It’s our
WOFFORD
A Strategic Vision for
Wofford College
OCTOBER 2014
Wofford College will be a premier, innovative and distinctive national liberal arts college defined by excellence, engagement and transformation in its commitment to prepare superior students for meaningful lives as citizens, leaders and scholars.
As we create a vision for Wofford, how might we as a community of learners fulfill a responsibility to educate young women and men who, themselves, are responsible for supporting our civilization? What, in other words, will we contribute to their 'Starter Kit'?

President Nayef Samhat in his inaugural address, April 25, 2014

A Vision for Wofford

Creating Leaders and Citizens of the 21st Century

Wofford College will be a premier, innovative and distinctive national liberal arts college defined by excellence, engagement and transformation in its commitment to prepare superior students for meaningful lives as citizens, leaders and scholars.

Imagine a college where each student’s experience—academic, residential and co-curricular—is merged together seamlessly. A place of full-time learning from the classroom to the playing field to the residence hall. A dynamic environment where students receive a Liberal arts education that emphasizes leadership, engagement and global context, giving them the skills and experience to address complex challenges around themes as poverty and development, environment and sustainability, technology and society, and identity and culture. This is the Wofford learning experience we are imagining. And we believe this experience can become a leading educational model for developing well-rounded, exceptional citizens of the 21st century.

Extraordinary citizens and lifelong learners emerge organically—and a great college provides the right conditions for that organic process to occur. Students must have room to create and explore in creative physical, intellectual and virtual spaces. They must have opportunities to engage and debate with one another, faculty, staff, administrators, alumni and community members. These unstructured face-to-face interactions often lead to connections across disciplines and spaces, including intercultural and global communities that produce new understanding, new knowledge and new possibilities.

This vision of an interwoven Wofford learning community is guiding us as we recommend ways to strengthen our existing academic programs and identify new and exciting areas of learning. We are building on an exceptionally strong foundation that includes vibrant connections between faculty and students, a commitment to cultivating citizenship, civic engagement and leadership opportunities as an integral part of the educational experience, an innovative residential community and an iTunes and international programs emphasis that are recognized in the field. These and other components of Wofford’s liberal arts program extend and deepen the liberal arts mission every day. In recent decades, Wofford also has committed itself to creating a liberal arts environment that includes courses in finance and accounting, career preparation and Division I athletics. All these steps, along with increasing the diversity and global outlook of our student population, move us forward even more as we eliminate the seams between residential and academic life and strengthen the Wofford community while expanding its scope. This vision cements Wofford’s commitment to extending the spirit of engagement and collaboration that came together throughout the visioning process. It embraces an intimate student population for one-on-one learning, integrates residential and extracurricular into the learning experiences, and celebrates diversity, financial and environmental sustainability, and creativity and community involvement.

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It’s OUR Wofford: A Strategic Vision for Wofford College

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It’s OUR Wofford: A Strategic Vision for Wofford College
Looking Back

A History of People and Place

“A good college, like Janus, must always be looking forward and backward. We cannot and should not turn our backs on the past. But we also should not walk backwards into the future.”

Dr. Lewis P. Jones ’38, a much-loved professor of history at Wofford and famed South Carolina historian, shared these words with Wofford alumni on one of the many occasions on which he was asked to speak. People loved his dry wit, but more than that, they loved his sense of honor, integrity and justice. He was a mentor to many and a true son of Wofford.

Today, we at Wofford College stand on the shoulders of the many women and men, who, like Lewis P. Jones, experienced Wofford and went out into the world to share the spirit of Wofford with others. Certainly, the story of Wofford College begins with The Rev. Benjamin Wofford and the college’s United Methodist beginnings. The cornerstone of Main Building was laid on July 4, 1851, with remarks by Methodist Bishop William Wightman, who would become the college’s first president. Designed by architect Edward C. Jones of Charleston, S.C., Main Building was built by skilled African-American carpenters and brick masons, many of whom were slaves. [During Old Main’s most recent renovation, the college installed a monument to these unsung artisans and laborers.] Classes started in August 1854 with three faculty members and seven students. The first Wofford degree was awarded in 1858 to Samuel Dibble, a future United States Congressman.

Since the beginning, Wofford College has been about people—students, faculty, alumni, trustees and friends. The first generation experienced the horrors of the Civil War. Many students and young alumni, including two sons of faculty members, were killed in the great Virginia battles of 1864. The second generation (1876-1902) learned citizenship and service from President James H. Carlisle. Carlisle initially taught mathematics and astronomy, but his real strength was his ability to develop alumni of character, one student at a time. During his tenure, students solidified a fraternity presence on campus, formed the first football and baseball teams, and launched The Journal, one of the South’s earliest literary magazines. Between 1902 and 1940 the college worked to define and shape “the Mind of the South,” and earned its chapter of Phi Beta Kappa. Although eight women graduated from the college between 1901 and 1904, the average enrollment in the early 20th century was about 400 men. During this time, students founded the Old Gold and Black student newspaper, the Senior Order of Gnomes and the first Campus Union student government. World War II and the Cold War profoundly shaped the experiences of a fourth generation from the 1940s through the 1970s. Wofford graduates served in the military in large numbers, and at least 75 were killed. Wofford
enrollment was so drastically reduced that the Army took over the campus on Feb. 22, 1943, to offer accelerated academic instruction for Air Corps officers. Born in the years immediately following World War II, the “Baby Boomers” joining the Wofford community included women and minorities. Douglas Jones ’69 and Albert W. Gray ’71 were the first African-Americans to enroll and graduate from the college. A new emphasis on the arts and humanities and the development of the January Interim term also were key developments of that era. In the late 1980s the college adopted a master plan that laid the foundations for change and progress into our sixth generation.

The history of Wofford also is about place—our dogwood- and magnolia-rooted alma mater on the city’s northern border links generations regardless of race or ethnicity, gender or socioeconomic status. Wofford is one of only a handful of American colleges founded before the Civil War that continue to operate on their original campuses. For the past 160 years, it has shared good times and bad times with the surrounding city, state and nation. Wofford College—the people and the place—shaped us all.

Now we embark upon a new vision that promises to make Wofford College more relevant and important to the world than ever before, but the changes to come will not alter the values that always have shaped Wofford College and all of us who call it home.

The words that Professor Kenneth Coates wrote for the Wofford Centennial in 1954 still ring true as Wofford enters a new era of education, leadership and service: “Somehow, in spite of all the complexities, the individual student still manages to come in contact with the individual teacher. And occasionally, as in the old days, a student goes out and by words and deeds makes a professor remembered for good intentions, and a college respected for the quality of its workmanship.”

It’s OUR Wofford: A Strategic Vision for Wofford College
Liberal arts colleges have proven themselves to be extremely resilient institutions. For more than 200 years, they have not only survived major social and economic upheavals, they have prospered on several generations of teachers and students, built on a basis of learning, with critical inquiry and intellectual rigor at its heart, that allows it to address the most difficult problems of our time. This vitality and flexibility built into the core of the liberal arts leads to the kind of innovation and leadership that has contributed so much to human development.

Institutions that have been most successful at supporting this form of education focus on the attributes of vitality and flexibility as they look across existing programs and curricula to increase distinctiveness and value. They consider just how to align opportunities and needs to produce recommendations that fall into one of two categories: either to support the kind of education focus on the attributes of vitality and flexibility built into the core of the liberal arts colleges. Rather than emulate what might work at other places, each group used the information to shape recommendations for Wofford.

In January 2014, President Samhat charged the working groups to generate ideas and strategies that build on Wofford’s strengths and serve to distinguish the college among similar liberal arts institutions in the nation. He asked each group to consider what it means to be a residential liberal arts college of the 21st century. After surveying colleagues (including the lists of schools below), gathering massive amounts of research, talking to students and engaging intensely with each other, each group submitted its recommendations in April. Faculty and staff reviewed the ideas the following month, and the steering group consolidated the vision.

President Samhat and his leadership team were developing other plans in parallel with this project, including plans for enrollment and financial aid, marketing and communications and a master plan for the physical campus. Taken together, these plans are designed to make powerful progress in an impressively short period of time.

Scanning the environment and comparing various aspects of peer institutions is another useful tool. The curricular components used in their working groups included closely at peer institutions by bringing together key programs in the arts, social sciences, humanities, academic technology, diversity, residence life and home learning across national liberal arts college contexts. Rather than emulate what might work at other places, each group used the information to shape recommendations for Wofford. By bringing together these analyses and, more importantly, building on our past, the college’s history of inclusive education and service, as well as its own uniqueness, Wofford intends to raise the bar for the 21st century, developing leaders for the 21st century, was prominent—the liberal arts learning agenda for the 21st century, developing leaders for the 21st century, strengthening campus and community and extending our scope.

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Recommendation

ONE

Educate Superior Students: The Vision of Academic Excellence

Educate superior undergraduates for rich, productive lives by strengthening the liberal arts curriculum; creating a connecting point for scholarship, learning resources and educational technology; increasing facilities and support for the arts and other creative endeavors; providing enhanced space for our new and ongoing Environmental Studies program; and sustaining our investment in the highest quality faculty who are outstanding performers in their fields and committed to liberal arts education.
Provide a strong and distinctive liberal arts curriculum that includes opportunities for in-depth research and pedagogies that cross disciplines to involve experiential learning, collaboration and the latest technology, including international programs, interdisciplinary initiatives and core curriculum. Just as importantly, help students prepare for a rapidly changing, interdependent world while remaining true to the values of a liberally educated citizen.

Recruit and retain superior faculty who excel in their fields with a demonstrated love of and commitment to undergraduate education.

Develop a Center for the Arts and Creativity to support the arts and creative work in other disciplines that demonstrates our commitment to a Wofford education as a lifetime endeavor and supports programs that increase diversity and expand our scope by reaching prospective students, alumni, artists and the broader community.

Provide a new academic space for expansion of the sciences and our Environmental Studies program. Replacing the Sam O. Black Science Annex, this space will underscore our historic strengths in and commitment to the sciences and sustainability initiatives.

Create a new Academic Commons by redesigning the library as the connecting point for student scholarship, learning resources and cutting-edge educational technology. Support enhanced informational and educational technology and the professional personnel to facilitate use.

RECOMMENDATION ONE
H A S F I V E P A R T S
**Non-Doctoral Public**

Participation is the key to a deep, meaningful education. It is also one of the primary reasons why people place such a high value on liberal arts college education, where opportunities for engagement abound.

This recommendation seeks to maximize intellectual, creative and community participation—here and throughout the world—that Wofford students receive the skills and experience they need to accomplish extraordinary things.

Some of the ideas that follow aim to increase support for distinctive parts of the Wofford experience—boosting them to new levels of excellence, achieving our signature Interim program has been doing so since 1978. As seniors leave, their attention is focused on the environment and sustainability, we can build on such success as the Goodell Environmental Studies Center, a LEED Platinum-renovated facility close to the Lowry’s Fork of the Pacolet River, and students who are committed to engaging civic service.

Students should have high impact experiential learning opportunities. Increasingly, outstanding students expect to participate in research to explore subjects in-depth with guidance from faculty. To enroll and support more students looking for such opportunities, Wofford should increase funding for collaborative research, incorporate student projects into the curriculum and provide travel assistance for students to attend academic conferences and for student field and archival research.

Academic faculty serve as touchstones for our group.”

Roger Milliken put his daughter on the train to boarding school. As she looked out at him standing on the station platform, he reached up and wrote one word on the train window: “PRACTICATE. This story became one of the most important in our lives.”

Karen Goodchild, Professor, Hay 2014

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How can we help students consider and reflect on those relationships? The working group report demonstrates that students can create a repository of their four years of work that captures the scope of their academic as well as deeper reflections about their experiences at Wofford. As a result, students will become more aware of the con­nections they have made and how to articulate their skills to include sustainability and a global context as core competencies focused on interdisciplinary and entrepreneurship. With more opportunities for undergraduate instruction by enriching our teaching and learning resources and cutting-edge educational technology. Support for faculty engagement contributes greatly to high levels of student engagement and retention. As we chart our course along with our students to help faculty update knowledge, skills and strategies in our academic and non-academic ways of doing inquiry, students experience transformative learning. By inspiring both faculty and students, we will benefit all participants. Our faculty will enhance their cultural and professional skills, while the campus will become a critical beneficiary. Support for such initiatives include developing new faculty positions for sustainability and more support for student engagement and professionalization of practice. However, as we strengthen cur­riculum and co-cur­ricular learning, promoting faculty, staff and student interaction; and extending online engagement. With much of our course content available online, it is relatively easy for students to use resources and help students make the most of the learning opportunities. As Wofford implements the change and enhances the environment under this goal, many of our students will become increasingly com­petitive for prestigious postgraduate fellowships.

We recommend that the college highlight the Goodall Environmental Studies Center as we explore sustainability. Our goal is to preserve our tradition of excellent undergraduate instruction by reaching our teaching and mentoring relationships with more opportunity for under­graduate research, collaboration and community engage­ment. Accordingly, we recommend developing specific strategies to support and retain our talented, committed student faculty. We believe that such arrangements will benefit all participants. Our faculty will enhance their cultural and professional skills, while the campus will become a critical beneficiary. Support for such initiatives include developing new faculty positions for sustainability and more support for student engagement and professionalization of practice. However, as we strengthen cur­riculum and co-cur­ricular learning, promoting faculty, staff and student interaction; and extending online engagement. With much of our course content available online, it is relatively easy for students to use resources and help students make the most of the learning opportunities. As Wofford implements the change and enhances the environment under this goal, many of our students will become increasingly com­petitive for prestigious postgraduate fellowships.

The Center for the Arts and Creativity will provide a fixed point for the artistic and creative endeavors taking place on campus. It will be a launching pad for creative endeavors of all kinds, as well as between the arts on the one hand, and the sciences, as well as between the arts on the one hand, and the sciences, social sciences and humanities on the other. As such, it will be more than simply another arts center. It will be the launching pad for creative endeavors of all kinds, serving both the curricular and co-curricular needs of the entire campus and the larger Spartanburg community.

The Goodall Center, just seven miles from campus, is a critical part of the academic enterprise of Wofford College because it offers excellent learning opportunities in the lab and the field. However, a modern on-campus facility is also required to provide teaching and research space designed to support intensive, collaborative, hands-on learning, advanced computing and the capacity to help students and instructors on campus to do those at Goodall. For this reason, we believe that the Goodall facility will be equipped with teaching laboratories, including art studios, computation support, digital fabrication, and conference facilities. It will also house a writing lab, research help center, presentation resources, conference rooms, coffee shops and a library.

Karen Goodchild reporting on working group on December 3rd, June 11, 2014.
Recommendation

TWO

Prepare Exemplary Leaders and Citizens: The Vision of the Student Experience

Prepare students to be exemplary leaders and citizens by integrating academic and co-curricular learning for first-year students; encouraging sophomores to live and engage collaboratively; promoting meaningful social engagement; supporting civic learning, civic engagement and collaborative partnerships; and doing more to integrate personal and professional development into a Wofford education.
1. Create distinctive living/learning communities for first-year students based on academic or co-curricular interests, extending the classroom and pursuit of knowledge into residential spaces. Increase the residence life staff to support these communities. This experience will provide advantages that complement the senior living experience The Village provides.

ACADEMICS, RESIDENCE LIFE, STUDENTS AFFAIRS

2. Create sophomore interest-based residential communities where second-year students live and work collaboratively to create and implement programs of civic and campus engagement.

ACADEMICS, RESIDENCE LIFE, STUDENTS AFFAIRS

3. Expand “The Space,” home to the college’s career and professional development services, and charge it to integrate enhanced personal and professional development opportunities into all aspects of a Wofford education.

ACADEMICS, STUDENTS AFFAIRS

4. Create the Wofford Exchange, a multifunctional civic learning, sustainability and engagement hub that actively encourages the exchange of ideas, conversation and support during the day and hosts student social functions at night. Locate appropriate academic and student services there and charge the staff to engage students in lead roles.

ACADEMICS, STUDENTS AFFAIRS

RECOMMENDATION TWO HAS FOUR PARTS
As a national residential liberal arts college, Wofford provides opportunities for students to learn that go beyond the classroom. The residential college is an educational environment that is vibrant both physically and intellectually. As a result, students and faculty have the opportunity to participate in a wide array of activities, from cultural events to academic conferences, that are designed to challenge and engage students. This vibrant community is a key component of Wofford’s unique educational experience.

As students enter their second year, residential communities organize annual specific interest weeks, designed to bring together students from different classes and fields of study. The exchange of ideas and perspectives that occur during these interest weeks is a key component of the liberal arts education at Wofford. The college encourages students to think beyond the classroom and engage with the world outside of campus, both in terms of learning and service.

The college’s approach to education is based on the belief that the liberal arts provide a foundation for understanding and appreciating the complexity of the modern world. By fostering an environment that values creativity, critical thinking, and open-mindedness, Wofford aims to prepare students to be active and engaged citizens in a diverse and interconnected society.

Conclusion

In conclusion, Wofford College is committed to providing a transformative educational experience that is both enriched by the residential community and grounded in the liberal arts tradition. The college aims to equip students with the skills and knowledge necessary to succeed in a rapidly changing world, while also fostering a sense of community and belonging among students, faculty, and staff. Wofford’s unique blend of academic rigor and personal support prepares students to be effective leaders and engaged citizens in their communities and the world.

Create sophomore interest-based residential communities where second-year students reside and work collaboratively to create and implement programs of civic and community engagement. (ACADEMICS, RESIDENCE LIFE, STUDENT AFFAIRS)

We recommend establishing interest-based residential communities as the residential option for sophomores. The students will select the interest around which their community is organized. Optimize might extend the activities of a variety of student groups and chartered organizations. Each community will be led by a group of students in a facility that includes areas for eating, seminars and group gatherings. To qualify to live in a community, the members will plan and implement a program of civic engagement, campus engagement or leadership development and achieve academic excellence among the members. Coopered with accountability, these programs will help instill the culture of responsibility we envision. Each community will execute its plan with the help of one or two of the resident life staff members who manage the interest community program.

Another key element is a program for social engagement that promotes interactions across the communities and with other students. Helpful mechanisms could include a requirement for each community to sponsor campus engagement events or all students, an integration of groups in civic engagement, campus engagement or leadership development and achieve academic excellence among the members. Coopered with accountability, these programs will help instill the culture of responsibility we envision. Each community will execute its plan with the help of one or two of the resident life staff members who manage the interest community program.

Interest community can strengthen Greek life by emphasizing the leadership, academic excellence, and campus civic engagement among Greek organizations. At the same time, the communities will provide equitable space for students who are not affiliated with Greek organizations by reducing the disparity between Greek affiliated and non-Greek students, resulting in a more unified student experience.

The civic engagement seminar for juniors and seniors who are interested in civic engagement including service learning and sustainability, and may feature a café or pub—possibly a coffee bar on the campus and civic engagement hub, an important bridge between the campus and civic life.

Career and Professional Development Office will work with The Space to build the capacity for student and faculty engagement and may feature a café or pub—possibly a coffee bar on the campus and civic engagement hub, an important bridge between the campus and civic life.

The Exchange should be a place for students and faculty engagement and may feature a café or pub—possibly a coffee bar on the campus and civic engagement hub, an important bridge between the campus and civic life.

In summary, these recommendations are designed to better serve residents of Wofford College by improving the residential experience and helping them prepare for productive lives and successful careers. Now it is time to expand The Space to better serve our students and faculty and enhance our capacity to attract national and international talent to Wofford College.
Recruit and Retain Talented Students: The Vision of Enrollment

Recruit and retain superior, talented and inquisitive students who are diverse geographically, in gender, race, ethnicity, sexual orientation, religion and more, while ensuring our historic commitment to providing access to the extraordinary Wofford educational experience.
1. Execute a Strategic Enrollment Plan with focus on improving academic quality, diversity and retention with an emphasis on endowed scholarships to ensure that Wofford can enroll a class defined by excellence. (ADMISSION/FINANCIAL AID, MARKETING/COMMUNICATIONS)

2. Seek a fully-funded scholarship program. (ADMISSION/FINANCIAL AID, ALUMNI/DEVELOPMENT)

3. Support, increase and enhance a more diverse and inclusive campus so that Wofford prepares students for citizenship and full, rewarding lives in the world they will encounter after graduation. (STUDENT AFFAIRS, ADMISSION/FINANCIAL AID)
Wofford’s mission is clear and strong. We want to be stronger, better and better known, but not to change who we are. This principle that has guided our group from the first is that we must offer students the support they need to make a smooth transition to college, succeed academically, and make a difference for many students. We also know that one of the most profound investments of undergraduate education is that of diverse backgrounds and the way in which we live. Higher education is changing demographics cites trends from across the country showing Hispanic children outnumbering whites and blacks in younger age groups. In terms of income, there are also large gaps between these families with young children. Our group’s first and, indeed, our group’s first and only goal has always been to hold higher education accountable to those that are left out and take care to match students with potential support might be available to students from diverse backgrounds, especially Hispanic, Asian/Pacific Islanders and American Indian/Alaska Native students. Wofford should offer scholarships with the Posse Foundation, a group that identifies students in public high school with extraordinary potential for academic and leadership ability who may be overlooked by traditional college selection processes. A Posse scholarship program would also serve as a key college admission plan to the Boards Presidential Scholarship Program, which provides four-year, undergraduate scholarship to a select group of Bards highest and brightest students.

From our own experience, we know that one of the most profound investments of undergraduate education is that of diverse backgrounds and the way in which we live. Higher education is changing demographics cites trends from across the country showing Hispanic children outnumbering whites and blacks in younger age groups. In terms of income, there are also large gaps between these families with young children. Our group’s first and, indeed, our group’s first and only goal has always been to hold higher education accountable to those that are left out and take care to match students with potential support might be available to students from diverse backgrounds, especially Hispanic, Asian/Pacific Islanders and American Indian/Alaska Native students. Wofford should offer scholarships with the Posse Foundation, a group that identifies students in public high school with extraordinary potential for academic and leadership ability who may be overlooked by traditional college selection processes. A Posse scholarship program would also serve as a key college admission plan to the Boards Presidential Scholarship Program, which provides four-year, undergraduate scholarship to a select group of Bards highest and brightest students.

As we welcome students from other cultures, we also must be even more mindful of norms and practices they bring. In our academic and residential programs, we must offer options that make of our students feel welcome, safe and at home.

Recommendation

Four

Strengthen the Community: 
The Vision of the Wofford Experience

Improve the strength of our community by increasing diversity among the faculty and staff; encouraging more transparent internal communication; strengthening shared governance; and renewing our commitment to active community life.
1. Call on the faculty to enhance their voice in shared governance by developing a more systematic form of consultation and representation.

(FACULTY/STAFF)

2. Increase and support diversity throughout the Wofford community by creating helpful policies and practices to include diversity education and adequate staffing, space and budget to facilitate a campus-wide effort.

Charge a leader to provide high-quality support as populations require.

SERVICES, STUDENT AFFAIRS, FACULTY/STAFF, ALUMNI DEVELOPMENT

3. Develop the resources to strengthen new faculty orientation programs, faculty development initiatives and faculty involvement with support enhancements for individual faculty members and faculty leaders.

(FACULTY/STAFF)

4. Create and enhance transparent internal communication practices to relate the budget to the mission and strategic plan, clarify administrative and human resources practices, and inform the community of accolades and other important news and events.

(FACULTY/STAFF, MARKETING/COMMUNICATIONS)

5. Enhance collaboration and interaction among alumni, faculty, emeritus faculty, staff and visiting speakers by providing venues and support.

(FACULTY/STAFF, ALUMNI/DEVELOPMENT)

6. Create a fellows program for recent graduates to work in departments or offices, live on campus as mentors and take courses in leadership seminars to make most of this experience. This program will also benefit faculty mentors that universes adhere with graduate students without relinquishing our undergraduate definition.

(FACULTY/STAFF, ALUMNI/DEVELOPMENT)
While faculty and staff diversity at Wofford certainly has increased over the years, we need to make a greater commitment to building a more representative, equitable, and welcoming community of people, viewpoints and ideas. While it is important that the majority of Wofford’s talent pool is local and drawn from the communities that feed our students, we will benefit greatly from a learning environment that brings them into closer contact with faculty and staff of different genders, ages, national origins, cultures, backgrounds and physical capabilities. We believe that education includes measuring and understanding what we are like and what we can be. The experiences that we have had with encounters with people from different backgrounds and experiences will add to the richness of our education and will be one of the wonderful things: there is a faculty meeting, we cross-fertilize, we commit to increasing diversity. At the same time, we must rely on “consultation and mutual respect” between faculty, staff and students to create a climate that encourages the flow of ideas across campus. A multi-use system of governance will enhance the college’s efforts toward increasing inclusiveness and representation. According to Judith Areen, a professor at the Georgetown University Law Center who does campus-wide activities, which will provide a higher level of involvement and engagement among students and faculty and staff to create clear expectations and regulations that are consistent across departments and academic areas. These practices and structures should allow for the existence of institutions for the development of public communication and information about the campus community.

1. Call on the faculty to enhance their voice and representation in shared governance by developing a more systematic form of consultation and representation. (FACULTY/STAFF)

Wofford requires its well-developed form of faculty governance to be continuous and guided by the needs of the students. The idea of consultation and representation is needed. When the college was smaller, the faculty could make an effective and immediate contribution. But now that the college is larger, a structure is needed that can accommodate the significant interactions between the faculty and the administration and faculty leadership in place to encourage engagement and exchange. 

Faculty should shape the form of shared governance and design processes, procedures and criteria for faculty evaluation, because the contours of diversity issues shift over time. We recommend that the faculty and Provost review policies and practices to include diversity in the implementation stages. Faculty should consider how a system of governance might contribute to this collective success.

2. Increase and support diversity throughout the Wofford community by creating helpful policies and practices to include diversity in educational planning, budgeting and policies to facilitate a campus-wide effort. (FACULTY/STAFF)

We recommend that the faculty and Provost review policies and practices to include diversity in educational planning, budgeting and policies to facilitate a campus-wide effort. Transparency also involves the orientation and evaluation processes used by every faculty chair, student, faculty, student and staff to create clear expectations and regulations regarding work performance. As we welcome new faculty and staff and develop new programs and activities, we should foster a culture of internal communication and collaboration to keep in touch with new information and news about the campus community.

3. Develop the resources to strengthen new professional and research awards. (STUDENT AFFAIRS, FACULTY/STAFF)

Innovative, hands-on supporters, our shared governance systems need to be more nimble and responsive than ever. In this new era of venture capitalists and other types of investors, new educational experiences that education includes are more critical than ever. The experiences that we have had with the students and faculty, we will benefit greatly from the richness of our education and will be one of the wonderful things: there is a faculty meeting, we cross-fertilize, we commit to increasing diversity. At the same time, we must rely on “consultation and mutual respect” between faculty, staff and students to create a climate that encourages the flow of ideas across campus. A multi-use system of governance will enhance the college’s efforts toward increasing inclusiveness and representation. According to Judith Areen, a professor at the Georgetown University Law Center who does campus-wide activities, which will provide a higher level of involvement and engagement among students and faculty and staff to create clear expectations and regulations that are consistent across departments and academic areas. These practices and structures should allow for the existence of institutions for the development of public communication and information about the campus community.

4. Create and enhance transparent internal communication procedures to relate the budget to the mission and strategic goals, clarify administrative and human resources needs, and identify systems and strategies for critical and important news and events. (FACULTY/STAFF, MARKETING/COMMUNICATIONS)

Channeling the flow of communication across campus has been a challenge for Wofford and others across the community have played in developing the strategies and plans, and how to use it to enhance the education of our recent graduates and preparing the next generation of distinguished leaders. We foresee faculty working in any and all offices and academic departments where their service would be mutually beneficial. They would experience the membership of co-workers, students and alumni, a source of encouragement and a stimulus for growth.

10. This representative style of collaboration and communication becomes even more important as faculty respond to the global challenges we face and to the fast-paced change that pushes them into new areas of action. We recommend that the faculty and Provost review policies and practices to include diversity in the implementation stages. Faculty should consider how a system of governance might contribute to this collective success.

Innovative, hands-on supporters, our shared governance systems need to be more nimble and responsive than ever. In this new era of venture capitalists and other types of investors, new educational experiences that education includes are more critical than ever. The experiences that we have had with the students and faculty, we will benefit greatly from the richness of our education and will be one of the wonderful things: there is a faculty meeting, we cross-fertilize, we commit to increasing diversity. At the same time, we must rely on “consultation and mutual respect” between faculty, staff and students to create a climate that encourages the flow of ideas across campus. A multi-use system of governance will enhance the college’s efforts toward increasing inclusiveness and representation. According to Judith Areen, a professor at the Georgetown University Law Center who does campus-wide activities, which will provide a higher level of involvement and engagement among students and faculty and staff to create clear expectations and regulations that are consistent across departments and academic areas. These practices and structures should allow for the existence of institutions for the development of public communication and information about the campus community.

We need to recognize and celebrate our strengths and weaknesses—together. And this takes effective communication, awareness and feedback. Strengthening Campus and Community: Working Group Report Spring 2014.

STRENGTHENING THE COMMUNITY

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5. Enhance collaboration and interaction among alumni, faculty, emeritus faculty, staff, and visiting speakers by providing space and support. (FACULTY/STAFF, ALUMNI/DEVELOPMENT)

To increase collaboration and productive interaction across campus, faculty and staff need a place—and the time—to do so. A multi-use facility, such as the Wofford Exchange mentioned in Recommendation Two, would serve as a crucible for informal get-togethers where individuals from across campus can convene and get to know each other. The facility could provide work space for emeritus faculty, who are critical to the long-term continued success of the institution. Of course, appropriate staff must be part of the planning and development of such a project. With faculty and staff using it on weekdays, visiting lecturers on weeknights and alums on weekends, the facility would require a professional staff to keep things running smoothly.

To do more to understand the far-reaching issues that offer new opportunities and challenges, we recommend that the college establish a team, with representatives from across the campus, to continually monitor cross-cutting forces like globalism, diversity and sustainability; seek out information about how these forces might influence Wofford; and recommend ways to avoid loss and create advantage. This active team should interact directly with the president and draw on staff support as needed. When opportunities emerge that might lead to new revenue—such as entrepreneurial activity, foundations or donors, for example—the team might recommend how the college can draw on these sources to improve programs or facilities. Over time, this team should become a critical element of Wofford’s effort to sustain competitiveness and deepen its innovative approach to top-quality residential liberal arts education.

Finally we recommend a new group—with representatives from across the campus—to investigate new revenue sources to advance our long-term objectives and recommend action on an ongoing basis. With proper resources, this group should develop and maintain deep knowledge of Wofford’s strengths and opportunities, along with new and revenue-producing opportunities in the marketplace. From these traditions we can generate new, the excellence of our academic program and also increase revenue. This group should be in close touch with the team charged to monitor and take advantage of emerging forces.

6. Create a fellows program for recent graduates to work in departments or offices, live on campus as mentors and participate in leadership seminars to make more of this experience. (FACULTY/STAFF, ALUMNI/DEVELOPMENT)

An endowed two-year program for recent graduates, the fellows program will expand the scope of the educational experience by focusing on the continuing development of our most talented students as individuals. Work could include support staff in academic departments and administrative offices, near-age mentors for our students and participants in the Aspen Institute/Liberty Fellowship-style leadership seminars.

“Collaborations are born because we can talk to each other. We have meetings: one-on-one we talk with each other. We know each other and that makes a difference in approaching people. There are a lot of team-building opportunities.”

Faculty Member, Listening Session Fall 2013
Enhance the College: The Vision of the Sustainable Physical Campus

Support Wofford’s vision with flexible, thoughtful and sustainable facilities and spaces that reflect the ongoing and future needs of the college.
1. Develop the Center for Arts and Creativity (in conjunction with Recommendation One).

ACADEMICS, ALUMNI/DEVELOPMENT

2. Provide academic space for the expansion of the sciences, including our Environmental Studies program, to replace the existing Black Science Annex (in conjunction with Recommendation One).

ACADEMICS

3. Develop an arena for intercollegiate athletics.

STUDENT AFFAIRS, ATHLETICS, ALUMNI/DEVELOPMENT

4. Address the condition of Hanks Hall.

ACADEMICS, RESIDENCE LIFE

5. Explore and develop a Greek Village and Interest Housing to replace the current Fraternity Row.

ACADEMICS, RESIDENCE LIFE, STUDENT AFFAIRS

6. Feature an Academic Commons within the library (in conjunction with Recommendation One).

ACADEMICS, STUDENT AFFAIRS

7. Develop The Wofford Exchange in the Campus Life Building (in conjunction with Recommendation Two).

ACADEMICS, STUDENT AFFAIRS

RECOMMENDATION FIVE HAS SEVEN PARTS
Recommendation One calls for the development of a Center for Arts and Creativity (in conjunction with Recommendation One). The Center for the Arts and Creativity will provide a focal point for the artistic and creative endeavors taking place across campus, a resource, a gathering place and an incubator for innovation. The center will underscore the importance of the arts and diversity in our community, attracting students and faculty who want to pursue their creative passions and fostering new ways of thinking and experiencing for everyone. The center should encourage collaboration among the arts, as well as between the arts and the sciences, social sciences and humanities as well. As it will be more than simply another arts center—it will be a learning and professional environment of all kinds, serving both the curricular and co-curricular needs of the entire campus and the larger Spartanburg community.

2. Provide an academic space for the expansion of the sciences and our Environmental Studies program to replace the existing Black Science Annex (in conjunction with Recommendation One). This space will underscore Wofford’s historic strength and recent investment in the sciences. The Black Science Annex sits in need of repair and major updating to bring it to appropriate 21st century standards. In conjunction with the Academic Commons by redesigning the library as the Academic Commons, this space will provide more support for students and faculty and a studio for digital fabrication and rapid prototyping technologies, which allows users to design and produce objects that can be used in the arts or manufacturing. Other spaces could include a writing lab, research help center, presentation practice room, coffee shop and art gallery.

3. Develop an arena for intercollegiate athletics. Athletics is woven into all aspects of the world at Wofford—academically, socially and as a primary marketing tool. While acknowledging the historic strength and presence of Greek life at Wofford, we also recognize that a model that incorporates equitable space and expectations of academic excellence, campus involvement, civic engagement and leadership development for both Greek and non-Greek organizations would greatly enhance the diversity and quality of opportunities for all students to affiliate with multiple groups of interest. A new residential Greek housing facility has the potential to strengthen the Wofford Greek life program by enhancing the emphasis of Greek organizations on the national standards outlined by the National Pan-Hellenic Council and a Greek Life hub within our campus and community.

4. Address the condition of Marsh Hall. The Charles F. Marsh Residence Hall, currently housing our students, has been home to Wofford students for 45 years. Having deteriorated over in the quarter-century since its construction, this residence hall now needs in repair and major updating to bring it to appropriate standards. In conjunction with the Living/learning communities as detailed in Recommendation Two, it will be necessary to address the condition of these facilities. The hall currently lacks the space and conditions for students to affiliate with multiple groups of interest. A new hall will bring this first-year residential team. While acknowledging the historic strength and presence of Greek life at Wofford, we also recognize that a model that incorporates equitable space and expectations of academic excellence, campus involvement, civic engagement and leadership development for both Greek and non-Greek organizations would greatly enhance the diversity and quality of opportunities for all students to affiliate with multiple groups of interest. A new residential Greek housing facility has the potential to strengthen the Wofford Greek life program by enhancing the emphasis of Greek organizations on the national standards outlined by the National Pan-Hellenic Council and a Greek Life hub within our campus and community.

5. Enhance the Academic Commons within the Academic Library (in conjunction with Recommendation One). As discussed in Recommendation One, creating a new Academic Library by redesigning the library as the Academic Commons is required to provide teaching space and technology to support intensive, collaborative, hands-on learning, advanced computing and the capacity to link our students to instructors on campus to those at Goodall. This new space, facility, will be able to recognize past students and faculty working on research or in a dual-interdisciplinary environment. The environment will be more conducive to the creative and entrepreneurial spirit of our students to take leadership roles in a fast-growing, competitive field. The space will replace the current O’Black Science Annex, a building is desperately used of major repairs and renovations.

6. Explore and develop a Village and Interest Housing to replace the current Fraternity Row. As discussed within Recommendation Two, this multi-functional civic learning, sustainability and engagement hub will provide more opportunities for students and faculty to affiliate with multiple social and academic groups while living on campus. Organized student interest housing to replace the current Fraternity Row. This new facility has the opportunity to benefit not only our students and instructors on campus to those at Goodall. Fraternity Row. (ACADEMICS, RESIDENCE LIFE, STUDENT AFFAIRS)
Make it HAPPEN
Supporting the Vision of Wofford College
1. Execute a comprehensive funding campaign with emphasis on endowed scholarships.
   (ALUMNI/DEVELOPMENT, MARKETING/COMMUNICATIONS)

2. Develop, fund and execute a comprehensive marketing and communications campaign.
   (MARKETING/COMMUNICATIONS, STUDENT AFFAIRS, ATHLETICS, ALUMNI/DEVELOPMENT)

3. Develop and execute a facilities master plan including preliminary ideas for facilities called for in this strategic
   vision, projections for future development, better pathways, and signs and boundaries that are definitive and
   clear.
   (ACADEMICS, STUDENT AFFAIRS, RESIDENCE LIFE, ATHLETICS, ALUMNI/DEVELOPMENT)

MAKE IT HAPPEN
HAS THREE PARTS

It's OUR Wofford: A Strategic Vision for Wofford College
SUPPORTING THE VISION

Building on our liberal arts tradition in the 21st century requires a renewed focus on adapting pedagogies to new generations of learners while staying true to our liberal and technological changes. There is much at stake. As President Bostock and I have been in close contact with the myriad of education is designed to address in a most direct manner the core needs of our students and our society and the world in which we live, the kinds of questions that are foundational to the human experience, and from which all of our endeavors have their source.

Today's liberal arts colleges are faced with several chal-

enge. Most of these involve a lack of resources. But there is also a growing pre-professional outlook on the part of students and families, and an organized effort by the federal government to reduce higher education to cost and measurable outputs (i.e., jobs and income). To sustain Wofford in this environment, new streams of revenue will need to be considered beyond the traditional endowment earnings. To support Wofford in light of the opportunities and challenges we expect to encounter. Just as one very special time of creative collaboration and from which all of our endeavors have their source.

As we develop new programs, we will continue to support student-athletes, and supporting the program with finan-
cial resources. Of particular concern is the need to create quality facilities for intramural activity and to enhance facilities for intercollegiate purposes.

Greek life has been a part of Wofford for more than 130 years and will continue to be an integral part of our life as we develop. More than 50 percent of our students choose to be involved in sororities and fraternities, and a high percentage of them recruit top academic students and build lifelong friendships. In Greek life at Wofford, students are supported with state-of-the-art financial management and advisement. This interest demonstrates that Wofford students are no longer content to start their businesses or non-profit endeavors after graduation. They want to get their goals to see early, and Wofford is guiding them in what they need it most. This program can be a powerful model for other efforts and places.

As we develop new programs, we will continue to support our signature traditions such as our athletics programs and systems of Greek life, finding new ways to engage them with the on-campus and broader communities. Athletics has played an important role in increasing diversity, and our successes on the field and in the court complement our mission as the classroom—all the more so since state-

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Executive a comprehensive funding campaign with emphasis on endowments

Wofford: A Strategic Vision for Wofford College

Our strategic priorities are to increase the quality of our facilities and explore new residential and leadership positions in student organizations. As Greek life at Wofford continues to evolve, we will increase the quality of our facilities and explore new residential and leadership positions in student organizations. As Greek life at Wofford continues to evolve, we will increase the quality of our facilities and explore new residential and leadership positions in student organizations. As Greek life at Wofford continues to evolve, we will increase the quality of our facilities and explore new residential and leadership positions in student organizations. As Greek life at Wofford continues to evolve, we will increase the quality of our facilities and explore new residential and leadership positions in student organizations. As Greek life at Wofford continues to evolve, we will increase the quality of our facilities and explore new residential and leadership positions in student organizations. As Greek life at Wofford continues to evolve, we will increase the quality of our facilities and explore new residential and leadership positions in student organizations. As Greek life at Wofford continues to evolve, we will increase the quality of our facilities and explore new residential and leadership positions in student organizations.

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We are committed

In a recent and provocative article in the *New Republic*, former Yale professor William Deresiewicz argues that college students would be better off avoiding the Ivy Leagues and instead should seek out liberal arts colleges and public universities. He writes: “If there is anywhere that college is still college—where that teaching and the humanities are still accorded pride of place—it is the liberal arts college. Such places are small, which is not for everyone, and they are often fairly isolated, which is also not for everyone... Instead of trying to compete with Harvard and Yale, these schools have retained their allegiance to real educational values.”

Later in the essay, Deresiewicz touches on the essence of what a college education should be about: teaching students how to think, and more importantly, “establishing communication between the mind and the heart, the mind and experience.” If they discover their uniqueness, their soul. In his words, colleges do this by providing a place for “books, ideas, works of art and thought, the pressure of the minds around you that are looking for their own answers in their own ways.”

Wofford College is committed to extending the spirit of engagement and collaboration that came together in this vision, seeking resources to support the ideas in the vision, measuring outcomes and sharing findings. We also are pleased that this vision will lead us further in the direction, of what President Samhat referred to in his 2014 inaugural address, “breadth and depth of learning, and formation of character and community, contributing to our students’ capacity to embrace change and challenge without fear or hesitation.” By embracing a small student population for one-on-one learning, integrating residential and extra-curricular into the learning experience, and celebrating diversity, financial and environmental sustainability, creativity and community involvement, Wofford will provide the ingredients necessary to provide a true liberal arts starter kit that helps students be lifelong learners and leaders in whatever field or endeavor they pursue.
21ST CENTURY LEARNING AGENDA AT WOFFORD
Caleb A. Arrington, Associate Professor of Chemistry, Group Co-Chair
Karen H. Goodchild, Chair & Associate Professor of Art and Art History, Group Co-Chair
Mark S. Byrnes, Associate Professor of History
Ryan A. Johnson, Assistant Professor of Accounting, Business and Finance
Amy E. Lancaster, Chair & Associate Professor of Art and Art History, Group Co-Chair
G. Mackay Salley, Chair & Associate Professor of Physics
Kaye S. Savage, Associate Professor & Director of Environmental Studies
David S. Wood, Senior Vice President for Development
Joella F. Utley, Board of Trustees Member
J. E. Reeves Jr., Board of Trustees Member

DEVELOPING LEADERS FOR THE 21ST CENTURY
Scott Cochran, Dean of The Space, Group Co-Chair
Dave Pittman, Associate Professor of Psychology, Group Co-Chair
Jeremy Henkel, Assistant Professor of Philosophy
Mark D. Line, Senior Associate Athletics Director for Sports Programs
Ronald A. Robinson, Perkins-Prothro Chaplain & Professor of Religion
Anne Rodrick, Associate Professor of History
John Ware, Associate Professor of English
Beth D. Wallace, Associate Vice President for Student Affairs & Director of the Wellness Center
Carol B. Wilson, Professor of English & Coordinator of Academic Advising
Corry W. Oakes III, Board of Trustees Member
C. Michael Smith, Board of Trustees Member

STRENGTHENING CAMPUS AND COMMUNITY
Roberta H. Bigger, Vice President for Student Affairs & Dean of Students, Group Co-Chair
Stacey R. Hottes, Associate Professor of Biology, Group Co-Chair
Katherine (Trina) Janiec Jones, Associate Professor of Religion
Charles D. Kay, Professor of Philosophy
Natalie S. Grinnell, Professor of English
Thomas M. Henson Jr., Assistant Director of Alumni & Parent’s Programs
Kelly Ann French, Manager of The Space
Micki C. Roddy, Office Assistant to the Department of Biology
Dennis Wiseman, Provost
Betty J. Montgomery, Board of Trustees Member
Bishop William H. Willimon, Board of Trustees Member

EXPANDING WOFFORD’S SCOPE
Lillian E. Gonzalez, Chair & Associate Professor of Accounting, Business and Finance, Group Co-Chair
Richard A. Johnson, Director of Athletics, Group Co-Chair
John W. Birney, Director of Admission
Mark A. Ferguson, Chair & Associate Professor & Director of Theatre
Cissy T. Fowler, Associate Professor of Sociology
Timothy J. Schmitz, Chair & Associate Professor of History
Julie Sexeny, Assistant Professor of English
Annie S. Mitchell, Vice President for Marketing and Communications
Carolyn B. Sparks, Director of Financial Aid
Jane S. Forbes, Administrative Assistant & Lecturer in Computer Science
H. Neel Hipp Jr., Board of Trustees Member
Daniel B. Morrison Jr., Board of Trustees Member

STRATEGIC PLAN WORKING GROUP MEMBERS