programs in which students rather than staff play a lead role in partnership development (ASB, Capstone and UI) and maintenance (Loewenstern and LRME), the CCL has implemented a robust curriculum to build student skills in identifying mission alignment, communicating co-educational principles and sustaining meaningful relationships. The curriculum includes a module on partnership principles and practical guidelines on communicating with community organizations. Additionally, students employ the Partner Relationship Building Worksheet to guide their partnership work and provide assessment materials for staff to monitor. Staff engagement with partners introduced to the CCL by students allows for integration into further CCL programs and initiatives once the student relationship ends.

The staff is currently developing a partnership database compiled from staff and student records. By allowing both staff and students to search according to key categories and providing historical information on the nature of the partnership, the database will allow the center to develop a more strategic approach to partnership and facilitate our role in convening faculty and community partners around key issues and civic practices.

## Geographic and Issue Scope

CCL staff and students partner with 250 organizations across the globe, with two-thirds located in Houston. Between August 2015 and October 2019, the center partnered with 160 Houston community partners across nine programs and three academic courses. These partners include city and county government offices, departments, and elected officials; small, medium and large nonprofit organization; as well as civic-minded for-profit companies.

The CCL works with Houston organizations across a number of issues that are at the forefront of local, national and international concern, including: environment, greenspace access, urban resilience, disaster response, public health, women's rights, children's health and safety, education, housing and homelessness, food insecurity, public safety, transit and mobility, immigration, human trafficking, criminal justice, racial justice, voter rights and mobilization, civil rights, disability rights and services, LGBTQ rights and services, and community arts. Among these, our largest concentration of partner relationships and co-educational

relationships have been in the area of children's health, education and criminal justice.

In 2019–20, the CCL launched its first issue-focused initiative, with four programs (AR, two HARTs, and HPC) working on issues related to the carceral state. Additionally, the CCL provided office space this past summer for the Texas Criminal Justice Coalition to use while hosting a research program with eight Rice undergraduates. These program offerings were both augmented by and drew from a high-profile speaker event the CCL hosted in collaboration with the School of Humanities and the School of Social Sciences. By working with community partners across programs, the CCL has been able to broaden and deepen partner relations in this issue area. The success of this issue-focused effort in convening diverse faculty, students and partners has encouraged us to pursue similar ones in the future, potentially in the areas of immigration and voter mobilization.

Developing issue-based networks of Houston community partners will allow for deeper understandings of key issues in Houston and enable the center to introduce students and faculty to a variety of organizations working within each issue area. While some partnership networks are not as robust as others, increased and intentional communication among staff and with partners could facilitate stronger community integration of the CCL as well as new opportunities to collaborate in more sustainable ways across partner organizations. Such relationships may also provide opportunities to identify and engage with new partners, thereby expanding issue area networks that may be currently limited.

LRME and ASB extend the CCL's partnerships across the U.S. Twenty-five percent of LRME placements are located outside Houston (until 2018 LRME included international partnerships). In order to create student cohorts, LRME has focused on developing partnerships in Austin, Boston, San Francisco, and Washington, D.C. Partner selection has transitioned from an emphasis on the status of the mentor to organizations where civic professionalism can be understood through a strong mentoring experience. ASB engages with 50–60 partners annually. Since the program is student led and the social issue areas change, the partners vary from year to year; however, encouragement of return trips to locales with strong co-educational partnerships has resulted in repeated annual engagement with partners in the Rio Grande Valley in Texas, San Francisco, and Washington, D.C.

GEO and the Loewenstern Fellowship engage with 11 partners comprised of nine NGOs and two third-party providers facilitating critical service and civic research abroad. A new assistant director hired in 2017 narrowed the international partner organizations after evaluation through a co-educational lens. Thus far the CCL has run GEO in Mexico, Sweden and Jordan, and a program in Thailand is currently under development with faculty. While the Loewenstern Fellowship historically had an emphasis on working with partner organizations in South America and Asia, the shift in partnership approach has expanded the program to opportunities in Africa and Europe as well. Whereas the issue focus of GEO partnerships is faculty dependent, the issue focus of the Loewenstern Fellowship shifts depending on the interests of the students. In the early years of the program, placements were heavily concentrated in education, healthcare and community development. In recent years, there has been diversification of topics to include organizations working on gender-based violence, micro-lending and the social determinants of health.

## 5. Campus Engagement

Through sustained engagement with faculty and staff, the CCL has developed a strong campus reputation in the area of civic education. During interviews for the self-study, Rice faculty appreciated the various ways that CCL programs complement disciplinary offerings and praised the staff's knowledge of civic engagement and student development. Staff in other offices expressed a similarly high regard for the center's programs and staff, highlighting the CCL's dynamic nature, range of offerings, willingness to take risks and try new things, and commitment to improvement. All campus partners, however, noted the need for increased awareness of CCL offerings among faculty and for a more coherent brand that ensures people understand CCL as a singular entity rather than as individual programs.

While faculty currently play a prominent role in supporting CCL programs and fellowship advising, faculty would like the center to serve a more prominent role in convening faculty and community partners and in supporting graduate education. The BRIDGE initiative directed by Jenifer Bratter, professor of sociology, provides an exciting new opportunity for the CCL to support engaged research pertaining to issues of diversity and social equity in Houston while the SOPA capstone program offers potential for integration with the HART program. Faculty in several departments, including political science and sociology, have also expressed interest in collaborating with the CCL on an engaged graduate fellows program.

Rice staff similarly see potential for deeper collaboration that will expand the CCL's reach to diverse communities of students. Continuing collaborations with the Office of Multicultural Affairs (OMA) and Student Success Initiatives (SSI) allows the center to engage more underrepresented, first-generation and/or low-income students. Launching new initiatives to integrate civic leadership into engineering leadership education through the Rice Center for Engineering Leadership (RCEL) and into social enterprise education through the Liu Idea Lab for Innovation and Entrepreneurship (LILIE) would increase reach to STEM students.

### Current Rice Faculty Engagement

The CCL currently engages with 55 Rice faculty of various ranks through our LEARN-ACT-CREATE CHANGE programs, LEAD courses, the fellowships and awards committee, Rich Endowment Grants, and RICEngaged. These faculty represent all schools except the School

of Architecture and include 35 TTT faculty and 20 NTT research, teaching and adjunct faculty.

### Certificate Curriculum

Faculty play a critical role in the CCL's certificate curriculum. A tenured faculty member in political science co-teaches LEAD 260, and NTT faculty offer several LEAD courses. In addition to courses, faculty bring expertise in social issues to the CCL's LEARN-ACT-CREATE CHANGE programs. Through Alternative Recess and GEO, Rice faculty members collaborate with CCL staff to develop an academically integrated engaged experience either in Houston or abroad. Many LEARN programs, like HPC and UI, invite faculty to serve as issue experts. In ACT and CREATE CHANGE programs, faculty play a critical advising role. For ASB and HPC, they provide guidance and feedback on the students' social issue research papers. For HART they define the civic research project in collaboration with CCL staff and a community partner and consult weekly with the student team on the research design and process. Every CCL capstone project has a faculty adviser who guides the students' academic approach to the topic and, in collaboration with CCL staff, evaluates student progress and outcomes throughout the course of the year.

Thirty-five faculty (15 TTT/20 NTT) have contributed to CCL curricular offerings over the past five years. The highest concentrations of faculty participation occur in ASB (9), Capstone (11), HART (11) and HPC (8). Eight faculty have participated in more than one program and/or taught a LEAD course. While representative of the four academic schools, participating faculty are concentrated in the School of Social Sciences and the School of Humanities. Social sciences and humanities faculty are also more likely to have repeat engagement with CCL programs.

### Campuswide Initiatives

Beyond the CCL curriculum, faculty often partner with the CCL to sponsor campuswide events. Since 2016, faculty in the Department of Political Science have been part of RICEngaged, helping to define the priorities of campus voter engagement efforts and co-sponsoring the presidential and midterm election watch parties and prediction contests. During fall 2019, the School of Humanities and the School of Social Sciences collaborated on a speaker and advocacy event focused on the carceral state.

### **Rich Endowment Grants**

Faculty who wish to embed a community-engaged project within a course are able to apply for the Rich Endowment Grant for Student Community Service. Because the donors expect the students to play a lead role in the design and implementation of these projects, few faculty pursue this funding.

### **Fellowships Committee**

Through the fellowships and awards committee, the CCL engages on a regular basis with 23 faculty (20 TTT) representative of all seven academic schools. Of these, three have also participated in a LEARN-ACT-CREATE CHANGE program, a LEAD course, Rich Grant or RICEngaged.

### **Current Office, Center and Institute Collaborations**

The CCL collaborates with the following 16 Rice offices, centers and institutes that provide student services, support faculty and/or engage the community:

#### **Center for Career Development (CCD)**

The CCL has long partnered with CCD, co-hosting workshops on goal setting, cover letters and resume writing, sharing resources for LRME internships and organizing an annual nonprofit/public service career fair in the spring. The CCD is one of several partners for a newly designed series of panels and a networking event for students interested in social impact careers.

#### **Center for Nonprofit Leadership (CNPL)**

The CCL first engaged the Center for Nonprofit Leadership in the Glasscock School of Continuing Studies in 2018 as a partner for LEAD 340. They will be a partner in the upcoming civic professionalism series designed for students interested in social impact careers.

#### **Center for Language and Intercultural Communication (CLIC)**

The CCL partners with CLIC to conduct language evaluations for Fulbright applicants.

#### **Center for Teaching Excellence (CTE)**

The CCL has not worked with the CTE but hopes that the leadership of a new executive director in 2019 will allow for collaboration on the development of a graduate fellows program and the development of an engaged scholar network on campus.

#### **Department of Athletics**

The CCL conducts regular outreach to the Department of Athletics, ensuring that advisers and students are

aware of opportunities to participate in CCL programs and apply for fellowships. The center has been particularly successful in recruiting athletes to partake in the fellowship process.

#### **Development and Alumni Relations (DAR)**

In addition to direct fundraising discussed above, CCL began collaborating this past year with the Office of Development and Alumni Relations to engage alumni in their capacities as civic professionals. ASB site leaders reach out to alumni to serve as guest speakers for their trips, and CCL and DAR co-hosted an alumni career panel for students interested in social impact work. DAR will also be a collaborator for the upcoming civic professionalism series.

#### **Doerr Institute for New Leaders (DINL)**

The Doerr Institute poses a challenge for the CCL. Despite distinct missions and approaches to student leadership development, the two centers are often conflated. After initial attempts at collaboration were unsuccessful because of lack of mission alignment, the CCL stopped pursuing further work. Nonetheless, Caroline Quenemoen serves on the Faculty Advisory Board, and Alan Steinberg has received grant funding to study team leadership development.

#### **Kinder Institute for Urban Research**

CCL has drawn upon the expertise of Kinder staff by inviting faculty to participate in programs and provide expertise. In the past year, CCL staff and the director of Community Bridges have started sharing information about partners and ensuring students in each of our programs are aware of the other office's opportunities.

#### **Liu Idea Lab for Innovation and Entrepreneurship (LILIE)**

Established in 2017, LILIE is among the newer student-focused offices to open on campus. Whereas the previous executive director was less interested in social impact, the new executive director is eager to collaborate with the CCL, particularly where social innovation and entrepreneurship combine. She regards the CCL as a role model for LILIE when it comes to sustained engaged work with students. Aware of the quality of Urban Immersion, she sought input this past year on LILIE's development of a one-week pre-matriculation program focused on entrepreneurship. The CCL is including student participants in the LILIE program in our longitudinal assessment of the impact of Rice pre-matriculation programs on sense of belonging, social networks and retention. Although the executive director just announced her departure from Rice, she felt that there would be continued opportunity for

future collaboration, particularly at the intersection of tech and social impact. LILIE will be one of the partners for the spring civic professionalism series.

### **Office of Academic Advising (OAA)**

While there is a fair amount of information sharing between CCL and OAA, there are no collaborations. The CCL participates in the OAA's annual Academic Fair held for freshmen in August. Conversations with OAA staff revealed opportunity for the CCL Ambassadors to participate in information sharing events with OAA Peer Academic Advisors.

### **Office of Multicultural Affairs (OMA)**

The CCL has thus far had limited collaborations with OMA. In 2017, the CCL gave up a staff line so that the dean could hire an assistant director focused on student programming. This past year, the assistant director sought input from the CCL to develop a civil-rights focused trip to Atlanta for the Black Male Leadership Initiative. He recently invited Libby Vann to participate on a campuswide committee focused on increasing engagement opportunities for student athletes. The CCL seeks to identify additional avenues for collaboration in order to reach diverse students.

### **Office of International Student Services (OISS)**

The CCL has participated in an internship taskforce hosted biannually by OISS and sponsors panels on international careers during International Education Week in March.

### **Office of Undergraduate Research and Inquiry (OURI)**

Although OURI was established in 2019, the CCL has already collaborated on student workshops and shared marketing materials, particularly related to research opportunities in the CCL.

### **Rice Center for Engineering Leadership (RCEL)**

CCL and RCEL have not collaborated in the past five years although RCEL counts LRME toward their Certificate in Engineering Leadership. Caroline Quenemoen and Fred Higgs met when he first became faculty director in 2016 to discuss collaborating on a civic track within the RCEL certificate. Now that the CCL has clarified its mission and refined its curriculum, there is great opportunity to reopen this conversation and to reach more engineering students.

### **Student Activities**

The CCL advises student organizations — Civic Duty and the Rice Student Volunteer Program — and recently began providing ethical volunteer trainings to leaders and members of student clubs.

### **Student Success Initiatives (SSI)**

Student Success Initiatives is among our stronger campus partnerships. Building relationships with staff and sharing resources across the two offices has extended our reach to diverse students, particularly first gen and low income. The CCL developed GEO1x in collaboration with Schlumberger and SSI to offer a first-time international service opportunity to first-gen and low-income students. LRME program leads have also collaborated with SSI staff to recruit students to the internship program who may not otherwise appear competitive on paper. For the past two years, CCL has also sponsored a LRME in the SSI office. Caroline Quenemoen and Danika Brown participate in the Friday FLI lunches, and a CCL student ambassador is currently working with the FLI ambassadors to develop CCL-specific programming for the group. Seeking input from SSI in developing policies and practices to reduce financial barriers for low-income students has greatly enhanced the accessibility of CCL to the Rice undergraduate population.

## 6. Comparison Centers

### Similarities

As part of the self-study, the CCL looked at civic engagement centers at private, urban/suburban research intensive (R1) institutions with undergraduate populations of less than 8,000 that Rice University compares itself to more generally. Rice is most similar to institutions where civic engagement is integrated with the curricular mission of the university. Brown University, Duke University, Stanford University and Washington University in St. Louis (WUSL) are particularly important comparisons in this regard. Common features of these centers similar to the CCL include courses offered independently and in collaboration with academic departments; curricular and co-curricular programs offered in a range of civic practices in addition to service; civic engagement offered in local, national and international contexts;<sup>5</sup> and a high percentage of advanced degrees among the program staff.

In the CCL, the emphasis on academic integration, a broad range offering of civic practices, and national fellowships advising have focused hiring towards recruitment of individuals with advanced degrees capable of sustaining the certificate program and advising applications. As in many comparison centers, the staff represents a range of academic fields in the humanities and social sciences and brings professional expertise from tenure/tenure track faculty positions, nonprofit management, education and youth development, international development, higher education and student affairs.

Rice CCL's certificate program and advising of nationally competitive fellowships distinguish it from its comparison centers. While Duke offers a Civic Engagement and Social Change Certificate similar to the CCL's, it is housed in the Program in Education rather than in the Office of Durham and Community Affairs. Brown's Engaged Scholars Program and WUSL's Civic Scholars Program both offer a highly structured, scaffolded curriculum similar to the CCL certificate, but they do not currently have transcript designations. The Swearer Center strategic plan indicates that a transcript designation is being sought for the Engaged Scholars Program. Similarly, national fellowships advising is housed in a separate office at all comparison institutions.

### Differences

There are also several notable organizational differences between the CCL and its comparison centers. All comparison centers with an academic focus are located within an academic unit. Since the CCL strives to serve undergraduates in all academic fields, the location within the dean of undergraduates division has merit, but understanding how to leverage this position to achieve greater academic integration is critical to the success of the strategic plan.

With a staff of 11.4 FTE, 9.4 focused on curriculum and partnerships and two on operations, the CCL, once scaled to the undergraduate population, is slightly smaller than academically integrated comparison centers and larger than service-oriented, student affairs units (Table 11). The CCL has notably less operations staff than comparison centers, in which operations generally comprises a quarter to a third of the staff. Unlike other centers, CCL staff hold multiple responsibilities rather than being dedicated to a singular function like community partnership, academic engagement or assessment. While the current roles afford diverse professional development and opportunity for staff, determining whether the CCL needs to increase the degree of specialization of staff roles in order to scale is an important consideration.

Notable elements of comparison centers that the CCL would like to consider adding are resources to support community-engaged courses and a graduate training program. Brown, Stanford and WUSL provide consultations, funding and partnership development to faculty developing community-engaged courses<sup>6</sup> and funding for graduate fellows.

As the center moves forward, focusing on recruitment and retention of underrepresented minorities and opportunities for advancement will be critical to achieving the center's goals of serving a diverse student and community population and sustaining the certificate program.

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<sup>5</sup>WUSL's focus on St. Louis is the exception here.

<sup>6</sup>Duke supports faculty development of community-engaged courses through Duke Service Learning.

Center Staff	Program Staff	Operations Degree: Program Staff	Advanced	Number of UG Students	Unit	Support for Faculty Engagement
Center for Civic Leadership, Rice	9.4	2	8.4 (1 open, advanced degree preferred)	4,001	Dean of Undergraduates	no
Gephardt Institute for Civic and Community Engagement, WUSL	11	6	9	7,675	Vice Chancellor for Academic Affairs	yes
HAAS Center for Public Service, Stanford	31	11	21	7,062	Senior Vice Provost for Education	yes
Howard R. Swearer Center, Brown	19	6	11	6,988	Dean of the College	yes
Office of Durham and Community Affairs, Duke	12	5	8	6,692	President's Office	no, role of Duke Service-Learning
Center for Civic and Community Engagement, Emory	7	1	1	6,937	VP and Dean of Campus Life	yes
Center for Social Concerns, Johns Hopkins	8	4	3	6,109	Homewood Student Affairs	no
Office of Active Citizenship and Service, Vanderbilt	3 (1 open)	1	Information not available	6,896	Student Affairs	no
Office of Student Leadership, Involvement and Civic Engagement, Carnegie Mellon	12	4	10	5,394	Student Affairs	no
Pace Center for Civic Engagement, Princeton	12	4	10	5,394	Student Affairs	no

Table 11: Staffing of Comparison Centers

# 7. Strategic Plan

With a strong curriculum and partnership model in place, the CCL is now positioned to look ahead to a more ambitious vision that achieves greater campus and community impact. Conducting the self-study over this past year has clarified the center’s strengths and revealed opportunities to reposition the center as the hub of campus-community engagement. As a result of full-staff retreat held in August 2019, we have identified four areas for CCL growth. Our prioritized initiatives are well aligned with the Rice University Vision for the Second Century to provide a transformative undergraduate education and the dean of undergraduates’ focus on access and inclusion.

## A More Ambitious Vision and Mission

**Vision:** Rice University will be a leader in civic engagement and education advancing social change.

**Mission:** CCL fosters community-university collaborations that analyze the complexity of social issues and take actions to promote equitable and inclusive communities.

- Grounded in the center’s definition of civic leadership as a collaborative, contextualized process intended to impact the public good by introducing social issues, systems and community partners; applying learned knowledge and skills to community-based projects; and seeking inclusive and equitable outcomes.
- Built upon the center’s established foundational principles in community engaged learning, ethical frameworks, civic professionalism and critical reflection.
- Achieved through continued engagement of five civic practices: advocacy and activism, civic research and design, service, philanthropy, and policy and governance.
- Committed to achieving existing student learning outcomes.

## Strategic Priorities

### Intentional Collaboration

We will create a community of scholars and practitioners dedicated to advancing social change by serving as the convener of campus, community, and higher education networks.

### Broad Student Reach

We will further the university’s mission to produce graduates who make distinctive impact upon the world by developing partnerships and resources that increase the CCL’s capacity to serve Rice undergraduates.

### Civic Campus

We will work to embed the civic into the identity of the Rice campus by reframing current activities through the lens of civic leadership and creating new spaces, both conceptual and physical, for civic identity to develop.

### Sustainable Infrastructure

We will strengthen our infrastructure to provide an academically grounded, community-engaged curriculum to Rice undergraduates, support faculty-engaged teaching and research, and sustain high-impact community partnerships.

*1. INTENTIONAL COLLABORATION: We will create a community of scholars and practitioners dedicated to advancing social change by serving as the convener of campus, community and higher education networks.*

## Deepen Academic Integration of Community-Engaged Learning

- Support design and development of community-engaged courses.
- Facilitate long-term, reciprocal, multidimensional campus and community partnerships.
- Deepen faculty engagement with CCL programs.
- Develop tools to assess effectiveness of partnerships.
- Seek internal and external grants with faculty and community partners to support community-engaged learning.



## Promote Community Engaged Scholarship and Pedagogies

- Create a campus engaged scholar network.
- Convene Houston higher education civic engagement network.
- Pursue research agenda that seeks to present/publish the center's theories, practices and outcomes that contribute to the field of civic engagement.

## Incorporate Multiple Voices

- Advance model of co-education in development of university-community partnerships.
- Develop an advisory board that includes faculty, community partners, students and alumni.

*2. BROAD STUDENT REACH: We will further the university's mission to produce graduates who make a distinctive impact upon the world by developing partnerships and resources that increase the CCL's capacity to serve Rice undergraduates.*

## Invest in People

- Partner with schools, academic departments and the CTE to develop an engaged graduate fellows program that provides valuable training in engaged scholarship and pedagogies and expands the capacity of CCL co-curricular programs.
- Maintain commitment to financial aid and inclusive practices that to continue to attract low-income students and/or first-generation students.
- Support professional development that advances staff understanding of inclusive practices, especially such topics as diversity, power and privilege, and intersectionality.
- Support community partners in assuming the role of co-educators who are as invested in the learning outcomes of Rice students as the CCL is invested in community impact.
- Develop a diversity, equity and inclusion action plan that addresses hiring, campus and community partnership, alumni engagement and student outreach.

## Reach New Students Where They Are

- Partner with academic campus centers such as RCEL and LILIE to integrate civic education in current offerings and reach students in engineering and entrepreneurship.
- Partner with Student Activities, Student Success Initiatives, Office of Diversity and Inclusion and Office of Multicultural Affairs to develop civic programming for existing student organizations, residential college governments and affinity groups.

*3. CIVIC CAMPUS: We will work to embed the civic into the identity of the Rice campus by reframing current activities through the lens of civic leadership and creating new spaces, both conceptual and physical, for civic identity to develop.*

## Reframe Existing Activities on Campus

- Launch a Civic Rice marketing campaign that identifies civic professionalism among faculty, staff and students.
- Develop civic programming for existing student organizations, residential college governments and affinity groups.

## Invest in Physical Spaces

- Secure visible space within the new student center.
- Explore possibility of an engaged living-learning community.

4. *SUSTAINABLE INFRASTRUCTURE: We will strengthen our infrastructure to provide an academically grounded, community-engaged curriculum to Rice undergraduates, support faculty-engaged teaching and research, and sustain high-impact community partnerships.*

### **Invest in People**

- Raise and leverage funds to support expanded student programs. Focus attention on graduate fellows program to increase capacity at the LEARN and ACT level, seek funding to expand funding for the following ACT programs: HART, LRME, Loewenstern and UI Leadership.
- Explore opportunities to reallocate restricted-use endowments towards new initiatives, such as the graduate fellows program.
- Enhance the professional/career opportunities of CCL staff.
- Build alumni network and engagement.
- Recognize community-engaged learning in the P&T process.

### **Strengthen the Organization**

- Reevaluate organizational structure to meet needs of the CCL's expanded role.
- Develop a network across campus to strengthen coordination of and approaches to university-community partnerships.
- Secure permanent funding for all staff position.

### **Invest in Processes and Technology**

- Support tools to facilitate partnership of Rice faculty, staff and community.
- Establish a system to track and assess current students and alumni.

## **Closing Considerations**

By embedding civic education into the academic enterprise of Rice University and advancing higher education and community collaborations, the strategic plan promises to articulate a distinctive identity for the CCL and to position Rice as a national leader in community engagement. We are committed to the plan's success and recognize the need to think critically about the optimal means to achieve these outcomes.

Above all, we hope to understand through this review whether we need to reconsider the current reporting structure of the center and the associated roles and responsibilities of the staff. The creation of a graduate fellows program, while introducing a new set of staff responsibilities, also offers opportunity for staff at all levels to assume more ambitious and, if deemed desirable, more specialized roles in fostering partnerships with faculty, community and higher education institutions. Our goal to increase the academic stature of the CCL through the addition of a graduate fellows program and increased faculty engagement raises three questions: 1) how should this goal be signaled through the organizational hierarchy and associated leadership roles of the staff; 2) how could partnerships with academic schools provide staff with credentials and opportunities that strengthen recruitment and retention; and 3) what role should faculty play in the center? We have already identified the need for an advisory board that includes faculty but would like input on whether the position of faculty director should be retained and, if so, how the role and compensation of the position should be reconceptualized to meet the needs of the center. The considerable salary allocation for this position is an important factor given that 1.4 staff positions are currently on soft money.

We also recognize that the CCL's broad programmatic and geographic scope offers a distinctive model of civic education. This model is a tremendous asset as it allows us to generate new theories and approaches to student development and community partnership but it also risks marginalizing our work. Understanding how we can leverage this model to contribute to the field and provide greater professional development opportunities for staff are important considerations for attaining the national prominence that we seek.

# APPENDIX

## Program Learning Outcome (PLO) Assessment Rubrics

### 1) Integrate academic and experiential knowledge in civic contexts.

#### Learn

The student recognizes connections between classroom and experiential knowledge in order to understand a social issue.

#### Act

The student selectively draws connections between classroom and experiential knowledge to explore and address social issues.

#### Create Change

The student independently synthesizes connections between classroom and experiential knowledge to address complex social issues.

### 2) Analyze issues through the framework of democratic values, processes and policies.

#### Learn

The student demonstrates an awareness of how democratic processes and policies relate to social issues.

#### Act

The student demonstrates an understanding of how democratic processes and policies, as well as civic behaviors, guide civic action in relation to social issues.

#### Create Change

The student demonstrates the ability to analyze and evaluate connections between social issues, democratic process and policies, and civic behaviors.

<b>Connection of Experience to Civic Contexts</b>	Synthesizes connections among experiences outside of the formal classroom to deepen understanding of social issues.	Draws upon life experiences to understand social issues and how others are impacted by those issues.	Identifies basic connections between life experiences and civic issues.
<b>Connection of Discipline to Civic Contexts</b>	Synthesizes connections among disciplinary knowledge to deepen understanding of social issues.	Draws connections from one's own academic discipline to civically engaged work.	Identifies basic connections between disciplinary knowledge (facts, theories, etc.) and social issues.
<b>Application of Methodologies</b>	Selects among appropriate methodologies to address complex social issues in meaningful ways.	Adapts and applies various methodologies to explore and address social issues.	Identifies disciplinary methods and skills gained in the classroom that others use to address or explain social issues.

### PLO 1) Integrate academic and experiential knowledge in civic contexts.

<b>Issue in Context</b>	Evaluates social issues in a complex, multilayered context, identifying relationships among them.	Understands social issues when issues are presented in a complex context and grasps relationships among issues.	Recognizes basic and obvious social issues in simple contexts.
<b>Civic Approaches</b>	Evaluates the impact of civic action on social issues by recognizing the effectiveness of various forms of civic action in different contexts and identifies future actions that could lead to desired outcomes.	Analyzes the aims and accomplishments of civic actions through connecting behaviors to social issues and identifying places for improvement.	Describes how civic actions may benefit individuals and communities.
<b>Understanding Democratic Processes and Policies</b>	Analyzes social issues by using knowledge of civic institutions, cultural norms, stakeholder actions and political processes.	Identifies connections among civic institutions, cultural norms, stakeholder actions and political processes in regards to an array of social issues.	Recognizes the role of civic institutions, cultural norms, and political processes in regards to particular social issues.

### PLO 2) Analyze issues through the framework of democratic values, processes and policies.

**3) Address real world issues through interaction and collaboration with diverse community partners.**

**Learn**

The student sees a connection between community partner mission, actions and social issues.

**Act**

The student engages in methods of civic engagement aligned with a community partner's mission.

**Create Change**

Through the development of a relationship with a community partner, the student and partner work together to address social issues of mutual concern.

**4) Communicate with and present their work effectively to a range of audiences both within and beyond the academic community.**

**Learn**

The student recognizes other perspectives and expresses ideas in clear and logical ways.

**Act**

The student draws upon understanding of other perspectives to construct a reasoned argument using language, content and style appropriate to the audience and context.

**Create Change**

The student evaluates multiple perspectives to construct a reasoned and sophisticated argument and tailors language, content and style to audience and context.

<b>Developing Relationships</b>	Identifies shared values, goals and means with a community organization by which to achieve a civic aim.	Engages with community partners through meetings and discussion to identify courses of action on social issues.	Recognizes mutually beneficial forms of university-community partnerships.
<b>Approaches</b>	Selects appropriate methods of engagement based on understanding connections among community partners, social issues and previous civic actions.	Engages in appropriate forms of civic action with community partners to address social issues.	Recognizes approaches and practices of community partners on social issues.
<b>Impact</b>	Organizes a mutually beneficial process that positively impacts the partner organization and/or a social issue with specific identified desired outcomes.	Engages in a mutually beneficial process (problemsolving, organizing and/or decision making) with a community partner in order to enhance the capacity of the organization.	Recognizes the mission of community partners and can identify how their actions relate to social issues.

**PLO 3) Address real world issues through interaction and collaboration with diverse community partners.**

<b>Intercultural Communication</b>	Tailors communication strategies based upon understanding of audience and context to further civic aims.	Effectively communicates in civic context, showing ability to express, listen, and adapt ideas and messages based on others' perspectives with awareness of audience and context.	Demonstrates ability to express, listen and adapt to others' perspectives by using appropriate language and vocabulary.
<b>Conveying Necessary Information and Content</b>	Chooses a format, language and visual representations in ways that enhance meaning, making clear the interdependence of language and meaning, thought and expression.	Uses appropriate methods, including formatting, language and visual representations in combination with awareness of purpose and audience.	Demonstrates ability to communicate in assigned forms such as discussions, written responses and presentations and makes connections in basic ways as appropriate.
<b>Positions, Conclusions and Persuasion</b>	Articulates positions and conclusions that reflect informed evaluation and the ability to place evidence and perspectives in priority order.	Expresses positions that account for complexities of an issue and logically ties conclusions to a range of information including opposing viewpoints.	Expresses own position on an issue or topic, backed up with reasons, examples or evidence.

**PLO 4) Communicate with and present their work effectively to a range of audiences both within and beyond the academic community.**

**5) Employ reflection to express their individual values and goals and be able to act on them.**

**Learn**

The student discusses their values as well as their own stances on social issues.

**Act**

The student recognizes moments of personal growth and can speak to personal changes in values, goals and perspectives and identify areas of intended future growth.

**Create Change**

The student conceives of his or her own life narrative and can identify and work towards values and goals of a future self that is framed within the context of past and present experience.

**6) Demonstrate motivation to realizing inclusive and equitable communities.**

**Learn**

The student demonstrates an awareness of social inequities and the social structures that reinforce as well as the stakeholders involved with a given social issue.

**Act**

The student demonstrates a personal commitment to addressing specific issues and is able to analyze the relevant ethical and social challenges of communities, and identify potential interventions.

**Create Change**

The student exhibits a sense of civic identity and continued commitment to public action by taking informed and responsible action to address ethical and social challenges, and evaluates the local and broader consequences of individual and collective interventions.

<b>Reflective Practice</b>	Develops a new perspective by analyzing alternative perspectives in light of own ethical framework to transform civic action.	Discusses experiences in light of alternative views, perspectives, and research to identify multiple methods of civic action.	Describes experiences by exploring feelings, degree of understanding and efficacy of civic action.
<b>Self Awareness</b>	Synthesizes values, beliefs, habits, and assumptions to explain and question consistency and inconsistency in order to refine civic behaviors and goals.	Analyzes values, beliefs, habits, and assumptions to shape congruent civic behaviors and goals.	Identifies how values, beliefs, habits, and assumptions shape their civic behaviors and goals.
<b>Evaluation of Perspectives</b>	Explains own positions on social issues with an acknowledgment of assumptions and implications of their position and other perspectives.	States own positions on social issues with understanding of other potential positions on those issues and why those positions differ from their own.	Identifies own positions on social issues and recognizes that other perspectives exist.

**PLO 5) Employ reflection to express their individual values and goals and be able to act on them.**

<b>Understanding Equity and Inclusivity</b>	Analyzes means by which to address social issues through principled action.	Identifies current policies and historical actions that have led to existing social issues.	Understands what is meant by inclusive and equitable communities.
<b>Motivation</b>	Creates opportunities for informed and responsible action to address inequities with appropriate stakeholders.	Seeks opportunities to address systemic injustice.	Identifies opportunities for continued civic engagement.
<b>Engaging Stakeholders</b>	Works with stakeholders to address issues and identifies future actions that can be taken in line with the values and beliefs of community partners.	Identifies stakeholder connections to a social issue and among each other.	Recognizes stakeholders across a social issue.

**PLO 6) Demonstrate motivation to realizing inclusive and equitable communities.**

