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

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 such 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 end-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 regional 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 integrated 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 connects 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 experience, and celebrates diversity, financial and environmental sustainability, and creativity and community involvement.

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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 then 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 beginning. 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 1856 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 a son 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, 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 founded the Senior Order of Gnomes and the Old Gold and Black student newspaper. Between 1902 and 1942, 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 first Campus Union student government, the 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.

A History of People and Place

“We are blessed with the presence of many students who came to Wofford, were shaped by Wofford, and then went on to help shape the world.”

The Reverend Dr. David L. Rinkus ’73, Wofford’s 14th president
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—one disposal- 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 diminish 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.”
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 such growth of students and faculty alike. This vitality and flexibility built into the core of the liberal arts lead to the kind of innovation and leadership that has contributed so much to reaching higher education. Institutions that have been most successful at supporting this form of education focus on the attributes of vitality and flexibility as they look closely at existing programs and curricula to increase distinctiveness and value. They have contributed so much to human development.

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The next step was to establish working groups of faculty and staff to explore and make recommendations in each of the four areas. Each group was led by a pair of faculty or staff members and identified from the guidance of a representative from the Board (see the back cover for the membership of each group).

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 myriad 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 Above), understanding the outer world and making recommendations in each of the four areas, each group submitted its recommendations in April. Faculty and staff reviewed the ideas the following month, and the steering group conformed the vision.

President Samhat and his leadership team are 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. 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, and Wofford has a number of programs that are focused on this. The next step was to establish working groups at our peer institutions by identifying programs in the arts, sciences, technology and diversity. Liberal arts, academic technology, diversity, resource life and home learning across national liberal arts college is critical. Rather than estimate what might work at other places, each group worked to find the arrangements that would work for Wofford. By bringing together these analyses and, more importantly, building on our past, the college’s history of innovation and unbridled creativity with its own uniqueness, Wofford intends to raise the bar even higher for a top liberal arts private liberal arts learning experience by taking a more holistic, integrated and collaborative view of the best ways our students spend with us. To do this, each student is an extraordinary experience, we must continue to develop and sustain an intellectual, ethical, aesthetic and aesthetic atmosphere in which the diverse and inspiring minds of all members of the Wofford community, including students, faculty, staff, alumni, administration and trustees, are challenged to work collaboratively toward a common search for truth and freedom. The five overarching recommendations that make up this plan—each with several parts—are designed to help Wofford achieve this goal.

**WOFFORD’S STRATEGIC VISION: AT-A-GLANCE**

**RECOMMENDATION ONE**

Strengthen Curriculum

- Expand academic offerings
- Enhance interdisciplinary initiatives
- Create Academic Commons (within Library)
- Environmental Studies Program

**RECOMMENDATION TWO**

Recruit and Retain Faculty/Staff

- Expand faculty and staff benefits
- Recruit and retain highly qualified faculty and staff
- Create Academic Commons (within Library)

**RECOMMENDATION THREE**

Increase and Enhance Student Affairs

- Increase academic access
- Enhance student support services
- Enhance student engagement
- Environmental Studies Program

**RECOMMENDATION FOUR**

Strengthen the Community: The Vision of the Sustainable Campus

- Create Academic Commons (within Library)
- Environmental Studies Program

**RECOMMENDATION FIVE**

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**PEOPLE INSTITUTIONS THAT INFORMED THIS PLANNING PROCESS**

**COMMUNITY & DIVERSITY**

- Strengthen Community
- Enhance Shared Governance
- Strengthen diversity

**SUSTAINABILITY**

- Strengthen campus
- Enhance shared governance

**TECHNOLOGY**

- Strengthen technology
- Enhance shared governance

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**LITERACY**

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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 maintaining our investment in the highest quality faculty who are outstanding performers in their fields and committed to liberal arts education.
1. 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. (ACADEMICS)

2. Recruit and retain superior faculty who excel in their fields with a demonstrated love of and commitment to excellent undergraduate education. (ACADEMICS, FACULTY/STAFF)

3. Develop a Center for the Arts and Creativity to support the arts and creative work in other disciplines that demonstrate a high level of 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. (ACADEMICS, ALUMNI/DEVELOPMENT)

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

5. 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 information and educational technology and the professional personnel to facilitate use. (ACADEMICS, STUDENT AFFAIRS)

RECOMMENDATION ONE HAS FIVE PARTS
Students should have high impact experimental learning opportunities. Increasingly, outstanding students expect to participate in research to explore subjects in-depth with guidance from faculty. To recruit and support more students looking for such opportunities, Wofford should increase funding for collaborative research, incorporate student projects into the curriculum and provide travel funds to enable students to attend research conferences and for student field and archival research.

Another high impact learning opportunity is international immersion. Wofford should expand its commitment to international learning even more relevant as we recognize the global context throughout the curriculum. To increase the pace of integration, Wofford should ensure that each student has an international experience during their tenure and establish a curricular initiative that integrates international learning across the entire liberal arts curriculum.

To allow more students and faculty to take advantage of immersion, we recommend expanding into the semester, summer, and short-term travel options as well as providing grants to support intercultural experiences. Students should have high impact experimental learning opportunities. Increasingly, outstanding students expect to participate in research to explore subjects in-depth with guidance from faculty. To recruit and support more students looking for such opportunities, Wofford should increase funding for collaborative research, incorporate student projects into the curriculum and provide travel funds to enable students to attend research conferences and for student field and archival research.

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We recommend that the college highlight the Goodall Environmental Studies Center as we explore sustainability and a global context as core values. With an e-portfolio program, students can create a repository of their four years of work and experiences to potential employers, graduate schools and alumni. We are confident that this will lead to more engaged alumni as well.

We recommend investing Wendell’s mission statement and goals into the future, with a focus on core values, and we urge the administration to support and manage the development of new learning opportunities with new training and education. Our first goal, many of our students will become increasingly committed to environmental sustainability. Of course, competitive compensation will be a critical part of the Environmental Studies program implementation.

The Goodall Center, just seven miles from campus, is a critical educational space for sustainability because it offers excellent learning opportunities in the lab and the field. However, a modern on-campus facility is also required to provide teaching space and technology designed to support intensive, collaborative, hands-on learning, advanced computing and the capacity to link students and instructors on campus to those at Goodall. In this new space, faculty will be able to schedule new, growing interdisciplinary initiatives and the environment and entrepreneurship, for example—preparing students for the competitive field. The space will replace the current Soil Science Laboratory, a building in desperate need of major repair and renovation.

3. Develop a Center for the Arts and Creativity to enrich educational and co-curricular life and experiences significantly. Of course, competitive compensation will be an educational technology center run by an academic professional personnel to facilitate use. (ACADEMICS, STUDENT AFFAIRS)

In this new space, faculty will be able to explore new programs such as the Postdoc Fellowship in Small Liberal Arts Colleges, a group of peer colleges and all schools participating in the National Survey of Student Engagement reported levels of student engagement as well. In 2010, seniors at Wofford, outdistancing the rest. The faculty make the difference in measures such as these. With an increased investment in academic engagement, with new training and education. Our first goal, many of our students will become increasingly committed to sustainability and a global context as core values. With an e-portfolio program, students can create a repository of their four years of work and experiences to potential employers, graduate schools and alumni. We are confident that this will lead to more engaged alumni as well.

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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 far beyond the classroom. Along with rigorous thinking and experience, the world needs leaders who understand the value of collaborative problem-solving, diversity and moral responsibility. Our liberal arts mission demands that students develop the academic, interpersonal skills and integrity so that you gain, in the words of President Martha Pollack, “a better perspective of oneself and others.”

As a national residential liberal arts college, Wofford prepares exemplary leaders and citizens by providing a stimulating academic experience for the intellectual, social and personal development of its students. This education—a departure that soon could represent the future of liberal education—will increase coherence between students and faculty, requiring a new kind of commitment from students, faculty and staff. In addition to The Village, important contributions require a new kind of commitment from students, faculty and staff. In addition to The Village, important contributions are underway.

To make the college more diverse, Wofford will build a multicultural student body that reflects the diversity of the world. This approach will increase coherence between students and faculty, requiring a new kind of commitment from students, faculty and staff. In addition to The Village, important contributions are underway.

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2. Create sophomore interest-based residential communities where second-year students have equitable space for students who are not affiliated with Greek organizations by reducing the disparity between the interest communities program and other populations. Collaborative partnerships will be funded to support projects that deepen understanding of civic responsibility and sustainability on campus and in our larger community, including the Arcadia neighborhood and other co-curricular programs and other Wofford entities. The Exchange should be a place for student and faculty engagement and may feature a café or pub—possibly showncasing student bands. Other spaces might be geared towards fitness or outdoor activities, perhaps a trade bookstore, pop-up retail shops or a farmer’s market and community garden. One important practical function is to locate Student Affairs, diversity initiatives, career services, The Space, international programs and other co-curricular offices in one convenient facility.

To meet these purposes, we recommend that Wofford work with an architect to create an open, versatile, functional, inviting facility that is a real asset to Wofford as well. It’s OUR Wofford: A Strategic Vision for Wofford College | 2524 | It’s OUR Wofford: A Strategic Vision for Wofford College.

The Exchange should have the resources to support projects that deepen understanding of civic responsibility and sustainability on campus and in our larger community, including the Arcadia neighborhood and other populations. Collaborative partnerships will be another focus. Working with The Mac Foundation’s “Thinking Like a River” initiative, the High-Impact Engagement Hub will be an innovation and learning center that supports civic learning in and out of the classroom; the focal point of academic and student services there and academic and professional development. It should be located centrally on campus and be welcoming to all. It could serve as a civic engagement hub, an important bridge between curricular and co-curricular programs by supporting civic learning and engagement activities that engage the community in its ethos, programming, leadership and architecture. It should be located centrally on campus; and host student projects; a place to organize and streamline the use of resources on campus; and a place to facilitate relationships among The Space, the Center for Innovation and Learning and other centers on campus.

The Exchange will make a prominent contribution to not only the distribution of civic learning experiences to all, but also help Wofford advance the core values of a liberal arts education. The Exchange should have the resources to support projects that deepen understanding of civic responsibility and sustainability on campus and in our larger community, including the Arcadia neighborhood and other populations. Collaborative partnerships will be another focus. Working with The Mac Foundation’s “Thinking Like a River” initiative, the High-Impact Engagement Hub will be an innovation and learning center that supports civic learning in and out of the classroom; the focal point of academic and student services there and academic and professional development. It should be located centrally on campus; and host student projects; a place to organize and streamline the use of resources on campus; and a place to facilitate relationships among The Space, the Center for Innovation and Learning and other centers on campus.

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Recommendation
THREE

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.
RECOMMENDATION THREE
HAS THREE PARTS

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. Our group from the first is that we are. This principle that has guided our group over this time and through the years is a ‘very important’ factor in their selection process was positive long-term effects of increased diversity on students for citizenship and full, rewarding lives in the world they will encounter after graduation. Our goal is to provide a fully funded scholarship program that will also serve as a key college recruitment tool when those options exist.

We also are aware that various opportunities for tuition must offer options that make all of our students feel welcome and included. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold.


To recruit and retain talented students, Wofford should offer scholarships with the Powell Foundation, a group that identifies students in public high school with extraordinary potential for academic leadership who may be overlooked by traditional college selection processes. The college also should renew our commitment to the Rwanda Presidential Scholarship Program, which provides four-year, undergraduate scholarships to a select group of Rwanda’s brightest and best high school students.

As we welcome students from other cultures, we also must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must offer options that make all of our students feel welcome and included. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold. In our academic and residential programs, we must be even more mindful of norms and practices they uphold.
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 to populations represented.

(ACADEMICS, STUDENT AFFAIRS, FACULTY/STAFF, ALUMNI/DEVELOPMENT)

3. Develop the resources to strengthen new faculty orientation programs, faculty development initiatives, and faculty leadership 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 clarify administrative and human resources practices, and inform the community of accolades and other important news and events.

(FACULTY/STAFF, MARCOM/COMMUNICATIONS)

5. Enhance collaboration and interaction among alumni, faculty, emeritus faculty, staff, and visiting speakers by developing and implementing new strategies.

(FACULTY/STAFF, ALUMNI/DEVELOPMENT)

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. This program will create the near-age mentoring that universities achieve 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 ensuring a diverse community of people, viewpoints and ideas that is so important in a multi-cultural learning-living environment that brings people, viewpoints and ideas that is so important in a multi-cultural learning-living environment. As we consider the results of the recent national survey of faculty and students, we need to recognize and celebrate our strengths and weaknesses—together. And this is an important time to think about the education of our recent graduates and preparing the next generation of distinguished leaders. We foresee five- to ten-year planning in all our offices and academic departments across the campus where their mutual benefit would be great. They would experience the mentorship of co-workers, supervisors, staff and students—to create clear expectations for individual faculty members and for students. (FACULTY/STAFF)

A peer review program will serve as a distinctive model for thinking beyond the classroom as a means to fostering the education of our recent graduates and preparing the next generation of distinguished leaders. We foresee five- to ten-year planning in all our offices and academic departments across the campus where their mutual benefit would be great. They would experience the mentorship of co-workers, supervisors, staff and students—to create clear expectations for individual faculty members and for students. (FACULTY/STAFF)

We recommend that the faculty and Provost review procedures and criteria for faculty performance assessments, and also serve students returning to Wofford's campus and achieve the goals outlined in this plan. When the next cohort comes to campus, it will experience the benefit of a learning-living environment that brings 13. Develop the resources to strengthen new faculty recruitment, orientation and transition. (FACULTY/STAFF)

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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 gatherings 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 resources—from 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 maintain 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—be established 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 aspirations, along with needs and revenue-generating opportunities in the marketplace. From this foundation we can present our vision, 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. This program will create the near-age mentoring that universities achieve with graduate students without relinquishing our undergraduate definition. (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-teaching opportunities.”

Faculty Member, Listening Session Fall 2013
Recommendation

FIVE

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 Hents 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
1. Develop the Center for Arts and Creativity

The vision of Wofford College as a premier, innovative and distinctive national liberal arts college defined by excellence, engagement and transformation depends in large part on its physical campus. Many of the recommendations made within Wofford’s vision require either new forward-thinking facilities or modifications to existing structures to support the college’s strategic vision. A new arts facility will provide an opportunity to present sustainability and energy efficiency, including, in its construction, execution and community utilization, so the college may reduce and prevent environmental impacts.

2. Develop an academic space for the expansion of the science and our environmental studies program to replace the existing Black Science Annex (in conjunction with Recommendation One) (ACADEMICS)

The Goodall Environmental Studies Center, just seven miles from campus, is a critical part of the Environmental Studies program because it offers excellent learning opportunities in the field. However, a modern campus facility also is required to provide teaching space and technology designed to support intensive, collaborative, hands-on learning, advanced computing, and the capacity to link students and instructors on campus to those at Goodall. This new space, facility, will be able to recognize prospective students around curricular and non-curricular initiatives—the environment allowing for the development of authentic and entrepreneurial opportunities for our students to take leadership roles in a fast-growing, competitive field. The space will replace the current buildings O. Black Science Annex, a building in desperate need of major repair and renovation. In all areas, Wofford seeks to promote sustainability efforts within Wofford’s vision require either new, modern on-campus facilities to a standard of quality that creates opportunities for future students with the highest quality living/learning experiences. This new hall will bring this first-year residential Greek housing facility has the potential to enhance and promote its sustainability efforts.

3. Develop an arena for intercollegiate athletics.

The center should encourage collaboration among the arts and creative spaces for the arts and creative work in other disciplines that demonstrates the critical centrality of Greek life to the student experience and leadership skills by learning how to work together as teams. Most Wofford students have a variety of interests and affiliations with multiple social and academic groups while living on campus. Organized student interest housing will provide more opportunities for students to develop leadership skills by learning how to work together as a community of students. The Space, the Center for Innovation and Learning and other centers and offices would greatly enhance engagement and leadership development for both Greek and non-Greek organizations would greatly enhance the quality and diversity of opportunities for all students to Eligible for this project is a new, modern residential Greek housing facility has the potential to enhance and promote its sustainability efforts. Wofford College program by enhancing the emphasis of Greek organizations on the national standards that support educational and professional development within our campus and community.

4. Feature an Academic Commons within the library (in conjunction with Recommendation One) (ACADEMICS, STUDENT AFFAIRS)

As discussed in Recommendation One, creating a new Academic Commons by redesigning the library as the connecting point for student scholarship, learning, research, and cutting-edge educational technology is key to Wofford’s long-range vision. The Academic Commons will provide support for educational technology and would require professional personnel to deliberately facilitate its use.

5. Explore and develop a Village and Interest Housing to replace the current Porter Frizzell Room (ACADEMICS, RESIDENCE LIFE, STUDENT AFFAIRS)

Most Wofford students have a variety of interests and affiliations with multiple social and academic groups while living on campus. Organized student interest housing will provide more opportunities for students to develop leadership skills by learning how to work together as a community of students. The Space, the Center for Innovation and Learning and other centers and offices would greatly enhance engagement and leadership development for both Greek and non-Greek organizations would greatly enhance the quality and diversity of opportunities for all students to engage in leadership and career development. The Space, the Center for Innovation and Learning and other centers and offices would greatly enhance engagement and leadership development for both Greek and non-Greek organizations would greatly enhance the quality and diversity of opportunities for all students to engage in leadership and career development.

6. Develop The Wofford Exchange in the Center for Innovation and Learning (ACADEMICS, STUDENT AFFAIRS)

The Wofford Exchange in the Center for Innovation and Learning will serve 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 science and our environmental studies program to replace the existing Black Science Annex (in conjunction with Recommendation One) (ACADEMICS)

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7. Develop The Wofford Exchange in the Center for Innovation and Learning and other centers and offices would greatly enhance engagement and leadership development for both Greek and non-Greek organizations would greatly enhance the quality and diversity of opportunities for all students to engage in leadership and career development. The Space, the Center for Innovation and Learning and other centers

ENHANCING THE COLLEGE
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, strategies and boundaries that are definitive and
clear.
   (ACADEMICS, STUDENT AFFAIRS, RESIDENCE LIFE, ATHLETICS, ALUMNI/DEVELOPMENT)
Building on our liberal arts tradition in the 21st century requires a renewed focus on adapting pedagogy to new generations of students while staying alert to global social and technological changes. There is much at stake. As President Samhat said in his 2014 inaugural address, “Our kind of education is designed to address in a most direct manner the vast majority of questions that shape the nature of 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 challenges. Most of these involve a finite set 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 outcomes (i.e., jobs and income). To confront these challenges, we must build on the mission and the impetus of students interacting with the wider world, where they must become aware of and among different cultures, languages and methodologies. As we integrate living and learning experiences even more closely together, we also must help our students connect with local and global communities, giving them an opportunity to develop as individuals and the wherewithal to contribute to both local and global communities, giving them an opportunity to develop as individuals and the wherewithal to contribute to both local and global communities.

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Supporting the Vision

As Standard and Poor’s noted in July 2014, many private universities and colleges find it difficult to balance affordability and financial health. As President Samhat said in his 2014 inaugural address, “Today’s liberal arts colleges are faced with several challenges. Most of these involve a finite set 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 outcomes (i.e., jobs and income). To confront these challenges, we must build on the mission and the impetus of students interacting with the wider world, where they must become aware of and among different cultures, languages and methodologies. As we integrate living and learning experiences even more closely together, we also must help our students connect with local and global communities, giving them an opportunity to develop as individuals and the wherewithal to contribute to both local and global communities.”

terrible and we are attempting to evolve and adapt to the challenges that we face. As we develop new programs, we will continue to support them. As we develop new programs, we will continue to support them.

The Wofford: A Strategic Vision for Wofford College

Throughout the strategic visioning process, three powerful forces were at work—commitment to the college and its bright vision, excitement about the new opportunities these ideas will bring when they are implemented. This vision is produced to encourage lively discussion and a sense of ownership among our constituents, recognizing that our success is dependent on the continued support of students, faculty, staff, alumni, and friends.

As the year draws to a close, another begins. As the year draws to a close, another begins.

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 prioritizing ideas for facilities called for in this strategic plan, projections for future development, better pathways and signs, and boundaries that are definitive and clear. (ACADEMIC, STUDENT AFFAIRS, RESIDENCE LIFE, ATHLETICS, ALUMNI/DEVELOPMENT)

In conjunction with facilities needs listed within Recommendation 3, Wofford’s master plan will bring together the physical and practical needs of the campus, the vision as described within this document and the predictions of the future.

Wofford’s language and practices should reflect its deep commitment to liberal arts learning and explore the college’s vision, products, scope and distinctiveness to a much broader national audience. A creative, comprehensive strategic plan for pursuing a comprehensive marketing and communications plan will be developed, focusing on Wofford’s mission and the primary marketing value proposition. This plan will include strategies for converting and measuring programmatic and marketing and communications plans will be to enhance the college’s visibility at the national, regional, and local levels, to clarify borders and locate the resources we have to offer. Wofford’s language and practices should reflect its deep commitment to liberal arts learning and explore the college’s vision, products, scope and distinctiveness to a much broader national audience. A creative, comprehensive strategic plan for pursuing a comprehensive marketing and communications plan will be developed, focusing on Wofford’s mission and the primary marketing value proposition. This plan will include strategies for converting and measuring programmatic and marketing and communications plans will be to enhance the college’s visibility at the national, regional, and local levels, to clarify borders and locate the resources we have to offer. Wofford’s language and practices should reflect its deep commitment to liberal arts learning and explore the college’s vision, products, scope and distinctiveness to a much broader national audience. A creative, comprehensive strategic plan for pursuing a comprehensive marketing and communications plan will be developed, focusing on Wofford’s mission and the primary marketing value proposition. This plan will include strategies for converting and measuring programmatic and marketing and communications plans will be to enhance the college’s visibility at the national, regional, and local levels, to clarify borders and locate the resources we have to offer. Wofford’s language and practices should reflect its deep commitment to liberal arts learning and explore the college’s vision, products, scope and distinctiveness to a much broader national audience. A creative, comprehensive strategic plan for pursuing a comprehensive marketing and communications plan will be developed, focusing on Wofford’s mission and the primary marketing value proposition. This plan will include strategies for converting and measuring programmatic and marketing and communications plans will be to enhance the college’s visibility at the national, regional, and local levels, to clarify borders and locate the resources we have to offer.
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.” He says students 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 Samhart referred to in his 2014 inaugural address as ‘breadth and depth of learning, and formation of character and community, contributing to our students’ capacity to embrace challenge and change 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 truly 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
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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, Assistant Dean of International Programs
G. Mackay Salley, Chair & Associate Professor of Physics
Kay S. Savage, Associate Professor & Director of Environmental Studies
David S. Wood, Senior Vice President for Development
Timothy E. Brown, Access Services & Research Librarian
Lisa P. Barnett, Assistant to the Office of the Provost
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John Ware, Associate Professor of English
Beth D. Wallace, Associate Vice President for Student Affairs & Director of the Wellness Center
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