



LAKELAND

◆ COLLEGE ◆

A Framework for Continued Growth and Development

(adopted by Lakeland College Trustees 10/30/13)

EXECUTIVE SUMMARY

The Higher Education Marketplace

- Students expect access to classes not limited by geography, time or modality
- Wisconsin's traditional-aged college student population is declining by 5% per year
- College affordability is a national issue with federal and private student loan debt exceeding \$1.2 trillion
- Students and families want a measurable return on college investment
- Local business and civic leaders are concerned about the region's workforce; 60% of Wisconsin's jobs will require post-secondary education by 2018
- The growing educational markets in Wisconsin are working adults, low-income and first-generation students, and students of color

Institutional Challenges

- Meeting the changing expectations of students in terms of education delivery and content
- Preparing students to transition from classroom to work or graduate school
- Controlling the costs of education
- Maintaining rigor and consistency across delivery platforms
- Achieving increased levels of financial stability and strength

The Five Institutional Goals

- I. Provide a Quality Educational Experience that Reflects 21st Century Teaching & Learning Practices
- II. Improve Financial Performance Through Increased Enrollment and Innovations in Cost Control
- III. Improve Student Preparation for Post-Graduate Success
- IV. Provide Opportunities for Students, Faculty and Staff to More Fully Understand and Achieve Wellness Across Multiple Dimensions
- V. Be an Institution that is Recognized as a Vital Resource to the Communities It Serves

Accountability Measures – How We Know We Are Succeeding

- Increased traditional and evening, weekend and online enrollments
- Increase first-time, full-time student four-year graduation rates in the traditional program from 38% to 50% and the six-year rates from 48% to 60%
- Increase year-over-year retention rates in the traditional program from 67% to 87%
- Increase year-over-year persistence rates in evening, weekend and online enrollments
- Increase yearly operating net margin from \$1.0 million to \$2.0 million initially, with further increases based upon growth and financial modeling

I. INTRODUCTION

Higher education is in the midst of significant change—change that has not been witnessed since the 1960s when large publicly supported institutions and state-wide systems emerged. That era was punctuated with steadily increasing state and federal aid to higher education to accommodate the first waves of baby boomers.

For Lakeland College, significant change has not occurred since 1978 and the founding of what was to become known as the Kellett School of Adult Education. Through Kellett, Lakeland extended its basic education delivery model to students who were a little older than the traditional-aged student, were already in the workforce and who needed an educational facility that was in close proximity to their home or work. Although it was a significant innovation, it essentially relied upon the same model of knowledge transfer—a teacher with students in a classroom.

In contrast, today's students, be they traditional-aged or working adults, have embraced technology and expect access to classes that are not limited by geography, time or modality. They are also concerned about the immediate and long-term costs of their education and of their ability to be gainfully employed upon graduation.

At the same time, local business and civic leaders are increasingly concerned about the region's workforce. According to a 2012 Lumina Foundation report, approximately 60 percent of Wisconsin's jobs will require post-secondary education by 2018. Currently, only 40 percent of Wisconsinites and 34 percent of people in Sheboygan County have this level of educational attainment. To achieve the goal of an appropriately educated workforce, the report recommends, "Wisconsin must increase college success among the fast-growing groups... working adults, low-income and first-generation students, and students of color."

Particularly in the transition from school to work, a greater alignment with local industry will allow us to attract young people not only to attend Lakeland, but to make this region their permanent home. With our region being the headquarters for many world-class companies, there are ample opportunities for well-educated, motivated young people to start and build satisfying professional careers right here.

Lakeland is positioned well to navigate the new realities of today's higher education marketplace. We are willing to address difficult questions and to acknowledge that the future is going to be significantly different than the past. We also benefit from a remarkable history of successful institutional change; a talented and dedicated community of faculty, staff and trustees; and generous philanthropic support from alumni, foundations, corporations and the local community.

II. CREATING AN INSTITUTIONAL FRAMEWORK FOR CHANGE

A diverse group of faculty, staff and community members have served on the Strategic Planning Steering Committee (SPSC) and Goal Working Groups over the past year. They have provided invaluable insight and feedback into the issues and factors that will need to be addressed to succeed in a change process. In recognition and appreciation of their hard work and dedication, we acknowledge those who have served on these teams over the last several months:

- Meg Albrinck, VP for Academic Affairs & Dean of the College
- Betsy Alles, Community Member
- Ignacio Alvarez-Garcia, Faculty Member
- April Arvan, Faculty Member
- Phil Beukema, Community Member
- Deborah Bilzing, EWO Faculty
- Beth Borgen, Staff
- Katherine Culotta, Faculty Member
- Michael DeRoehn, Staff
- Christopher Donlon, EWO Student
- Daniel Eck, Interim President
- David Gallianetti, Staff
- Richard Haen, Staff
- Debra Hagen-Foley, Staff
- Mark Holzman, Alumnus
- Rebecca Johnston, Alumna
- Mehraban Khodavandi, Faculty Member
- Brett Killion, Faculty Member
- Erin Kohl, Staff
- Karl Kuhn, Faculty Member
- Joshua Kutney, Faculty Member
- Cindy Lindstrom, Faculty Member
- Adam Payne, Community Member
- Sharon Roob, Staff
- Joel Schuler, Alumnus
- Jen Siebert, Staff
- Greg Smith, Faculty Member
- Chuck Stockman, Faculty Member
- Ken Strmiska, VP for Advancement and Strategic Planning
- Bill Weidner, Faculty Member
- Paula Wilkinson, Staff
- Braden Woods, Traditional Student
- John Yang, Faculty Member

As stated previously, the initial work of the SPSC focused on the guiding principles. Kaludis Consulting facilitated this process.¹ At the same time, these consultants also conducted an institutional S.W.O.T. analysis with the Lakeland Board of Trustees.

At the conclusion of the consultant-led processes, the college leadership team, comprised of institutional vice presidents, reviewed the analysis and framed strategic questions that required further exploration. To broaden their knowledge base of the higher education environment, the leadership team reviewed and discussed articles and reports pertaining to the state of higher education, the issues most likely to impact colleges in the future and the innovations that may likely change the ways in which institutions approach their work going forward.

The exploration challenged personal and institutional assumptions of what a collegiate experience may look like in the not-too-distant future. The expanded body of information was then shared with members of the SPSC. The resulting conversations between the college's Leadership Team and the SPSC resulted in the emergence of the following five Institutional Goals ("Goals"):

The Five Institutional Goals

- I. Provide a Quality Educational Experience that Reflects 21st Century Teaching and Learning Practices
- II. Improve Financial Performance Through Increased Enrollment and Innovation in Cost Controls
- III. Improve Student Preparation for Post-Graduate Success
- IV. Provide Opportunities for Students, Faculty and Staff to More Fully Understand and Achieve Wellness Across Multiple Dimensions
- V. Be an Institution that is Recognized as a Vital Resource to the Communities It Serves

We fully expect that if we successfully implement the five Goals, the following accountability measures will be favorable. These measures will be tracked and reported regularly to the Trustees and other institutional stakeholders.

¹ The SPSC and President's Cabinet, after board input at the February 2013 board meeting, created draft revised mission statements and core value statements. The drafts are attached as an appendix to this document. After further review and input from faculty, the drafts will be presented to the board in February 2014.

Institutional Accountability Measures:

- **Enrollment Targets.** At this point in the planning process, we cannot establish an informed enrollment number. Enrollment success is not merely stating an overall number, but rather it is a deep understanding of where we have existing capacity and where it is economically advantageous for us to add capacity. To this end, Goal II, Strategy A (Financial Modeling), when implemented will provide us with enrollment targets for all Lakeland programs.
- **Graduation Rates.** Increase first-time, full-time student four-year graduation rates in the traditional program from 38% to 50% and the six-year rates from 48% to 60%.
- **Retention Rates.** Increase year-over-year retention rates in the traditional program from 67% to 87%.
- **Persistence Rates in EWO (evening, weekend and online programs).** At this point in the planning process, we do not have the historical data to make an informed goal for increased EWO persistence rates. To this end, Goal II, Strategy A (Financial Modeling), when implemented will provide us with the data that can then be the foundation for establishing a retention rate goal.
- **Increased Financial Strength.** Increase yearly operating net margin from \$1.0 million to \$2.0 million initially. The increase in net margin will be derived primarily from cost containment and increased efficiency, enrollment growth and increased institutional support through fundraising. The increased net margin will fund capital improvements, strategic growth needs of the college and capital reserves. As enrollment targets are established (as per the first accountability measure, above), revised operating net margins will be established.

After the establishment of Goals and the agreement on accountability measures, the members of the Strategic Planning Steering Committee were divided into working groups and tasked with articulating Strategies and Tactics for implementing each Goal.

Their work resulted in the fully articulated strategic framework that is presented over the following pages. All Goals, Strategies and Tactics were developed explicitly to apply across all Lakeland's educational platforms (e.g. traditional, evening, weekend, online and international) and operational areas (e.g. Advancement, Student Services, Administration, etc.).

An initial timeline of key deliverables, including the establishment of specific targets and timeframes for these Institutional Accountability Measures, is presented in Section of III of this document.

THE FIVE INSTITUTIONAL GOALS

GOAL I

LAKELAND COLLEGE WILL PROVIDE A QUALITY EDUCATIONAL EXPERIENCE THAT REFLECTS TWENTY-FIRST CENTURY TEACHING AND LEARNING PRACTICES

To achieve this goal, the college will implement the following six strategies and supporting tactics:

Strategy A: The college's curriculum will be relevant, rigorous and consistent.

Tactics:

1. Develop a process for continuously improving and reviewing curriculum for rigor, relevance and consistency
2. Engage external voices from the community through advisory boards and peer reviews to inform decisions
3. Ensure that the institutional culture supports relevant, rigorous and consistent curriculum
4. Engage and motivate faculty to teach in multiple platforms (i.e., traditional, and evening, weekend and online)

Strategy B: Faculty will employ proven best practices in instruction that promote student engagement leading to deep learning.

Tactics:

1. Review current scholarship to articulate best practices in classroom management and teaching/learning
2. Provide training in best practices to all faculty
3. Implement best practices in the classroom
4. Create evaluation process that rewards implementation of best practices

Strategy C: The college will provide resources needed for innovative and effective pedagogy.

Tactics:

1. Determine appropriate level of financial resources for faculty development

2. Provide financial support or release time to allow adoption of new methods or revision of curriculum
3. Determine appropriate human resources to support change
4. Provide appropriate materials, technology, equipment and other resources to support change

Strategy D: The college will provide innovative support services that contribute to academic success.

Tactics:

1. Evaluate effectiveness of current support services in the traditional, evening, weekend and online programs as well as at Lakeland College Japan
2. Develop an ideal model of support services for all Lakeland programs
3. Establish high priority projects to improve effectiveness

Strategy E: The college culture will reflect a commitment to academic achievement and life-long learning.

Tactics:

1. Research the value of adopting an honor code
2. Showcase undergraduate research and study abroad experiences (campus wide)
3. Expand the existing business and science colloquia into campus symposia days
4. Establish brown bag lectures featuring faculty and student research

Strategy F: The college will identify focused strategies to maintain quality while reducing time to degree and increasing degrees granted.

Tactics:

1. Leverage our Concurrent Academic Placement Program (CAPP) offerings in high-yield areas to allow prospective students to earn as many as 30 Lakeland credits while still in high school
2. Develop a model for granting credit for prior learning
3. Assess the costs and benefits of offering a traditional array of courses in the summer term

GOAL II

LAKELAND COLLEGE WILL IMPROVE FINANCIAL PERFORMANCE THROUGH INCREASED ENROLLMENT AND INNOVATION IN COST CONTROLS.

To achieve this goal, the college will pursue the following five strategies and supporting tactics:

Strategy A: The college will develop and utilize financial models to evaluate and maximize the efficiency and productivity of the college itself, as well as all individual college programs, whether academic or administrative.

Tactics:

1. Document current Lakeland processes to evaluate programs
2. Conduct research to identify external models and processes
3. Identify resources required to accomplish this strategy
4. Create financial models for major areas of the college that balance industry standards with Lakeland needs
5. Incorporate those models into the overall financial model for the college
6. Implement and test models
7. Use results to drive-decision making and to set priorities

Strategy B: The college will develop and implement enrollment growth and/or management models for all college programs.

1. Implement yearly, comprehensive enrollment plans for traditional, evening, weekend and online (EWO) programs, Japan and other major enrollment-driven programs
2. Refine financial leveraging strategies for traditional program
3. Explore financial leveraging strategies for EWO program
4. Develop and implement retention plans for traditional and EWO programs
5. Explore establishment of campus-wide advisory committee for enrollment issues

Strategy C: The college will maximize human capital to align with institutional priorities.

Tactics:

1. Use information from financial models to determine allocation of human resources
2. Align organizational structure (academic & staff) with goals of institution
3. Identify priority tasks and areas that need improvement
4. Conduct process audit to identify opportunities to improve productivity and alignment of human resources to accomplish priorities

5. Ensure that annual performance process aligns with institutional priorities and provides incentives to achieve objectives

Strategy D: The faculty and staff will fully utilize existing technology systems.

Tactics:

1. Understand capacity of current technology systems to drive productivity
2. Identify high impact opportunities where technology could control costs or increase productivity
3. Develop and implement institutional training programs that improve usage of existing technology
4. Create metrics to gauge progress towards utilization goals
5. Identify gaps in existing technology for future planning and acquisition priorities

Strategy E: The college will develop a comprehensive plan to maximize utilization and efficiency of the college infrastructure.

Tactics:

1. Assess current usage and efficiency of college infrastructure
2. Establish high priority projects that support current needs and anticipate growth
3. Distinguish items that can be funded through annual budget vs. fundraising
4. Annually assess progress towards infrastructure enhancement goals

GOAL III

LAKELAND COLLEGE WILL IMPROVE STUDENT PREPARATION FOR POST-GRADUATE SUCCESS.

To achieve this goal, the college will implement the following four strategies and supporting tactics:

Strategy A: The college will understand the needs and expectations of employers and use this information to drive curricular and co-curricular programs.

Tactics:

1. Gather information from business and industry to develop greater understanding of employer needs and expectations
2. Synthesize themes from the data to identify opportunities to develop skills, knowledge and dispositions required for post-graduate success
3. Assess our academic and co-curricular programs in terms of addressing the issues identified from external constituents
4. Identify gaps for improvement and develop or revise programs to respond to those needs
5. Identify champions or touch points to address gaps in curricular or co-curricular programs

Strategy B: The college will provide resources to help students define and achieve personal and professional goals.

Tactics:

1. Assess and understand students' personal and professional goals
2. Identify student life opportunities to support students' personal and professional goals
3. Develop an automated process to actively monitor students in their progress towards their goals

Strategy C: The college will provide opportunities to gain professional experiences in the students' chosen fields.

Tactics:

1. Actively pursue relevant and robust pre-professional experiences for students

2. Engage local business and industry to create opportunities for students to do work on “real” life problems or issues
3. Fully utilize pool of funding for participation in professional conferences and meetings

Strategy D: The college will articulate and actively promote the value and characteristics of a Lakeland graduate.

Tactics:

1. Coach students to develop resumes and portfolios that are formatted to communicate the skills and attributes that they possess and that employers are seeking
2. Communicate Lakeland Alumni Success Stories through a general awareness campaign
3. Create a Board of Visitors
4. Engage alumni networks to promote Lakeland
5. Engage community through student projects

GOAL IV

LAKELAND COLLEGE WILL PROVIDE OPPORTUNITIES FOR STUDENTS, FACULTY AND STAFF TO MORE FULLY UNDERSTAND AND ACHIEVE WELLNESS ACROSS MULTIPLE DIMENSIONS.

To achieve this goal, the college will implement the following four strategies and supporting tactics:

Strategy A: The college will create institutionally appropriate definitions and an ideal model of wellness.

Tactics:

1. Identify potential definitions for Lakeland's eight aspects of wellness² and comprehensive institutional wellness model(s) from the literature
2. Draft definitions and an institutional model of wellness that incorporates and reflects the vision, mission and values of the college
3. Test draft definitions and model with various campus constituencies to determine fit for Lakeland
4. Incorporate feedback to develop final working definitions and model

Strategy B: The college will inventory current institutional wellness programs and services.

Tactics:

1. Form working groups around each definition
2. Explore and document the current availability of programs and services in each area
3. Utilize the wellness definitions, model and results of the inventory to identify gaps or the potential for new or improved programs and services

Strategy C: The college will evaluate the availability and effectiveness of institutional wellness programs and services to achieve Lakeland's model.

Tactics:

1. Employ the National Wellness Institute's framework to inform the evaluation process to answer what programs we have, who they serve, when they are offered, where they are offered, how they are offered and how effective they are

² Social, environmental, physical, emotional, spiritual, occupational, intellectual, and financial.

2. Review previously established dimensions of wellness to determine the organizational capacity or desirability of offering them

Strategy D: The college will create and implement a comprehensive institutional wellness plan.

Tactics:

1. Assemble an institutional wellness plan drafting team comprised of representatives from each working group
2. Review results of working groups to finalize an ideal Lakeland wellness model
3. Develop implementation plan with timeline, responsibilities and human and financial resource requirements

GOAL V

LAKELAND COLLEGE WILL BE AN INSTITUTION THAT IS RECOGNIZED AS A VITAL RESOURCE TO THE COMMUNITIES IT SERVES.

To achieve this goal, the college will implement the following four strategies and supporting tactics:

Strategy A: The college will understand the needs of the major external constituency groups that it engages to fulfill its mission.

Tactics:

1. Review Lakeland's mission to identify potential areas of engagement with external constituencies
2. Identify representatives of key external constituency groups
3. Conduct focus groups with key representatives to identify needs that align with Lakeland's mission and resources
4. Prioritize and implement programs and services that are responsive to the needs of external constituencies and that align with the college's mission

Strategy B: The college will facilitate vital connections with the community among students, alumni, faculty and staff.

Tactics:

1. Inventory current college efforts that facilitate connections
2. Establish criteria for effectiveness and how connections will be measured
3. Assess effectiveness and alignment of current efforts with strategy
4. Prioritize the development and/or improvement of initiatives to achieve strategy

Strategy C: The college will identify and promote community service opportunities to students, alumni, faculty and staff.

Tactics:

1. Inventory current college efforts that promote community service
2. Establish criteria for promoting service opportunities that are based upon alignment with mission of the college

3. Create system to track and report impact of service to internal and external constituents
4. Identify ways for the college to support employee engagement in the community

Strategy D: The college will enhance awareness of the institution's intellectual and capital resources.

Tactics:

1. Inventory what we currently have to offer to external constituencies
2. Establish criteria for success and how it will be measured
3. Establish a fee structure for use of intellectual and capital resources where applicable
4. Identify and promote resources to external constituencies

III. DATES FOR KEY DELIVERABLES

<u>DESCRIPTION OF DELIVERABLE</u>	<u>DATE</u>
• Present Strategic Plan to Board of Trustees for Approval	October 2013
• Prioritize Goals, Strategies and Tactics	February 2014
• Establish Timeline and Responsibilities for Implementation of Strategies and Tactics for Next Six to Twelve Months	February 2014
• Establish Strategic Plan Implementation Committee	February 2014
• Develop Enrollment Target Accountability Measure – Financial Model	May 2014
• Develop Enrollment Target Accountability Measure – Yr/Yr Enrollment Goals	October 2014
• Develop Graduation Rates Accountability Measure	October 2014
• Develop Retention Rates Accountability Measure	October 2014
• Develop EWO Persistence Rates Accountability Measure	October 2014
• Develop Increased Financial Strength Accountability Measure	October 2014
• Establish Dashboards to Monitor Progress Towards Goals	October 2014
• Establish Timeline and Responsibilities for Implementation of Strategies and Tactics for Next Six to Twelve Months	February 2015

IV. NEXT STEPS IN PLANNING PROCESS

Should the Board of Trustees accept the strategic framework, the framework will then return to college leadership for the final prioritization of strategies and the establishment of implementation timelines and responsibilities and the inclusion of many of the specific ideas identified through the Fall 2012 Trustee S.W.O.T. analysis. It is at this point that we transition from “planning” to “doing.” Prioritization of the Goals and associated Strategies and Tactics will be determined by their relative impact, deemed importance, expense, complexity and time-to-completion.

Successful implementation of the strategic objectives of the framework will require alignment of the college’s financial and human capital resources and the continuing engagement of a wide variety of institutional and broader community stakeholders. It will also be important to communicate the immediate objectives of the plan and on-going accomplishments. Finally, the college administration and trustees must take full and active responsibility for achieving the accountability measures as articulated in the framework.

To that end, the college’s Executive Leadership Team will establish regularly scheduled meetings to monitor the plan’s implementation and accomplishment of objectives. In addition, a permanent version of the Strategic Planning Steering Committee (SPSC) comprised of trustees, faculty, staff, student and community representatives will be seated to provide broader input and feedback on the plan.

V. CONCLUSION

For Lakeland to continue to thrive as an institution, it needs to evolve. But Lakeland in many ways is in an enviable position and can transition to meet the realities of this new higher education environment. Good stewardship over the years has left Lakeland with modest institutional debt and one of the lowest cost private providers of higher education in Wisconsin.

If the institution were merely in a typical economic cycle, leadership could implement a strategic plan that would focus change around the fringes. However, this is not a typical economic cycle – this is a significant realignment of what people see as the value of higher education, what it means to pursue higher education and to be college educated.

Thus, the proposed strategic framework reflects this reality and is the start of a process that, if successful, will begin changing the institution's course. It is the assumption that knowledge acquisition and transfer and credentialing practices will dramatically change over the next few years. While the college is bound by the traditions of the academy and is obligated to uphold the value of what it means to earn a college education and credential, faculty, administration and trustees are also stewards of an institution that has been changing to meet the needs of men and women for over 150 years. For stewards of an enrollment driven institution, this entails continuing to serve the needs of our students and of our communities in which we reside. The transition to what the college becomes over the next few years will be a delicate balancing act.

In the end, the broad-based strategic framework that is articulated in this document, if fully implemented, will set Lakeland on a path to be known for distinctive and effective educational experiences that are affordable and attractive to the educational markets which the college has traditionally served.

APPENDIX OF INSTITUTIONAL GUIDING PRINCIPLES

The strategic planning process created an ideal opportunity to review Lakeland’s key principles for relevance in today’s higher education landscape. To that end, the initial work of the Strategic Planning Steering Committee (SPSC) began in the fall of 2012 by reviewing and debating the college’s existing mission and vision statements and values. As might be expected, these statements, along with the other guiding documents, required some refreshing, but remain fundamentally unchanged. In addition to affirming our guiding principles, the timing of the review heightened our awareness of them and allowed them to serve as the standard by which subsequent goals, strategies and tactics were measured.

Over the planning process, the following drafts have emerged and will require final institutional approval.

Institutional Mission (draft):

[Revision after February 2013 Board Meeting] Lakeland College educates women and men of all ages and backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the theological tradition and values of the United Church of Christ, Lakeland integrates experiential learning and the liberal arts tradition to develop the whole person—mind, body and spirit—for success in a global society.

[Presented at February 2013 Board Meeting] Lakeland College educates women and men of all ages and backgrounds, preparing them to think critically, communicate effectively, succeed professionally, and lead ethical, purposeful and fulfilling lives. Rooted in the values and heritage of the United Church of Christ, Lakeland integrates experiential learning and the liberal arts tradition to develop the whole student for success in a global society.

[Current version: *Lakeland College, a liberal arts college related to the United Church of Christ, is committed to educating men and women of diverse backgrounds enabling them to earn a living, to make ethical decisions, and to lead purposeful and fulfilling lives distinguished by intellectual, moral and spiritual growth.*]

Institutional Vision (draft):

Lakeland College will be a transformative and sustainable learning community providing innovative, integrated, high-quality programs and services that lead to student success.

[Current version: none]

Institutional Core Values (draft):

The values of Lakeland College are informed by its long-standing relationship with the United Church of Christ and continuing commitment to the liberal arts tradition:

- Inquiry and Academic Excellence. We are a community committed to learning, discovery and creativity as ongoing endeavors. We maintain high standards of academic rigor and expectations for achievement that drive the acquisition and application of knowledge through the liberal arts and practical learning opportunities.
- Integrity and Responsibility. We are a community that is open, honest and ethical. We are accountable to ourselves, each other and the college to uphold the institution's mission and values.
- Diversity and Respect. We are a community that welcomes all people regardless of their gender, race, religion, sexual orientation, socioeconomic status or country of origin. We value differing backgrounds, cultures and viewpoints and accept our responsibility to treat each other with fairness, compassion and decency.
- Service and Stewardship. We are a community committed to socially responsible service at the institutional, local, regional, national and global levels. We embrace our role as caretakers of the institution's and society's resources.

[Current version: *Lakeland is an educational community where students and faculty share academic goals and join in a common intellectual quest. Teaching and learning, the search for knowledge and understanding, and the critical examination of ideas, values and actions are the central activities of the college.*

Lakeland is a just community where the sacredness of each person is honored and where courtesy and honesty are practiced. The college engages in the humane enterprise of educating by helping students make a connection between what they learn and how they live.

Lakeland is a covenantal community, affirming with the United Church of Christ the centrality of religious truth and the promise of Jesus that "one who seeks, finds." The concern for humankind exemplified in the life of Christ is reflected in the core curriculum of the college.

Lakeland is a global community, drawing students of varied ages, religious backgrounds and cultural traditions, from areas around the world, building a community out of the rich diversity of its members in a climate of civility, respect and free expression.]