

CRITERION ONE:

Mission and Integrity

Doane College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, administration, faculty, staff and students.

Doane College has a clearly articulated mission statement that guides its strategic planning and program development. The college community's commitment to that mission was re-energized by a broad discussion during 2010-11 on recasting our mission for the 21st century. The conversations revealed a clear consensus on the identity of the college across campuses and across faculty, staff, students and alumni. The revised mission was formally approved by faculty and the Board of Trustees in February 2011 and states:

Doane College's mission is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world.

Doane has a shared governance system that is capable of fulfilling this mission. The college has in place policies and procedures to operate with financial, academic, moral and legal integrity. Beyond our formal policies, the college community truly strives to live its mission. The mission is at the foundation of the themes of this self study. We have made a clear commitment to the liberal arts and the development of leadership capabilities on all our campuses and throughout our programs for students, staff and faculty. We are increasing our emphasis on the application of knowledge that will lead students not just to be skilled practitioners but engaged leaders in the world they will face after graduation. The community has a broad understanding of the Doane way of education, centered on a close relationship and interaction between students and faculty. We are committed to building a more inclusive community. Finally, in order to provide an exceptional education, we are determined to continue to raise the level of academic challenge and thus of student responsibility for learning while expanding resources for faculty development and scholarship.

CORE COMPONENT 1A:

Doane's mission documents are clear and articulate publicly the organization's commitments.

Doane has used its mission to guide its strategic planning and program development. From 1995-2011, Doane's mission was:

Doane College, a comprehensive college in the liberal arts tradition, offers an academic curriculum to stimulate inquiry, enhance knowledge, and promote examination and development of values and perspectives through majors and the liberal arts. The college prepares students by offering academic and co-curricular opportunities to develop abilities and skills needed in and out of the workplace. Doane also provides opportunities for students, faculty and staff to develop and practice leadership skills.

Doane College is a private, independent, coeducational college serving both traditional and non-traditional students. The college is historically affiliated with the United Church of Christ and its tradition of promoting free inquiry. The college offers instruction in the liberal arts and related professional and pre-professional areas leading to the bachelor of arts, bachelor of science, and master's degrees. At both the undergraduate and graduate levels, Doane is committed to student-centered education characterized by close student-teacher relationships. The college serves students through residential campus programs, adult education programs and graduate programs. Doane seeks to attract students, faculty and staff with diverse geographic, racial, ethnic, religious, economic and cultural backgrounds.

As the college pursues its mission, students will demonstrate the ability:

- I. To read, listen, write and speak effectively.
- II. To think critically.
- III. To integrate theories with practice.
- IV. To collect and process information by selecting methods to improve understanding and solve problems.
- V. To use problem-solving skills effectively.
- VI. To work with others.
- VII. To act ethically and to lead responsibly. (Doane Crete Catalog, 2010 p. 7)

As such, the mission was communicated in all official publications and was the core of strategic plans developed in 1998, 2004 and 2006. Each of these plans shared assumptions centered on Doane's commitment to the liberal arts, to a mentoring relationship between faculty and students, to values-based education, to leadership development, and to preparing students to be part of a diverse multicultural world (see the Planning Assumptions for the 1998-2003 plan, p. 3). The mission informed the development of the general education program, the Doane Plan (see Criterion 4 and below), and guided the introduction of new academic programs. In the last decade, the Crete campus has added majors in biochemistry and environmental science that reflect the interdisciplinary development of the liberal arts and sciences. Doane's Lincoln and Grand Island campuses have maintained their balance of practitioner education with the liberal arts adding criminal justice, liberal arts studies, and RN to BSN programs.

The college revisited the mission statement as part of the self-study and strategic planning efforts that were initiated in 2009. This was done in part to develop a shorter, more accurate statement that facilitated communication, and in larger part in recognition that it was time to renew a community consensus on the core identity of the college for the 21st century. In the last five years, Doane has been raising the level of academic challenge for our students, particularly in emphasizing enhanced scholarship through the development of undergraduate research, and it has expanded programs for non-traditional and graduate students. Led by an outside consultant, Joanne Soliday of Performa, the college community engaged in a remarkably open and collaborative conversation on its identity. The discussion began with an all-college retreat in January 2010 and was followed by surveys in the spring of that year that generated responses from 224 traditional-age students, 217 non-traditional and graduate students, and 1,190 alumni. The Planning Stewardship Team developed an initial draft of a recast mission statement and strategic plan themes, and then invited faculty and staff to comment in seven lunch meetings that took place on both the Crete and Lincoln campuses in October and November 2010. The drafts were also discussed with Student Congress and in a workshop held with the Board of

Trustees that focused on current trends in liberal education. A subcommittee of faculty and staff from the Planning Stewardship Team created a final draft in January that was shared again with the entire community and discussed by the team, Student Congress, division leaders and the Faculty Affairs Committee. The full faculty voted to recommend the revised statement to the Board of Trustees, which discussed and approved the new mission at its February 25, 2011 meeting.

This new mission immediately began to inform Doane's strategic planning process as well as initial discussions on a possible revision of the general education program. This statement is our promise to students in all our programs; it has been incorporated into relevant documents and is accessible to all members of the college and the larger community. Its meaning is understood and shared across the college. The consensus on key terms in this discussion included

“Exceptional liberal arts” – all programs at Doane, graduate and undergraduate, identify the liberal arts as key, and use of “exceptional” allows us to define and challenge ourselves to achieve best practices in everything from instruction to facilities and services. The term “liberal arts” also clearly indicates that in all our programs we are not just providing professional credentials; we are helping students, faculty and staff to develop well-rounded talents and abilities (as individuals, as professionals, as citizens) that will serve them as they continue the search for knowledge and learning after graduation.

“Creative, inclusive, and collaborative community” – provides the grounding for discussions of pedagogy, the arts, institutional decision making, planning, staff and faculty development, and the complex role of diversity as an important component of education at Doane.

“Faculty and staff work closely with students” – this clearly was articulated in most conversations as what faculty, students and alumni see as most distinctive about Doane.

“Undergraduate and graduate” – identifies our constituents and allows all programs to see themselves in the mission.

“Preparing them for lives” – recognizes that we are preparing students for the lives they will lead after graduation, but that our focus is on the years they spend in our programs.

“Intellectual inquiry” – in defining the outcomes related to this for the Doane Plan (general education) and other programs' outcomes, we can capture all the elements that were discussed in the focus groups including the concepts of intellectual curiosity, skills in information literacy, critical thinking, problem solving and the broader concepts of free inquiry and the academic freedom to pursue any topic.

“Ethical values” – captures the belief that it is important for Doane graduates to be able to form their own reasoned values, and raise questions on the broader ethical impact of the products of intellectual analysis and problem-solving.

“Engage as leaders and responsible citizens in the world” – we are providing them with the skills and knowledge to lead – not necessarily to hold leadership positions, although they may – to prepare them in whatever position they hold to help define a vision and act with others to achieve that vision whether in a professional, social, religious or political role. We strive to develop graduates who will be responsible citizens who can thrive in a diverse world and are aware of a variety of ways to engage in service or as citizens of a democracy to help define and achieve the common good.

The Board also used the occasion to confirm a statement of the college’s core values developed initially after the 2006 Strategic Plan:

Values: Our four core values help us continue to put the student experience first.

Community: Doane is an engaged and cohesive community comprised of individuals and smaller communities, in which everyone can contribute and participate.

Empowerment: Doane encourages its community members to take initiative—to act effectively and ethically by making principled decisions and taking responsibility for them.

Excellence: Doane sets high standards of teaching, scholarship, service and leadership.

Impact: It is the heart of the Doane experience. At Doane, one can make a positive difference on oneself, on others, on the environment, and on life.

One important element of the discussion was a review of the college’s relationship to the United Church of Christ (UCC) and a decision not to include that relationship in the revised mission statement. The college is proud of its foundation in the historic tradition of the UCC, and the encouragement of free inquiry and moral development that was part of that tradition. While we will continue to underline this connection in our history of the institution, we also recognize that there is no direct financial connection between the church and the institution nor any programming directly related to the UCC’s doctrine or ministry. Indeed, the large majority of students are now drawn from other denominations. We acknowledge the importance of the UCC for a large part of our history, but now see that tradition carried forward in our commitment to free inquiry, ethical reasoning and service to the broader community.

CHART 1-1:

Largest Religious Groups at Doane Among Entering Students

	2010 (N=324, 112 No response)	2009 (N=313, 88 No response)
Catholic	68	73
Lutheran	39	36
Christian	35	44
Methodist	27	36
UCC	2	5

Source: Doane Office of Institutional Research

1A.1

Accessible Documents

Doane College has made its mission documents accessible for strategic planning, and both the 1995 and the 2011 mission statements have been available in all three of our catalogs – Crete Campus, Lincoln and Grand Island Campus, and Graduate Studies. The 2011 mission will also be available in the faculty, student, and employee handbooks and on the college's website. Because the 2011-12 catalogs with the revised mission statement won't be available until the end of August, we have provided the 2010-11 Catalogs with the self-study and will provide the 2011-12 edition of each list for the evaluation team before the visit.

A list of all catalogs is found on the Registrar's Web page

The mission is found in individual catalogs on the pages indicated below:

Crete Campus Catalog, 2010-2011, pp. 5-7

Lincoln and Grand Island Campus Catalog, 2010-2011, pp. 7-8

Graduate Studies Catalog, 2010-2011, p. 6

2010-11 Faculty Handbook p. I-1

Doane College Employee Handbook, 2010-2011, p. 3

1A.2

Communication of the New Mission

Following the broad community discussion on revising the mission statement in the fall and winter 2010-11, the college took additional steps to communicate the final version of the mission statement that was approved by the Board in February 2011. These efforts included:

- Development of the LIVE Doane campaign as an easy hook for students and the entire community to remember the key learning outcomes of the mission. The campaign has used t-shirts, posters, pens, and other paraphernalia to help identify those key mission terms as:

L – Leadership

I – Inquiry

V – Values

E – Engagement

- Communication of the LIVE Doane concept along with discussions of the draft list of strengths, challenges and opportunities at All-Staff and Faculty meetings in May 2011.
- Special programs on the mission in enrollment and orientation sessions at Crete and in enrollment days at the Lincoln and Grand Island campuses.
- Emphasis in faculty development workshops with Liberal Arts Seminar faculty and in general faculty workshops.
- Encouragement of student organization and Homecoming projects related to the mission.
- Communication to the larger community through the Doane Magazine and the Alumni Council.

CORE COMPONENT 1B:

In its mission documents, Doane College recognizes the diversity of its learners, other constituents, and the greater society it serves.

Doane College is determined to build an inclusive community, welcoming to a faculty, staff and student body that reflects the diversity of our region. Doane has made progress since the 2001 comprehensive visit and has discussed new initiatives in 2006, 2008 and now in 2011. We will take steps to fully delineate measurable outcomes in the next strategic plan and identify resources to achieve them.

1B.1

Diversity of Learners – First Generation, Traditional, Non-Traditional & Graduate

Doane College's diversity is represented in multiple ways. It is seen through the diversity of learners – traditional, non-traditional and graduate students who attend the different locations where we offer courses. Our major programs run the gamut from the fine arts and humanities to professional programs in education and counseling. Doane serves full-time residential students who are active in athletics, theatre, student activities or Greek organizations as well as working adults attending part time. Students come from small towns, big cities and outside the state of Nebraska. Over the last three years, 79% - 84% of the Crete students have been recruited from Nebraska, and the remaining students have come from 23 states (see the Geographical Distribution, First-Time First-Year Students, Doane 2010-11 Factbook, p. 2-19). About 40% of our students are Pell eligible, and all traditional undergraduates receive some form of financial aid. While Doane has been historically affiliated with the United Church of Christ, our students belong to a variety of Christian denominations (as seen in Chart 1-1 above) and have also included smaller numbers of Jewish, Muslim and Hindu students. The age range of Doane students is wide across our three campuses.

Some quick facts from the Doane 2010-11 Fact Book:

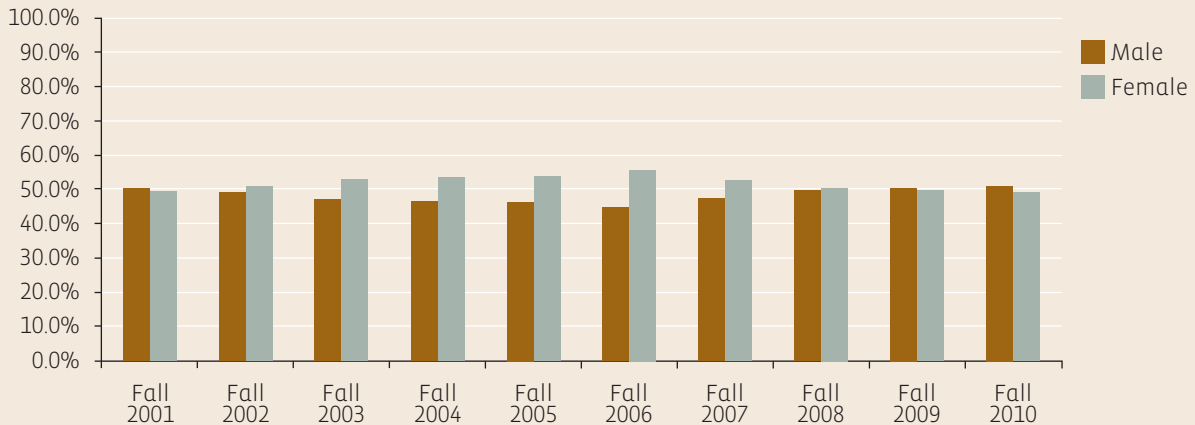
Geographic diversity: Nebraska students have consistently been the largest proportion of the student body, however, in the fall of 2010, the entering students on the Crete campus came from four countries and 16 states. The largest contingents arrived from:

Nebraska	273 (83% of 329 total first-year class)
Colorado	20
Texas	7
Kansas	6

Gender diversity: The Crete campus currently has a more balanced gender distribution than most small liberal arts colleges. In fact, there were more men in the fall 2010 total enrollment than women – 50.9% men to 49.1% women. Part of the increase in male enrollment in 2007 and 2008 resulted from new football and baseball coaches who expanded recruiting to counter low team numbers. Those programs have stabilized and thus our last two years entering cohorts have moved back to the more common pattern – with 54% female entering first-time, first-year students in 2009 and 54.7% in 2010. See Doane 2010-11 Fact Book, p. 2-17.

Graph 1-1:

Crete Campus Gender Distribution of Total Fall Enrollment



First-Generation and Pell-Eligible Students: Doane strives to make higher education accessible and to help low-income and first-generation students succeed. This is particularly evidenced by our continuing TRIO awards from the Department of Education (see 2010 Department of Education Award Letter) to develop academic support programs for these students. Doane was granted a five-year extension of its programs in 2010. In the last five years, 43% - 48% of our students have been first-generation students.

Chart 1-2:

First-Generation Undergraduate Students

	Total Enrollment	Number*	Percent
2006	922	409	44%
2007	921	400	43%
2008	900	388	43%
2009	969	432	45%
2010	1049	503	48%

Chart 1-3:

Pell Grant by Academic Year – Crete Campus

	2004	2005	2006	2007	2008	2009	2010
Continuing Students	227	191	189	188	172	184	208
First-Year*	135	91	87	95	93	142	133
Total Received	362	282	276	283	265	326	341
Unduplicated Headcount	1,036	1,007	941	935	924	969	1,049
%	35%	28%	29%	30%	29%	34%	33%

*Students reviewing a Pell Grant in one or both semesters of the first year.

We have had success in eventually bringing these students to graduation. Of the 2002 and 2003 Pell cohorts, 59% and 50%, respectively, had graduated within six years. The IPEDS Data Feedback Report 2010, [Crete] p. 5 which compared Doane's Crete Campus to 29 Baccalaureate Colleges-Arts and Sciences with similar enrollment identifies that Doane has more students receiving aid (99% to 92%) and more students receiving federal loans (76% to 69%) than the comparison schools. It also documents that Doane is more successful in graduating these students. Doane's four-year graduation rate is 59% compared to 42% and the six-year rate is 67% versus 53% for the comparison schools.

Our mission extends beyond our students on our traditional liberal arts campus to our non-traditional students as well. We educate teachers across the broad arc of their careers, from beginning teachers to principals and superintendents. We serve working adults who want to enhance their job prospects as well as those, particularly in the Master of Arts in Counseling program, who want to change careers. As an adult population, these student groups have different characteristics than our Crete students, although, of course, the large majority are also from Nebraska. Recent economic conditions have shifted the support for these students from employers reimbursing tuition costs to reliance on federal aid and loans. As the The IPEDS Data Feedback Report 2010, [Lincoln] p.4- 5 indicates, in 2008-09, only 18% of **all** undergraduates received Pell grants and 39% received federal loans (compared to 31% and 69% respectively, of similar institutions). But the entering first-year undergraduates in 2008-09 had to rely much more on Pell grants (50%) and 100% secured federal loans (compared to 71% of **first-time** students at similar institutions). Maintaining an affordable education for these students is very much a consideration in our strategic planning, as is discussed in Criterion 2.

Chart 1-4:

Lincoln & Grand Island Undergraduate Pell Grant Recipients

	Total	Total Recipients*	% Total
2007-08	1,125	196	17%
2008-09	1,119	196	18%
2009-10	1,075	270	25%
2010-11	1,024	354	35%

*Grant recipients in unduplicated HC academic year (5 terms).

Racial and Ethnic Diversity: Doane has made modest gains in developing racial and ethnic diversity. Counting underrepresented minorities and international students, Doane increased the diversity of the student body in Crete from 7.3% in 2001 (71 out of 971) to 10.7% in 2009 (104 out of 969), and the undergraduate student body in Lincoln and Grand Island from 5.5% to 11% over the same time period. However, the number of minority students recruited for the Crete campus has hit a plateau in recent years. In underlining the importance of working with the Crete community in our strategic plan, we also recognize the opportunity of working with Nebraska's increasing Latino population in general, as well as focusing more recruiting efforts on Omaha, may help to create a more diverse student body.

Chart 1-5:

Racial and Ethnic Diversity – Percentage of Underrepresented Minorities and International Students

Diversity Among Doane Students

	Crete	Lincoln/ Grand Island	Graduate
2005	6.78%	6.76%	3.12%
2006	11.06%	6.29%	7.12%
2007	11.72%	8.20%	3.75%
2008	11.44%	8.04%	4.25%
2009	10.73%	11.00%	5.02%
2010	10.1%	10.82%	5.26%

1B.2

Doane's Diversity Efforts

Doane College's 1995-2011 mission made a clear statement on the importance of diversity: "Doane seeks to attract students, faculty, and staff with diverse geographic, racial, ethnic, religious, economic, and cultural backgrounds." The intent of our revised 2011 mission is to strengthen our diversity efforts by stating clear goals for building an inclusive community where students are prepared to be engaged citizens in the world. Our commitment is to go beyond merely counting numbers to developing intentional programs that help students value the opportunities created by a truly inclusive campus. We have striven toward these goals through multiple efforts over the last decade. The community made special efforts to advance the conversations on diversity in 2006 and 2008, and renewed them again in January 2011 with World Café conversations involving faculty, staff and students to provide ideas for new programming. President Brand appointed Dr. Doug Christensen, former Commissioner of the Nebraska State Department of Education and professor in the Education Specialist program, as the Special Assistant to the President for Equity and Inclusiveness. He was charged to facilitate these conversations and work with a special advisory group to develop recommendations, *Doane College 2020: A Plan for Equity and Inclusiveness*, for creating a more inclusive community to factor into the new strategic plan that will be finalized in fall 2011.

Doane has initiated several programs in recent years. The President and cabinet have been directly engaged with Crete leaders in monthly breakfast discussions, which focused during the spring of 2011 on community issues raised by immigration and diversity.

The Multicultural Student Services Office on the Crete campus provides a number of supportive services which enhance the mission of Doane College through one-on-one counseling, peer-to-peer support, diversity training and event programming. Of particular note are the annual celebrations of various "Months of Celebration," such as Hispanic Heritage Month and Black History Month. These months are punctuated with awareness programming, guest lecturers, performers, and cultural immersion activities inside and outside the classrooms. During Doane's January interterm, the annual celebration of Martin Luther King, Jr. Day is a highlight of these events. Typically anchored by a keynote address from a local or regionally known guest to campus, the office also hosts a luncheon with students and the keynote speaker for further dialogue. Faculty have frequently integrated these lectures with their interterm courses.

Major multicultural speakers or events in recent years have included:

- Saxophonist Ray Blue's "Night of Jazz and Poetry"
- Traveling Exhibit of the Sankofa: African American Museum on Wheels
- Premiere of the 2010 documentary film "When You Stop Counting," on Hispanic students in the Crete school system
- Kusi Taki, Andean music performance
- Echopoetico, South American music and poetry
- Barry Scott, lecture on "Tribute to Martin Luther King"
- Dr. Patrick Jones (University of Nebraska Lincoln), lecture on "Teaching and Learning about (In)Justice;" "From Dreams to Reality: Racial Justice in Nebraska;" and "From Dreams to Reality: Martin Luther King's Global Vision of Human Rights"
- Dion Jordan's Martin Luther King Day presentation, "Living the Dream"
- Anthony Grooms, lecture on "The Average All-Around: Moral Courage and Fiction"
- Irshad Manji, lecture on "Faith without Fear: A Muslim Woman's Journey from Oppression to Hope"
- Arun Gandhi, lecture on "World Without Violence: Can Gandhi's Vision Become Reality?"
- Kimberly Dozier, lecture on "Fighting to Report and Survive in Iraq"
- Dr. Lazaro Arturo Spindola, the Nebraska Latino American Commission Executive Director; Pastor Ralph B. Lassiter, senior pastor of the Mt. Moriah Missionary Baptist Church in Omaha, Martin Luther King, Jr. Day lectures and discussion
- Ashanti African Roots and Reggae Band
- Paul Rusesabagina, lecture on the reality behind the film "Hotel Rwanda"

Student-to-student support can be a key factor in retaining students drawn from underrepresented minorities. The Women's Mentoring Group allows women to connect and develop their personal skills; these women often stay connected to campus and one another long after graduation. This group in turn has connected with the Prizm Club at Crete High School and mentors local high school students.

A significant number of academic courses teach aspects of diversity and inclusiveness. This is particularly true of those courses fulfilling the Cultural Perspectives area of the Doane Plan that helps students to achieve "An understanding of the values, traditions, behaviors, and philosophical foundations of diverse national and international cultures." The area includes such courses as:

- ANT 308: Cultural Anthropology
- BUS 357: International Marketing
- CMS 321: Intercultural Communication
- ENG 329: Great Plains Studies
- GEG 301: Social-Cultural Geography

- HIS 321: American Race Relations
- HIS 340: The United States and Latin America
- HIS 349: Contemporary Europe
- INT 310: Survey of African Studies
- INT 311: Japanese Literature and Culture
- RST 315, 415: Buddhism
- RST 318, 418: Islam
- SOC 324: Race and Nationality

We have made efforts to expand the number of students who study off campus for a full semester (increased to 41 in 2009-10) and continue to provide short-term trips in the January and May interterms. All Crete campus students have access to a \$1,000 travel scholarship (increased from \$700 in 2007) in their junior or senior year, and Honors students and foreign language students receive additional support for study abroad. Unfortunately, the recent economic downturn has had an impact on the financial ability of our students to take advantage of some of these opportunities. Our challenge is to continue to explore ways to involve students in diverse cultures domestically or through the use of technology even if they cannot afford to travel abroad.

Chart 1-6:
Interterm Data

Interterm/ Trip Abroad	% of Crete Students Participating
2006 ITM	10.7%
2007 ITM	13.9%
2008 ITM	9.4%
2009 ITM	8.3%
2010 ITM	6.4%

Campus Climate for Diversity

Results from the National Survey of Student Engagement (NSSE) surveys confirm that Doane College’s diversity efforts are having some impact on our students’ education. On the following four measures, concerning aspects of campus life relevant to diversity, Doane’s is consistently improving. On questions concerning diverse perspectives in class or conversations with students who have different views, in spring 2010, Doane first-year and senior students reported “often” or “very often” at a rate at or above schools in the same Carnegie class and above the rate for all institutions that used the NSSE. We intend, of course, to work on continuing to improve our students’ exposure to a variety of viewpoints as part of an inclusive community. We still have work to do on directly engaging Doane students with students who are drawn from a different racial or ethnic background than their own. Only 45% of Doane seniors reported such conversations in 2010 compared to 54% of our Carnegie peers.

Chart 1-7:

NSSE Diversity Engagement Item

In your experience at your institution during the current school year, about how often have you done each of the following?
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

		First-Year Students			Seniors		
		Doane College	Carnegie Class	NSSE National's	Doane College	Carnegie Class	NSSE National's
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2006	68%	79%	60%	68%	68%	60%
	2008	71%	68%	62%	72%	68%	61%
	2010	73%	67%	62%	67%	68%	63%
Had serious conversations with students of a different race or ethnicity than your own	2006	46%	49%	49%	39%	49%	52%
	2008	53%	57%	51%	52%	55%	54%
	2010	57%	56%	52%	45%	54%	55%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2006	57%	63%	55%	58%	57%	56%
	2008	54%	63%	55%	61%	61%	56%
	2010	67%	61%	56%	61%	60%	56%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2006	55%	67%	59%	66%	66%	64%
	2008	58%	65%	60%	67%	67%	64%
	2010	70%	67%	62%	67%	70%	67%

1B.3

Role of Diversity and Non-Discrimination in College Policies

The role of diversity at Doane College is reflected in our college policies and handbooks:

- Faculty Handbook: mission statement in page I-1 illustrates “Doane seeks to attract students, faculty, and staff with diverse geographic, racial, ethnic, religious, economic, cultural backgrounds.”
- Employee Handbook: (p. 1) includes a notice of nondiscrimination: “Applicants for admission and employment or professional agreements with the college are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status or sexual orientation in admission or access to, or treatment, or employment in its programs and activities.”
- The Crete-Student Handbook: (p. 1) also includes a notice of nondiscrimination and a description of the Multicultural Support Services Office (pg 39) that was established in 2005 to support students from different backgrounds.
- The Lincoln/Grand Island Undergraduate-Student Handbook: 2010-11 (p. 2) also communicates our position on non-discrimination: “Doane College continues its historic policy of nondiscrimination with reference to student applicants, applicants for employment, professional agreement or students enrolled, on the basis of race, color, religion, gender, sexual orientation, national origin, disability, age or marital status.”

1B.4

The Future: Developing an Inclusive Community

During the fall of 2011, the Doane Community will be discussing the recommendations made by the planning group headed by Dr. Christensen. Their report, *Doane College 2020: A Plan for Equity and Inclusiveness*, clearly articulates the differing dimensions of the challenges in building awareness of diversity, including the academic dimension of building an awareness of the intellectual and ideological, and the social dimension that develops respect for different cultures, all while developing models of inclusive communities. Among the first steps that the group recommends are:

- Build the competence of all members of the campus community to move beyond the demographics of diversity to the social and cultural issues of equity and living inclusively by hosting a campus-wide workshop(s) to not just raise awareness but develop competence for inter-group relations.
- Encourage scholarly projects and create co-curricular activities that provide faculty, staff and students the opportunity to work and live with diverse populations both on and off campus.
- Establish a formal structure for the initiatives through an elected Advisory Council/Commission with access to the President and cabinet.
- Develop plans for recruiting and retaining faculty, staff and students from underrepresented groups.
- Expand opportunities for faculty, staff and students to travel and study off campus to experience diverse cultures through cultural immersion.

We will provide the team with an update in October on the tactics that have been developed to initiate the diversity plan. The overall goal of this discussion is to create measurable goals that help students to learn the value of a truly inclusive community.

CORE COMPONENT 1C:

Understanding of and support for the mission pervade the organization.

The discussions and surveys that initiated the strategic planning process in 2009 and 2010 revealed a remarkable consensus about the identity and character of the college. Alumni were asked what Doane meant to them. While for some it merely meant the place they had spent four years in school, for many more alumni the questions led them to share memories of a college that followed through on its mission. These responses from the alumni surveys are broadly illustrative of the dominant tone of their comments about the community formed at Doane:

- “Doane was like a community in itself. Everyone knew everyone on campus and you left with more friends than if you attended an institution with a much larger enrollment. When you attend Doane, you have a bond with everyone that ever graduated from the place.”
- “The ongoing interaction, communication and friendships of faculty, staff and students associated with Doane.”
- “I was never ever a number.”
- “I knew almost everyone on campus when I was there and the faculty and staff knew me as well. It also means that when I meet someone that graduated from Doane we can have a lengthy conversation about our college days, no matter how many years are between us.”

- “A community that supports an individual.”
- “The group of people that motivated, supported, molded and celebrated with me during that pivotal time of change and transition into adult life.”
- “All of the friendly staff members and great faculty members who exemplify Doane’s culture of friendly, honest, helpful people who are there to create the best environment for students to learn and grow.”
- “The faculty and administration want the students to succeed and take an active interest in their successes to ensure the Doane experience is positive. At Doane, you are a person and not a number like most larger institutions.”

The quality of the faculty and student interactions will be discussed more fully under Criterion 3. In terms of judging Doane’s success in fulfilling the mission’s promise of delivering an exceptional liberal arts education, the surveys reveal a consistently high estimation of the Doane experience among alumni and current students. Alumni (96.6%), Crete undergraduates (92.3%), adult learners (96.1%), and graduate students (94.3%) all agree by a significant majority that “Overall, I am satisfied with the education I receive(d) from the college.” The responses also indicate that Doane is effective in keeping the larger community informed about its mission and direction – 91.3% of 1,190 alumni rated the overall quality of communication from Doane as excellent or good.

The understanding of Doane’s core identity is also clear on campus. The college carried out extensive meetings with faculty, staff and students to review and discuss our mission in the fall of 2010. In analyzing those sessions we found the same consistent themes cited as the most important elements of Doane’s identity. These terms were repeatedly voiced in those conversations:

- Liberal arts
- Free inquiry – open inquiry – intellectual inquiry – pursuit of knowledge
- Lifelong learning – intellectual curiosity
- Diversity – inclusivity – value the complexity of diversity
- Leadership and empowerment
- Application of knowledge – applying theory to practice
- Global community – serving larger common good
- Mentorship model of education - Student-teacher relationship
- Ethical reasoning – ethics

The final mission statement approved by the Board in February 2011 was drawn out of those strategic planning surveys and conversations. Our full understanding of the mission terms is explained above. The mission represents a broad consensus about what is most important in a Doane education at all levels.

1C.1

Relating the Mission to the Strategic Plan

The revised mission discussions paralleled the discussions of our strategic plan. While the final plan will not be submitted to the Board of Trustees for approval until we have the input of the newly chosen President and develop measurable goals and tactics, the draft themes of the plan are clearly linked to the new mission.

Theme 1 - Doane College will provide a creative and engaging living and learning environment.

Theme 2 - Doane College will provide a national model for establishing practitioner-based liberal education in non-traditional and graduate programs.

Theme 3 - Doane College will foster a creative, inclusive and collaborative environment in which faculty and staff can generate innovative responses to the changing conditions in higher education.

Theme 4 - Doane College will serve as a vital resource in enhancing Crete and in promoting its cultural and economic development.

Theme 5 - Doane College will increase its local, regional and national visibility. We will provide the team with an updated draft of the strategic plan in October.

1C.2

Doane's resource allocation flows from and supports the strategic plan and the mission.

President Brand, working with the Office of Institutional Research, developed a comprehensive tool that provides the Board each fall with key performance indicators of measurements tied to the strategic plan. That Indicator helped to focus both cabinet and Board discussions for the annual and five-year budgets. The success of tying the mission to strategic planning is demonstrated by the achievements of the 2006-2011 Plan, detailed in the Introduction. As discussed in Criterion 2, the Vice President for Business and Finance updates the five-year budget projection each semester to reflect the evolution of the plan as new initiatives are identified and resources become available. In the spring of 2010, the Vice President for Academic Affairs (VPAA) updated the budgeting process for academic programs so that the VPAA can discuss broad strategic priorities with division leaders prior to submitting individual academic budgets in March each year.

1C.3

Connection of the Mission to the Curriculum

Doane's academic programs have been driven by our mission and liberal arts identity. We will discuss the link of the Doane Plan's learning outcomes to mission outcomes more fully in Criterion 3 and 4. Here we will note that the Doane Plan Committee and the Vice President for Academic Affairs also created a task force in 2010-11 charged with reviewing and revising the general education program philosophy, learning outcomes and structure to reflect an intentional pursuit of the new mission. The discussion was initiated with a workshop on general education for all faculty in August 2010, and then the task force sent a team to the Association

of American Colleges and University's March 2011 Conference on General Education and Assessment in Chicago. The task force conducted a three-day retreat in June 2011 to develop a detailed proposal for a revised general education program that intentionally pursues the mission's learning outcomes. The linkage is clear in the language which draws from and expands on mission goals.

Philosophy of General Education – Draft June 2011

The Doane experience is an immersive, collaborative environment, a community of students, faculty and staff that inspires students to take responsibility for their ongoing academic and personal growth. It is a defining experience that serves as a catalyst for students to develop intellectual skills, to build connections among diverse sources of knowledge, and to adapt their liberal education to serve and to lead at all levels of social, civic and professional citizenship.

Essential Student Learning Outcomes – Draft June 2011

1. Develop crucial *intellectual skills*. Students will learn to:
 - engage in discovery;
 - assemble and evaluate facts and assumptions;
 - support conclusions with relevant evidence; and
 - practice effective communication.
2. Build *connections of knowledge* across various disciplines. Students will learn to:
 - synthesize knowledge across general and specialized studies;
 - develop creative insights and expressions; and
 - apply and integrate knowledge collaboratively to solve complex problems.
3. *Adapt* their liberal education to serve and to lead at all levels of citizenship. Students will learn to:
 - create a refined, empathetic understanding of a multifaceted world;
 - orient their own ethical compasses to act accordingly; and
 - engage with people of varying perspectives to build just societies.

We will provide the team in October with an up-to-date version of the task force's proposal.

We have also built the identity of our non-traditional and graduate programs around the liberal arts. As captured in a Report of the Ad Hoc Committee on Non-Traditional and Graduate Education on these programs, produced for the Board of Trustees in May 2011, non-traditional and graduate programs are:

1. Focused on the unique needs of non-traditional students. As stated in the Lincoln and Grand Island Catalog, our programs specifically commit to serve “individuals who can benefit from a combination of classroom learning experiences, learning outcomes of previous formal education, and knowledge gained from work and life experience.” The classes recognize that these students bring a rich resource of previous experience into classes, and that they are “task-centered, problem-centered and life-centered in their orientation to learning.” A great deal of effort is focused on students developing individual learning objectives and making sure they have the support needed to succeed in academic study.
2. Oriented for liberal education. These programs are intended not just to provide the credits that students need to be credentialed or licensed, but the skills and inclination to be reflective and critical thinkers and problem-solvers who can continue to learn, develop knowledge and communicate effectively in

the changing economic, professional and personal circumstances that they will meet after graduation.

3. Practitioner oriented. As stated in the graduate catalog, all of these programs are “based on an awareness and respect for information and experience brought from the field.” Part-time faculty are chosen for their expertise in the field and ability to provide concrete techniques, advice and experience for students as they aspire to be practitioners themselves. Program standards are designed to create professional growth for the participants.

1C.4

The Mission Outside Academics – Leadership

We have established leadership as a distinguishing component of Doane College beyond the academic program. The Doane Leadership Quotient (DLQ) provides regular programs and workshops on leadership development for administrators, directors and key staff from all three campuses. The Hansen Leadership program provides co-curricular and residential programs in leadership development for Crete students. Both of these programs will be discussed more fully in Criterion 4.

CORE COMPONENT 1D:

Doane’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Doane College is effectively organized to support its mission. The governance of the college is generally marked with a clear structure and provides for collaborative decision making. The college is moving to clarify the structure of departments and roles of department chairs on the Crete campus, where the Faculty Affairs Committee will act on a draft proposal in the fall of 2011.

1D.1

Board of Trustees

The Bylaws of Doane College clearly define responsibility and authority that ensure effective oversight of the institution and implementation of its mission. The Board of Trustees has final authority for the operation of Doane College and exercises all the powers given by the State of Nebraska for Boards of Directors of non-profit organizations. The Board consists of 24 - 36 members (see current membership) and meets twice each year, normally in October and May, in addition to a February meeting of the Board’s Executive Committee. The latter meeting has expanded to include invitations to all Board members. The Board exercises supervision through nine standing committees, and selects the President and charges him/her with the administration and governance of the college. While recognizing that final direction of the college rests by law with the Board, the By-Laws indicate that the Board clearly invites the faculty’s recommendations to the President and the Board on such matters as:

- setting the educational policies of the college
- recommending rules of conduct to be observed by students
- recommending candidates for earned and honorary degrees
- developing the policies and procedures for the operation of governance of the faculty and the academic affairs of the college.

The Board of Trustees has regularly engaged in educational sessions and workshops to discuss the identity and mission of the College including “Who We Are” in October 2009, “Liberal Education and Assessment” in October 2010, and “The Mission, Strategic Plan, and Accreditation” in February 2011.

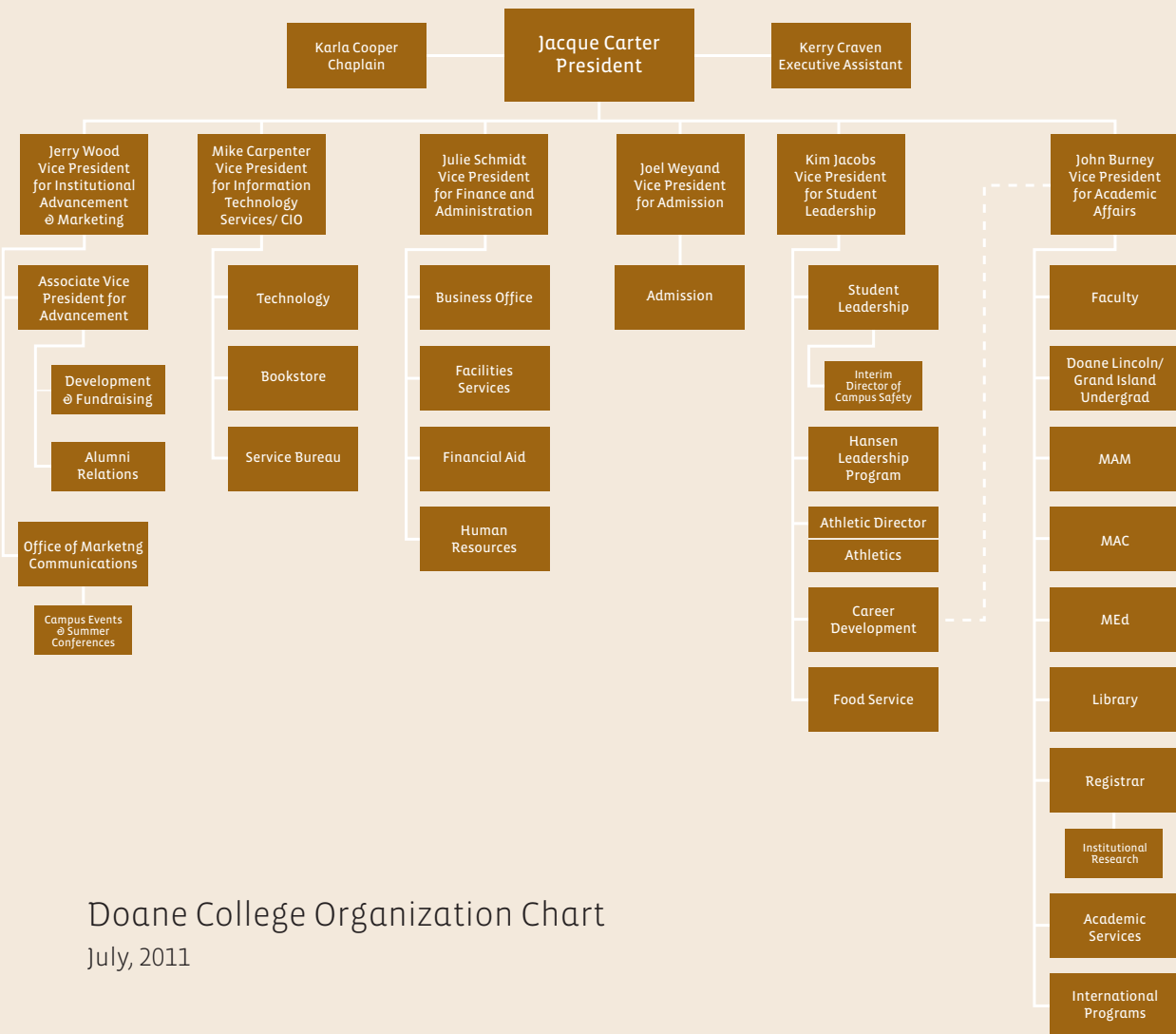
1D.2

Administrative Structure

The Article 5, Section 2, of the Bylaws detail the responsibilities of the President. They include general supervision and responsibility for:

- instruction
- care and use of buildings and grounds
- development of plans and programs for the enrichment of the resources and services of the college
- reporting to the Trustees and making recommendations concerning the development of the institution
- communication between faculty, students and the Board
- finances

The President appoints Vice Presidents for Academic Affairs, Admission, Finance and Administration, Information Technology Services, Institutional Advancement and Marketing, and Student Leadership. The Undergraduate Dean for Lincoln and Grand Island and the Graduate Deans for Education, Management and Counseling report to the Vice President for Academic Affairs. The Doane Organizational Chart provides an overview of the administrative structure for the entire college.



Doane College Organization Chart
July, 2011

While recognizing that authority ultimately rests with the Board and the President, the college engages in collaborative processes for important decisions. From strategic planning to performance evaluations, multiple levels of the governance structure are involved in decision making, action planning and implementation. The current strategic planning and parallel self-study, for example, were kicked off by a meeting of all faculty and staff in January 2010 (see the Doane Community Day Summary, January 2010). Doane's Strategic Planning Stewardship Team and Self-Study Steering Committees have included representation from all constituencies to continue the process of evaluating our effectiveness and identifying and implementing the strategic direction of the college. Meetings with multiple groups advanced the discussion of the mission revision and the development of the five major strategic themes during 2010-11 and will continue as Doane finalizes the strategic plan in the fall of 2011.

1D.3

Faculty Governance

The 2010-2011 Doane College Faculty Handbook details the faculty governance system. Full faculty meetings are held once a month during the fall and spring semesters. Both full-time faculty and adjunct faculty who teach at least six credits per term may attend as voting members. Academic programs are organized into divisions: Academic Information Services; Economics and Business; Education; Fine Arts and Humanities; Science, Mathematics, and Information Science and Technology; and Social Science, each with a faculty chair who receives release time and a small stipend for their service. Faculty governance operates through 13 standing committees which make recommendations for consideration at the meetings of the full faculty. The most important committees are:

- Academic Affairs Committee: considers all changes in discipline offerings, academic policies and makes recommendations on the relationship between academic and co-curricular activities and athletics
- Academic Standing Committee: makes decisions on students who have not made satisfactory academic progress and recommendations relating to admission, financial aid and retention
- Assessment Committee: works with departments on major assessment and carries out assessment of the mission and the Doane Plan
- Doane Plan Committee: oversees the general education program
- Faculty Affairs Committee: makes recommendations on policy regarding faculty personnel concern, tenure and promotion, and on matters of faculty welfare
- Graduate Academic Affairs Committee: considers all changes in graduate course offerings and academic policies
- Steering Committee: makes recommendations in regard to the structure and functioning of all existing faculty committees and appoints faculty members as liaisons to Board of Trustee standing committees

Faculty have been involved in the curriculum development process at Doane College since its inception. Curriculum changes proceed through a three-stage process starting at the department/division level, moving through the Academic Affairs Committee, and finally to a vote of the full faculty at one of the regularly scheduled faculty meetings. At all stages in the process, the proposed changes are evaluated in terms of fit with the mission of the college and the existing curriculum. The process of ensuring curriculum coherence includes the involvement, as appropriate, of one of three faculty standing committees: Academic Affairs, Graduate Academic Affairs or the Doane Plan Committee which then recommend action on courses or majors through a review and a vote by the full faculty at one of the regularly scheduled faculty meetings (See Minutes for Faculty Meetings 2010-11 in the resource room).

The Faculty Affairs Committee is in the process of evaluating a number of revisions to the Faculty Handbook for consideration by the steering committee, faculty and Board in 2011-12. Revisions include establishing the definition of academic department and the role of department chairs, clarifying the definition of faculty who vote at faculty meetings, and reviewing the criteria for promotion and tenure. We will share drafts of proposed revisions with the evaluation team in October.

1D.4

Doane Student Governance

The Student Congress (STUCO) is the self-governing body for all students on the Crete campus. Student Congress represents and promotes student interests and opinions, and allocates funds to campus-recognized organizations from student fees. Student Congress also sponsors special events and is invited to meet bi-annually with the Doane College Board of Trustees as representatives of the student body. The student body elects President, Vice President and upper- class senators in the spring. Three first-year students are elected during the fall semester to serve as senators.

Student Congress initiatives in recent years include designating representatives to serve on the committee for residence hall renovations, obtaining a “14 anytime” meal plan option, promoting a more inclusive Doane community, incorporating lighting for the baseball and softball complex into future plans, commencing a mentoring program for students at high risk of not being retained at Doane, purchasing new furniture for Perry Campus Center, acquiring ice machines on both sides of campus, and supporting green initiatives on campus. See the minutes of the Student Congress for 2010-11 in the resource room.

1D.5

Communication and Information-Sharing

The college has multiple communication channels that facilitate a campus culture of collaboration and transparency. They include:

- Presidential monthly update letters during the academic year (see examples from 2010-11)
- A verbal report by the President at monthly faculty meetings (see Faculty Meeting Minutes for 2010-11)
- Twice yearly all-staff meetings with the cabinet in both Crete and Lincoln. These meetings have been used to report information and hold discussions. The May 2011 staff meetings, for example, were used to engage staff in small group discussions of the key findings on strengths and challenges identified by the self-study criterion committees.
- Special meetings on strategic planning and mission, including an all-campus meeting in January 2010 and seven luncheon meetings on the mission revision and draft strategic themes in the fall of 2010.
- Budget information meeting after the October and February Board meeting. The Vice President for Finance and Administration presents the draft (February) and final (October) budgets, updates the college’s five-year budget projections, and takes questions and comments from faculty and staff.
- *The Doane Magazine* published twice each year.
- Doane Leadership Quotient (DLQ) workshops and sessions for 40 directors, deans and Vice Presidents that will be discussed more fully in Criterion 4.

CORE COMPONENT 1E:

The organization upholds and protects its integrity.

The overwhelming evidence of student and alumni satisfaction with their Doane education, cited earlier in this chapter, demonstrates that overall the institution acts with integrity. The college carries out that sense of institutional integrity through its policies and procedures.

1E.1

Statements of ethical standards and integrity.

A commitment to fairness and integrity is reflected in our formal documents. The college follows all local, state and federal laws. It follows standard accounting practices, including regular independent audits (see Financial Statements and Auditors Reports). The Board of Trustees and senior administration are subject to a clear conflict of interest policy (see Bylaws Conflict of Interest Policy.) Standards of integrity and quality of all employees and students are clearly communicated in the Employee Handbook and the Student Handbook. Particularly of note is the Code of Conduct adopted in May 2009. It commits Doane employees to compliance with all applicable law and regulations and also demands that:

“...rules of fairness, honesty, and respect for the rights of others govern our conduct at all times.”

“In addition, each individual is required to conduct college business with the utmost honesty, accuracy and fairness. Each situation is examined with this standard. No unethical practice is tolerated on the grounds that it is “customary” outside of Doane College or that it serves other worthy goals. Expediency should never compromise integrity.” (Employee Handbook, p. 3)

The Student Handbook, pp. 75-83 details Student Conduct rules and policies on academic integrity. The Faculty Handbook establishes clear policies on academic freedom, academic integrity and research ethics guidelines.

The handbooks establish a comprehensive view of institutional ethical standards and accountability and include these policies:

- Board oversight of college operations
- Audit policies for institutional budget integrity
- Conflict of Interest policies for Board and relevant employees
- Compliance with federal and state laws – including FERPA and OSHA..
- A Code of Conduct and clear policies on behavior with both internal and external constituencies
- Policies on speakers and/or academic freedom
- Policies on academic integrity
- Commitment to ethical research and accuracy in institutional reporting
- Effective processes for responding to grievances/complaints
- Notices of nondiscrimination
- Anti-harassment policies

Doane College also maintains a clear procedure for reporting violations – the Doane College Whistleblower Policy (see Student Handbook, pp. 141-143 and Employee Handbook, pp. 5-8) as well as grievance procedures for employees (see Employee Handbook, p. 37-38). In order to maintain “high standards of professional and personal ethics,” the Whistleblower policy provides an “avenue for faculty and staff, students, Trustees and other volunteers to raise concerns and reassurance that they will be protected from reprisals or victimization for whistleblowing in good faith.” There have been no reports under this policy in recent years.

Conclusions: Strengths and Challenges

Doane College has used its mission as a guide for developing programs and procedures, and has operated at a high degree of institutional integrity. The Planning Stewardship Committee with the approval of the Board of Trustees and the President invited the entire community into a conversation in 2010 and 2011 to review of Doane’s identity for the 21st century. The community developed a broad consensus on recasting Doane’s mission statement and reaffirmed our institutional commitment to providing an exceptional liberal arts education. Our task in 2011-12 is to finalize a college-level strategic plan for 2012-2017 that is grounded in the new mission. Then in 2012-13 we will align the missions and goals for individual units and academic programs with College’s priorities.

Strengths

- Doane College has a clear set of mission documents. The faculty, staff, students and Board joined in a collaborative development of the new shorter, more focused mission statement and set of institutional values which are now being used as guides to set strategic priorities.
- Doane College’s community and alumni have a firm sense of its liberal arts identity, and the foundation of its programs in a close mentoring relationship between faculty and staff and students.
- Doane’s programs, curriculum and pedagogy are connected to the mission.
- Doane has a history of broad participation in planning processes and has demonstrated achievement or progress on most goals from the 2006 strategic plan.
- Doane serves many types of learners through its undergraduate, non-traditional and graduate programs in Nebraska. The Master of Education program offers courses through the entire state.
- The college has clear official policies in place to maintain its institutional integrity.

Challenges/Opportunities

- Dr. Jacque Carter, newly appointed as President starting in July 2011, and the Strategic Stewardship Team will have to engage fully in 2011-12 in completing the college-wide strategic plan and establish clear institutional priorities for resource allocation. The strategic plan needs to be put on a rolling five-year basis.
- We have initiated several new means of communication in recent years, but need to continue to work on consistent communication across campuses, divisions and areas of the college. We also face the challenge of enhancing support for our students to study away from campus.

- Doane needs to act on the recommendations for developing greater equity and inclusiveness by identifying measurable goals for diversity and tying them to planning and budgets.
- We have the opportunity to use the new mission to ensure that our definition and assessment of liberal arts goals and educational processes are consistent for all campuses.
- Human Resources is developing processes to more clearly tie employee evaluations to pursuit of goals drawn from the college mission and values.
- While we have responded quickly to changes in federal and state rules in the past, we will need to be prepared for future regulations that may require greater resources from Doane to update our policies and to provide appropriate training for faculty and staff.