

Strategic Vision for Justice, Equity, Diversity, and Inclusion at Wofford College

Wofford College will be a leader among liberal arts colleges in promoting principles of justice, equity, diversity, and inclusion and will integrate these principles into every aspect of its operations. Wofford will prepare students to be active citizens who contribute, serve, and thrive in a diverse world.

Strategic Vision for Justice, Equity, Diversity, and Inclusion (JEDI)¹ at-a-glance:

Goal 1: Inclusive Physical Campus	Goal 2: Inclusive Academic Excellence	Goal 3: Inclusive Student Experience
<p>A landscape that welcomes all and reflects the contributions of diverse people in Wofford’s history</p> <p>Inclusive spaces to meet equitably the needs of diverse groups</p> <p>Rigorous and full examination of Wofford's history and setting</p>	<p>A diverse faculty, staff, and administration</p> <p>A liberal arts curriculum that integrates justice, equity, diversity, and inclusion in content and practice</p> <p>Equitable and inclusive pathways to research, internships, Interims, study away, careers, and post-graduate education for all students</p> <p>Leadership in Spartanburg in curricular, co-curricular, and research engagement with the local community</p>	<p>Diversity of students and authenticity in student recruitment about the ongoing work toward JEDI goals</p> <p>Structures, policies, and campus culture that support all students</p> <p>A commitment to Greek life inclusive of all students who wish to participate</p> <p>Meeting of student health needs, including mental health, in ways that promote equity and inclusivity</p> <p>Diversity of staff at all levels of the College</p>
Steps Needed to Support All of the Above Goals		
<p>Inclusive and equitable policies and practices</p> <p>Continuing justice, equity, diversity, and inclusion work</p>		

¹ Throughout this document, we use “JEDI” as an acronym for the four principles of “justice, equity, diversity, and inclusion” and “the JEDI Committee” or “the Committee” as a reference to our strategic vision committee.

Introduction

In preparing this strategic vision, the JEDI Committee conducted roughly 100 hours of listening sessions and collected over 350 surveys resulting in 500 pages of data from alumni, students, faculty, staff, College leadership, and Spartanburg community members. This data set gave us valuable, diverse, and powerful information from the voices of those in the Wofford community and beyond.² In addition, the JEDI Committee's five Working Groups³ each held their own listening sessions with relevant groups and experts both within and outside the College, and gathered benchmarking data from Wofford's peer institutions.⁴ Before beginning its work, the Committee read the Instagram stories on [Black at Wofford](#) and the statement and demands of the [Wofford Antiracism Coalition](#), took individual implicit bias tests, studied documents on best practices in justice and equity work,⁵ and drew on their collective knowledge of years of interaction with students.

President Samhat formed and empowered our committee to create a strategic vision for justice, equity, diversity, and inclusion to guide Wofford's future, and that step itself signaled a sea change. Our nine months of work has demonstrated that often the process is, in large part, the product. That a committee composed of students, staff, faculty, and trustees could work collaboratively as peers was itself transformational for those of us doing the work. And in doing this work, not only have those of us on the committee learned a tremendous amount about Wofford, its community, and about justice and equity work, we have been overwhelmed by the support of Wofford's faculty, staff, and leadership who are doing the work alongside us. Every time we sent an email or left a voicemail asking for information or help, we heard back almost immediately. All of this collective work, of which our committee is only a part, has already moved Wofford significantly toward justice and equity compared even to where it was a year ago. We also gratefully acknowledge years of preceding work by Wofford faculty, staff, and students that began long before the JEDI Committee was formed. It is thanks to the labor of these dedicated individuals that Wofford was even ready to have these conversations and do this work on a large scale.⁶

Guided by Wofford's [mission statement and core values](#), the recommendations in this report represent the results of all of the Committee's research. Many of our recommendations call out the need for some combination of more staffing, increased budget, more robust structures, and revised policies. This pattern in our recommendations speaks to a faculty and staff dedicated to our students and to equity, who find themselves supporting an increased student population, often on budgets and staffing levels

² See the JEDI Committee Research Report, prepared by Committee consultant Dr. Debora Johnson-Ross, for summary and analysis of this data.

³ See Appendix.

⁴ The institutions studied for benchmarking purposes were: Centre, Davidson, Furman, Hendrix, Rhodes, Sewanee, and Washington and Lee.

⁵ For a list of readings consulted by the Committee, see [the JEDI Committee website](#).

⁶ The students, faculty, staff, and alumni whose work and passions sparked and advanced these conversations include, in most recent years: All who contributed to [Black at Wofford](#); the Wofford Anti-Racism Coalition (WARC) founded by Bali Channa ('20), Bryson Coleman ('21), Omar K. Elmore ('20), Jurnee Jones ('21), Margaret Roach ('21), Destiny Shippy ('22), and Naya Taylor ('21); the faculty and staff who comprise the Anti-Racism Action Team; all who signed [WARC's petition](#) to change the residence hall names; and those who organized and signed [the faculty petition](#) to change the residence hall names.

many years out of date.⁷ Time and again, we heard of staff and faculty beginning new student-support or equity-oriented initiatives “on a dream and a shoestring.”⁸ It is time to recognize that what Wofford has long prided itself on – doing more with less – has come at the cost of sustainable workloads for employees and the ability of all on campus to serve the needs of our students, especially our students most likely to be marginalized or vulnerable. An operating budget is, in truth, a moral document, and equity for our students and for all on our campus cannot be achieved “on a dream and a shoestring.”

Our listening sessions with the Spartanburg community spoke to a bittersweet mix of pride in a local, nationally recognized institution, along with hurt at Wofford’s failure to acknowledge a history of injury done to the Black community, and disappointment that the College does not more effectively use its significant resources to give “a hand up rather than a handout”⁹ to the Spartanburg community, a city with nearly a quarter of its population living below poverty level.¹⁰

While the report herein represents a strategic vision for justice, equity, diversity and inclusion for Wofford’s future, the Committee also reminds all readers that a higher goal – that of *belonging* – goes beyond diversity and inclusion; belonging is what our students are seeking, and belonging is what all in our community deserve.

Wofford College, the higher-education landscape, and our nation are at a pivotal moment for justice and equity. Now, at this moment ripe with possibility, is the time for Wofford College to implement changes that will raise the bar on equity and inclusivity for our students and employees, for our alumni, and for the Spartanburg community. With changing demographics and incoming students’ increased focus on justice and equity issues, now is also the time to implement changes that will ensure the long-term health and sustainability of our beloved institution. This turning point is a moment of responsibility, and it is also an exciting moment, a chance to become a national leader in building a campus and community committed to justice, equity, diversity, and inclusion.

⁷ Furthermore, data from our listening sessions and surveys indicate a pervasive perception that the most understaffed and underfunded efforts are disproportionately led and staffed by women and people of color.

⁸ As one staff member said in a Working Group listening session.

⁹ As stated by a community leader in a listening session.

¹⁰ See census data [here](#).

Overview of the Recommendations

Below is a summary of all recommendations in this report.¹¹ Readers can click on any recommendation in this summary to see the full version, including rationale, in the body of the document.

Goal 1: Inclusive Physical Campus

A landscape that welcomes all and reflects the contributions of diverse people in Wofford's history

Recommendation 1: Adopt a new naming system for current and future residence halls purposefully chosen to emphasize Wofford's common history and community

Inclusive spaces to meet equitably the needs of diverse groups

Recommendation 2: Allocate and raise funds for the construction of a new house or houses within the Greek Village for National Panhellenic Council (NPHC) fraternities and sororities, and for support of the activities and functions of these organizations. Address inequities in policies in use of these spaces

Recommendation 3: Construct new buildings and safe spaces dedicated to the support of current and future diverse student populations, groups, and their organizations and review current policies that regulate usage of student spaces

Rigorous and full examination of Wofford's history and setting

Recommendation 4: Establish a Wofford History and Memory Committee tasked with the development and implementation of projects, including those related to recommended initiatives proposed by the JEDI Committee

Recommendation 5: Create a position of Campus Historian or Historian of the College

Goal 2: Inclusive Academic Excellence

A diverse faculty, staff, and administration

Recommendation 6: Increase BIPOC¹² and other forms of diversity in faculty, staff, and administration

A liberal arts curriculum that integrates justice, equity, diversity, and inclusion in content and in practice

Recommendation 7: Restructure academic advising

¹¹ The Committee and its Working Groups are grateful to all of our colleagues whose contributions helped shape these recommendations, including but not limited to: Trina Jones, Dwain Pruitt, Tracey Revels, and Phillip Stone, all of whom went above and beyond by serving on Working Groups; those who provided time, expertise, and information included Taifha Alexander, Katarina Barnhart, Jo Ann Brasington, Dudley Brown, Ben Bryan, Anne Catllá, Crystal Crawford, Lisa DeFreitas, Amanda Estabrook, Anneliesa Finch, Lisa Goings, Matt Hammett, Thom Henson, Kevin Huffman, Roberta Hurley, Calhoun Kennedy, Amy Lancaster, Boyce Lawton, Chee Lee, Curt McPhail, John Miles, Jordan Moeller, Britt Newman, Rebecca Parker, Dina Roberts, Kim Rostan, Tim Schmitz, Tyler Senecal, Keith Shambaugh, Elizabeth Shuler, Mike Sosulski, Brand Stille, Jessalyn Story, Megan Tyler, Beth Wallace, and Carol Wilson.

¹² Black, Indigenous, and People of Color.

Recommendation 8: Enhance the general education and major curricula with increased course content related to race, ethnicity, and legacies of colonialism

Recommendation 9: Increase infrastructure support for the FYI¹³ program

Recommendation 10: Expand ongoing assessment and professional development to work toward greater equity in the academic majors

Recommendation 11: Revive the Wofford Gospel Choir; support and sustain it

See **Recommendation 21** under Goal 3

Equitable and inclusive pathways to research, internships, Interims, study away, careers, and post-graduate education for all students

Recommendation 12: Ensure financial needs are met for laptops and course supplies

Recommendation 13: Create equitable access to on-campus Interim courses

Recommendation 14: Create structures to ensure best practices for intercultural engagement in study-away Interim courses; once those structures are in place, create equitable access to one study-away (including study-abroad) Interim for all students

Recommendation 15: Encourage coaches, advisors, and the Office of International Programs to collaborate so that athletes who desire to study abroad can do so

Recommendation 16: Create more equitable pathways to internships

Recommendation 17: Create more equitable pathways to other student development and pre-career opportunities

Leadership in Spartanburg in curricular, co-curricular, and research engagement with the local community

Recommendation 18: Increase amount and consistency of community engagement in the curriculum

Recommendation 19: Provide support to ensure public research and community-engaged research are practiced in ways that promote equity and uplift the Spartanburg community

Goal 3: Inclusive Student Experience

Diversity of students and authenticity in student recruitment about the ongoing work toward JEDI goals

Recommendation 20: Develop a strategic plan for diversity recruitment and enrollment for 2022-2026

Structures, policies, and campus culture that support all students

Recommendation 21: Plan, implement, and assess first-year orientation each year with special attention to JEDI concerns

¹³ First Year Inquiry.

Recommendation 22: Increase staffing and support for Accessibility Services and revise relevant policies

Recommendation 23: Enhance Campus Union’s ability to represent all students

Recommendation 24: Establish a Justice, Equity, Diversity, and Inclusion student fund

A commitment to Greek life inclusive of all students who wish to participate

See **Recommendation 2** under Goal 1

Meeting of student health needs, including mental health, in ways that promote equity and inclusivity

Recommendation 25: Increase support for Wofford’s Counseling Services

Recommendation 26: Establish a student health care coverage option for uninsured students

Diversity of staff at all levels of the College

See **Recommendation 6** under Goal 2

Steps needed to support all of the above recommendations

Inclusive and equitable policies and practices

Recommendation 27: Title IX and Bias Reporting: (a) Provide additional resources to the Title IX and Bias Incident reporting efforts; (b) implement structures to allow for consistent, effective, and clear processes for problematic behavior that does not fall within the definitions of prohibited conduct within the current policy guidelines; (c) require annual training of all employees in Wofford’s Title IX and Bias Reporting policies and procedures

Recommendation 28: Conduct an external review of the Office of Human Resources and all institutional policies and practices related to hiring and confidential personnel matters to ensure that emerging risks and issues of concern are identified and addressed

Continuing justice, equity, diversity, and inclusion work

Recommendation 29: Create three annual awards for JEDI work

Recommendation 30: Continue justice, equity, diversity, and inclusion work: (a) Establish an advisory committee on JEDI issues on campus; (b) continue research and reporting from JEDI Committee’s data

The JEDI Committee Recommendations

Goal 1: Inclusive Physical Campus

A landscape that welcomes all and reflects the contributions of diverse people in Wofford's history

Recommendation 1: Adopt a new naming system for current and future residence halls purposefully chosen to emphasize Wofford's shared history and community

Rationale: The intense campus response to current residence hall names necessitates the Board of Trustees' acknowledgement and consideration. As of this writing, over 2800 individuals have signed petitions requesting that residence halls honoring former presidents who owned slaves be renamed. Debate about residence hall names, however, is about more than slavery. The current conversation is but a new phase of ongoing community efforts to make Wofford a more welcoming, inclusive environment. Failure to address current students' stated concerns will only exacerbate long-standing tensions that are hurtful to many members of the Wofford community and that are counter to the College's efforts to diversify its student body, faculty, staff, and administration.

Wofford College is more than its campus, its historic buildings, and its presidents; Wofford is its people. Therefore, the committee recommends that the Board of Trustees adopt a new system for residence hall designation that allows for recognition of individual and group contributions to the College life and values, not just the contributions of its presidents. The College's practice of naming residence halls for former presidents evolved gradually and perhaps unintentionally. The first building that we would recognize as a full-scale dormitory was James H. Carlisle Memorial Hall, built in 1912. College alumni who had been Dr. Carlisle's students raised the funds to build the first Carlisle Hall as a memorial to him. Later, a second residence hall, this one a former Wofford Fitting School dormitory, was named for President Henry N. Snyder. Another residence during and after World War II bore the name of a family of donors. In the 1950s and 1960s, the Board of Trustees named five new residence halls for Presidents Greene, Wightman, Shipp, and Marsh, and Dean Mason DuPré. When they chose the names of Wightman and Shipp, board members specifically noted that they were choosing those names to recognize their service as former presidents. Not every former president has been honored by having a residence hall named for him.¹⁴ While each of the former presidents played an influential role in the College's life, others who never served as president profoundly shaped Wofford's evolution.

If the Board chooses to implement our recommendation, Wofford could continue to honor its executive leadership and create spaces for the College to honor key contributors from several College constituencies. The College could use this new system both to embrace its past and to teach its students about its history and values. One way the Board might accomplish this goal would be by re-designating any existing residence hall whose name is not tied to a specific

¹⁴ At present, six of the eight residence halls are named for former presidents and a seventh is named for a long-time former dean.

donor gift and applying this naming system to any future residence hall for which the College pays. Each residence hall could have a different thematic emphasis to reflect a specific aspect of Wofford's history and community. Each hall's theme could be reflected in its interior decoration and the naming of student study spaces and common areas. Many constituencies are worthy of the College's recognition and it is the prerogative of the Board or its designees to determine how to proceed. The Working Group on History, Memory, and Place developed several possibilities in its deliberations. The Board could adopt any number of nomenclature systems, but the Working Group recommends a system explicitly linked to the College's history and identity. The following are simply suggestions reflecting the Working Group's discussions:

- Terrier Hall (in which the history of Wofford student life and leadership, particularly students from underrepresented populations, could be reflected)
- Presidents Hall (in which the story of Wofford's administrative leadership could be told, including presidents whose contributions and service are currently unrecognized)
- Faculty Hall (in which both the College's faculty and its instructional history could be celebrated)
- Trustees Hall (in which trustee leadership could be honored)
- Intaminatis Hall (in which Wofford community members who made significant leadership contributions through lives of service could be recognized)
- Alumni Hall (which could be a Wofford Hall of Fame and mini-museum)
- Beneficence Hall (which could present a fuller version of the College's founding values and first-generation leadership)
- Other committee members suggested choosing hall themes to recognize important contributions from those in positions rarely recognized.

Budget implications: Re-designating campus residence halls would involve several one-time costs.¹⁵ Much of the redecorating could be accomplished, however, using items from the College's art and photograph collections and thus costs could be controlled through careful planning.

Inclusive spaces to meet equitably the needs of diverse groups

Recommendation 2: Allocate and raise funds for the construction of a new house or houses within the Greek Village for National Panhellenic Council (NPHC)¹⁶ fraternities and sororities, and for support of the activities and functions of these organizations. Address inequities in policies in use of these spaces

Rationale: Wofford currently does not have any active NPHC groups on campus, and data from listening sessions and surveys indicate that more support is needed for the campus to sustain any NPHCs. Our data illustrate that in years past, when there was still a limited NPHC presence

¹⁵ New signage, new campus maps, transforming residence hall lobbies and common areas to reflect the identified theme, facilities costs, etc.

¹⁶ For more information on NPHC and the nine fraternities and sororities it comprises, see [here](#).

on campus, alumni NPHC members did not feel supported in hosting events in the AMS house and encountered barriers of securing the house for events. Greek life is a central and large part of student life on Wofford's campus, and thus the lack of NPHC organizations is a serious equity issue. In addition, a more robust, supported NPHC presence would help with recruitment of BIPOC students. Specifically, we recommend:

- Build new NPHC housing within the Greek Village to support ongoing efforts to charter/re-charter NPHC fraternities and sororities
- Address the inequities in regard to how policy is applied and operates in the governance of the houses within the Greek Village
- Establish funds to pay for the re-chartering fees of NPHC fraternities and sororities to remove financial barriers for students.

Recommendation 3: Construct new buildings and safe spaces dedicated to the support of current and future diverse student populations, groups, and their organizations, and review current policies that regulate usage of student spaces

Rationale: Based upon listening session and survey data from diverse and marginalized student groups and organizations on campus, there is a strong need to create additional spaces for these groups to host meetings, events, and other gatherings safely.¹⁷ Currently, the AMS Meadors House within the Greek Village meets some of these needs, but it is used by nearly a dozen groups, clubs, and organizations. This arrangement creates inequity since no other houses within the Greek Village serve as a hub for other student groups, other than the fraternities/sororities they are meant to support. Thus, the current practice puts unfair and unsustainable burden on those using the Meadors house, a situation further exacerbated by the lack of other viable student spaces on campus. This inequity has created a sense of students not belonging or feeling unwelcome. Furthermore, diverse student populations and organizations currently report inequities in policies and procedures in securing usage of facilities. Additionally, listening session data from alumni and current students indicate an inequity in the governance of Greek Village houses that tend to favor some groups over others.¹⁸

Rigorous and full examination of Wofford's history and setting

Recommendation 4: Establish a Wofford History and Memory Committee tasked with the development and implementation of projects, including those related to recommended initiatives proposed by the JEDI Committee

¹⁷ The needs identified below will only increase as the student body continues to diversify.

¹⁸ For instance, recently, when the Greek Village was opened for gatherings as COVID restrictions lifted, students tell us the new allowances were not communicated clearly to students using the AMS house, and it was not clear that the same allowances for how many could gather applied to them. See also concerns raised in this [Old Gold & Black article](#).

Rationale: Implementation of Recommendation 5 of the JEDI Committee's February report – the fund for appropriate commemorative materials on campus – suggests the necessary appointment of an advisory committee charged with presenting the College's past and present accurately and creatively for diverse audiences across multiple platforms. This committee's membership could consist of faculty, staff, and student representatives.¹⁹

Recommendation 5: Create a position of Campus Historian or Historian of the College

Rationale: Wofford students must be knowledgeable about the College's history within the larger state and national experience if they are to make informed, well-reasoned judgments about our shared past, present, and future. While there is much in Wofford's history that we all can take pride in, the College and individual members of its community have made mistakes and engaged in bad or even deplorable actions that we must also acknowledge. If Wofford students remain ignorant of the College's historical experience, we will never be able to utilize our history to build community or empower our students to envision themselves as makers of Wofford's future history. If Wofford is to tell its story as something greater than a commemorative gesture, the College should entrust this work to qualified scholars.²⁰

Therefore, Wofford needs a full-time Campus Historian or Historian of the College. The Campus Historian would serve students, faculty, the administration, and the general public. The duties of the Campus Historian or Historian of the College could include:

- The charge to develop a new College history, in multiple formats, for multiple audiences
- The charge to create a campus history curriculum module for FYI courses
- The development of a College oral history program
- Serving as a resource for campus offices as they develop walking tours, historical tours, websites, and other materials
- A seat on committees relating to campus monuments or memorialization, and on planning for future anniversary celebrations
- Serving as a community liaison, giving talks about Wofford's past, and being a resource for questions or research about Wofford's history
- Holding a faculty appointment in the Wofford History Department. This person would teach one class per semester, appropriate to their field of study. This might include South Carolina history, Southern history, or survey courses in American history.

¹⁹ Including the Campus Historian or Historian of the College – see Recommendation 5.

²⁰ Previous and ongoing examples of such work include projects led by Dr. Rhiannon Leebrick and Dr. Jim Neighbors, each in collaboration with teams of student researchers; and Dr. Phillip Stone's longtime work unpacking the college's history in a variety of projects. For the extensive research by Alea Harris, Kaycia Best, Dieran McGowan, Destiny Shippy, Vera Oberg, Bryson Coleman, and Dr. Rhiannon Leebrick, see "[Acknowledging Our Past: Race, Landscape and History](#)." See also Dr. Jim Neighbors' collaboration with many students over multiple years on the ethnographic and oral history [Back of the College neighborhood project](#), with a book forthcoming.

We urge that this position be created via an endowed chair for the following reasons:

- There is currently no faculty line for a person whose fields would, by necessity, be in South Carolina history
- Holding an endowed chair would provide the Campus Historian the flexibility necessary to serve several constituencies with different expectations and needs
- An endowed position would serve greater advancement goals and would reaffirm Wofford's proud heritage in teaching South Carolina history.

Budget implications: The Committee encourages the Board to seek donor funding for this position's creation. If the Board were not able to identify a donor or donors interested in supporting instruction in South Carolina history, costs could be mitigated significantly if an existing College position were reimagined.

Goal 2: Inclusive Academic Excellence

A diverse faculty, staff, and administration

Recommendation 6: Increase BIPOC and other forms of diversity in faculty, staff, and administration²¹

Rationale: To create an inclusive environment and give all students equitable pathways to success, students need to see themselves in those who teach them,²² and they need to benefit from the expertise and life experience of people from diverse backgrounds. Student and alumni surveys and the stories on [Black at Wofford](#) indicate the importance of a diverse body of teachers and mentors. Such diversity is of the utmost importance to attain Wofford's goal of inclusive academic excellence. While the Committee is recommending diversifying the curriculum, to do so without also diversifying the faculty who teach it would be hampering or even harmful. Specifically, we recommend:

- Identify this need as high priority for the incoming Senior Equity Officer, that this Officer work with the Provost to:
 - Oversee future hiring processes
 - Set targets and measures in the context of national data
 - Follow best practices for increasing the diversity of our faculty and staff
- In addition, based on listening sessions, surveys, and research, we recommend consideration of the following to assess feasibility and likely effectiveness:
 - Create a fund to offer financial support to diverse alumni for graduate school in fields that would make them eligible to join the Wofford faculty

²¹ Aside from faculty and co-curricular staff, JEDI's listening session and survey data particularly point to the need for more diversity in coaching staff and higher-level administration

²² On a college campus, "teachers" include not only faculty but co-curricular staff and all who advise and mentor our students.

- Raise funds to create more post-doctoral fellowships for BIPOC faculty
- Join the [Consortium for Faculty Diversity](#).

A liberal arts curriculum that integrates justice, equity, diversity, and inclusion in content and in practice

Recommendation 7: Restructure academic advising

Rationale: Academic advising is at the very heart of a student’s academic journey and is a key avenue for identifying preparation gaps, important opportunities, and specific needs for academic success. Wofford’s current faculty academic advising model is, at its best, relational and educational, but it is also an identified equity and inclusion gap in the stories on [Black at Wofford](#) and in JEDI Committee data gathered from students and alumni. Moreover, academic advising at Wofford currently takes many forms and occurs in many different contexts and for different purposes²³ without a central administrative structure to coordinate, assess the effectiveness of, or provide consistent professional development for the various advising programs across campus, or to ensure the equitable distribution of advising labor.

For all of these reasons, we recommend the creation of the role of Director of Advising, empowered to oversee and coordinate *all* advising work across campus, including general education advising, major advising, and beyond.

- Specific responsibilities of the Director of Advising should include:
 - Maintaining a clear picture of how advising is working across the board, in every aspect of the curriculum²⁴
 - Ensuring that the overall advising program fits the current and future needs and workload of each academic department, especially as departmental needs and workload evolve alongside curricular and co-curricular developments
 - Creating structures to ensure equity in advising workload
 - Collaborating with the CIL to provide programming and training on topics such as student developmental theory; best practices in advising; and advising first-generation students,²⁵ BIPOC students, LGBTQIA+²⁶ students, religious minorities, and other minoritized students

²³ Including general education advising, major advising (including advising in majors with very large numbers of students), advising for students with more than one major, minor advising, program advising, concentration advising, study abroad advising, pre-professional advising, internship advising, and so forth. Recently, STEM departments have asked for a pre-health advisor, hoping for a full-time position to coordinate the relevant advising processes.

²⁴ This might include conducting a study of how major advising is handled within every department (e.g., advising expectations, workload distribution, the learning goals for students, overlap of major advising with pre-professional advising, double-major advising, minor advising, etc.).

²⁵ Students whose parents did not complete a four-year college degree. Hereafter referred to as “first-gen.”

²⁶ This acronym and the terms it includes are always evolving. Current terms include lesbian, gay, bisexual, trans/transgender, queer or questioning, intersex, asexual or ally, and other gender identities and sexual

- Working with the Office of the Provost and, when appropriate, the Rank and Tenure Committee and/or the Director of the CIL to create structures of accountability for advisors, including developmental and evaluative assessments to inform tenure and promotion decisions
- Collaborating with the Office of Student Success to expand and disseminate student resources for college success²⁷
- Creating appropriate administrative and/or committee structures responsible for the ongoing assessment and, when needed, adjustment of current advising structures in meeting evolving curricular, co-curricular, and student needs
- To meet the increased advising needs of both an expanded student body and broadened set of curricular and co-curricular offerings, the role of Director of Advising should be full time, and not an add-on to a current employee's job duties. The Director of Advising should also have a dedicated staff.

Recommendation 8: Enhance the general education and major curricula with increased course content related to race, ethnicity, and legacies of colonialism

Rationale: Students and alumni in listening sessions and surveys, and the students of the Wofford Anti-Racism Coalition, speak to the need and desire for such content across the curriculum. As part of inclusive academic excellence at a liberal arts college, all students need to understand basic issues of colonialism, racism, equity, and justice. Furthermore, students need to understand how their academic majors overlap with these issues. We specifically recommend:

- Form a faculty committee to:
 - Design a Race & Ethnicity general education requirement for courses that include contemporary or historical information about race, racism, colonialism, and racial and ethnic inequities, ideally including courses that could be taught in all three academic divisions
 - Assess and reframe the Cultures & Peoples requirement with consideration of how it can work in tandem with a Race & Ethnicity requirement^{28 29}
- Professional development support for design of courses and/or course units that include Race & Equity or other JEDI matters, in majors across the College.

orientations, represented by the “plus.” For a thoughtful exploration of these and related terms see the [LGBTQIA Resource Center](#) at UC-Davis.

²⁷ E.g., learning strategies, self-management, project management, and so forth.

²⁸ To clarify, this is not a recommendation that the C&P requirement be discontinued. Rather, it's a suggestion that earlier categories like “Western” and “Non-Western” or “mainstream culture” and “non-mainstream culture” are more problematic than once thought and therefore need to be reexamined.

²⁹ We recognize and appreciate the efforts of those who designed the C&P requirement. It is thanks to those who worked on C&P and other initiatives that we are even able to be having this conversation now.

Recommendation 9: Increase infrastructure support for the FYI³⁰ program

Rationale: The First-Year Interaction Seminar is a course that touches all students. It is an introduction to college, an introduction to Wofford, and contains significant course content on JEDI matters. For all these reasons, the College must increase professional development support for instructors and time allotted for design, implementation, and assessment of the course. The recommendations below will require even more time than the dedicated staff working on FYI already give to the program, all of whom do such work on top of already full work schedules. Increased infrastructure support will allow implementation of these recommendations in a way that is fair to FYI staff and sustainable for the future of the program. Specifically, we recommend:

- Robust, targeted, yearly assessment that can be disaggregated by student demographics, instructor, and other key metrics and that measures JEDI-related outcomes
- A consistent onboarding process for FYI instructors that includes professional development needed for inclusive pedagogy and training in teaching JEDI subjects
- Confidential Survey of Student Opinion of Educational Experiences³¹ for all FYI sections should be examined yearly by the Provost and should be accompanied by:
 - A clear process for evaluation, development, and determination of future FYI assignment by the Provost's office (and, as appropriate, by the staff member's supervisor)³²
 - Clarity about staff supervisor's access to evaluations and the supervisor's role in evaluation
 - Clarity in staff job descriptions about possibility or obligation of teaching FYI, and impact, if any, that success or difficulty in teaching FYI may have on a staff member's ongoing job expectations
- FYI sections cannot function well if they are an add-on for each instructor on top of an already very full work schedule. All FYI staff instructors need structures and time within their work schedule for professional development, reflection, and assessment, and this time should be outlined by the College and consistently applied for all staff teaching FYI. Specifically:
 - Time for professional development activities clearly delineated within work schedule and primary work duties
 - Structures and time for FYI instructors to reflect on and assess their own experience and to share meaningful feedback for FYI program design

³⁰ First Year Inquiry.

³¹ More commonly referred to as "teaching evaluations."

³² Similar to existing faculty processes that include a developmental approach, clear paths for any needed improvement, and opportunities for professional growth.

- Structures and time for FYI instructors to express what they would find beneficial in training and resources, and how the current support and professional development are serving their needs
- Ensure FYI leadership have dedicated time and expertise to oversee FYI, including inclusive pedagogies and JEDI course content. Increase personnel as needed to aid with the increased workload associated with the recommendations listed here.³³

Recommendation 10: Expand ongoing assessment and professional development to work toward greater equity in the academic majors

Rationale: Institutional data, including DFWI³⁴ rates, show inequities in opportunities and outcomes for BIPOC and other diverse students in a variety of majors. Such findings are common across higher education institutions, and the recommendations below are made with an eye to how Wofford, specifically, can best address the areas of concern. Conversations with departments indicate widespread faculty support for JEDI initiatives within the majors and a desire for professional development to inform that work. Work to address identified inequities is already ongoing in many departments,³⁵ and further work will happen throughout the upcoming year with funding from an Arthur Vining Davis grant. Institutional support will be needed to continue this work long-term, enabling each department to examine equity in course design, pedagogy, modes of student assessment, and pathways to and through the major. Specifically, we recommend:

- A dedicated fund in the Provost’s Office for departments to invest in professional development and other resources to support equity initiatives, and a clear process by which departments can apply for those funds
- The Director of the CIL and the Office of the Provost continue to ensure regular JEDI professional development opportunities for all faculty and co-curricular staff, at all levels of expertise and experience (not only novice). Participation in such opportunities should be recognized, rewarded, and/or incentivized³⁶
- The Office of the Provost, Institutional Research, and the incoming Senior Equity Officer collaborate to create a self-study procedure for departments, programs, and majors that focuses on equity and student outcomes. Develop an instrument that department chairs

³³ Options for additional staff include: Help with FYI-related tasks in design, assessment, and implementation; relieve current coordinators of FYI from some of their many other responsibilities; or full-time role dedicated to the FYI program.

³⁴ The rates, in a given course, of D and F grades, withdrawals, and incompletes.

³⁵ Data shared by academic department chairs indicate widespread efforts already taking place across many departments to increase JEDI-related courses and course content (including racial justice and environmental justice), improve consistency and best practice of advising for BIPOC and first-gen students, take department-specific action steps based on departments’ own statements in support of the Black Lives Matter movement, and other changes in departmental practice.

³⁶ The committee acknowledges [WARC’s demand](#) for required anti-bias/anti-racist training for all faculty and staff. We are not recommending required training because research demonstrates that required training can do more harm than good. Instead, we are recommending a variety of structures and policies throughout our report that we believe will address root causes and better achieve the desired ends.

and program directors can use to conduct robust self-studies regarding JEDI matters. Such studies should include attention to equity across the majors, including a major's high number of credit-hour requirements that may impair a student's ability to pursue other programs of study and/or opportunities such as study abroad, internships, and so forth.

- Support for academic departments to analyze and interpret their DFWI rates with an eye toward equity; workshops and training to address the issues they identify and to find a more equitable path forward³⁷
- Academic departments' annual assessments must include desired JEDI outcomes and assessments of JEDI matters (e.g., new JEDI-related courses or modules within courses; departmental work on DFWI rates; training for faculty members on JEDI-focused pedagogy; advising to connect students with BIPOC professional organizations, etc.)
- All current and future department chairs must receive anti-bias and/or equity training
- Recognizing the additional time and burden for chairs these recommendations entail, include compensation or release time as appropriate.

Recommendation 11: Revive the Wofford Gospel Choir; support and sustain it

Rationale: Gospel Choir is often an important recruiting tool, weekly supportive space, and/or source of spiritual nourishment for BIPOC students. It also is a focal point of BIPOC alumni involvement with the institution, particularly at homecoming. Specifically, we recommend:

- As with other vocal groups, grant academic credit and count it toward the General Education Fine Arts requirement
- Provide infrastructure support for Gospel Choir. This should include:
 - A director/coach with experience leading such a group
 - A reliable support system for the director
 - A rehearsal space with regular, predictable access
 - A rehearsal accompanist³⁸
 - Funding for travel in recognition of the unique goals of such a group
- Assess the status and support needs of all performance groups.

See **Recommendation 21** under Goal 3

Equitable and inclusive pathways to research, internships, Interims, study away, careers, and post-graduate education for all students

Recommendation 12: Ensure financial needs are met for laptops and course supplies

³⁷ Some of this work is in progress with funding from the Arthur Vining Davis foundation; continuing funding will be needed past the duration of that grant.

³⁸ The choir should not have to rely on a volunteer student as accompanist.

Rationale: Academic-related financial needs for students need to be met clearly and consistently. Students who have a laptop break or need to buy an expensive digital camera are currently able to seek financial help, but the paths by which to do so are not well-known by all students. Specifically, we recommend:

- Inform faculty on classification of equipment and other non-book course requirements for Interim and semester courses so that athletics and other scholarships are more likely to cover costs
- Clarify and publicize the process by which students may request financial assistance for course needs or emergency academic needs such as a broken laptop.

Recommendation 13: Create equitable access to on-campus Interim courses

Rationale: Students should not be limited in their academic choices due to financial need. In our listening sessions and surveys, students and alumni speak of “having to take a class” for on-campus Interim they were not interested in because it had a lower fee. We recommend:

- Create a fund to meet financial need for every student to be able to take the on-campus Interim of their choice every year, while keeping a course cost cap as currently required in faculty proposals³⁹
- Publicize the fund; ensure all students know they can have their financial need met.

Budget implications: The additional cost to the college for one year to cover need for on-campus Interims would be approximately \$130,000.

Recommendation 14: Create structures to ensure best practices for intercultural engagement in study-away Interim courses; once those structures are in place, create equitable access to one study-away (including study-abroad) Interim for all students

Rationale: One of the positive attributes of the Interim program, in general, is that it encourages all involved – both faculty and students – to take academic risks. For faculty, this often means teaching a topic about which they have little expertise. While this approach may have many benefits in on-campus Interims, it runs directly counter to best practices for study abroad where expertise in intercultural learning and ethical and responsible program design are baseline expectations of program leaders. Incorporating best practices for study abroad into our travel Interim structure would help us resolve some of the inequities and troubling intercultural issues that are endemic to our current system. Furthermore, Interim is a central part of the Wofford experience and the College’s marketing. Creating equitable access to one study-away (including study-abroad) Interim for all students is therefore central to inclusive academic excellence and would be transformational in making study-away intercultural engagement an opportunity for all students.⁴⁰ Specifically, we recommend:

³⁹ And do not count loans as meeting need in this context.

⁴⁰ For studies on intercultural literacy gains in shorter-term study abroad, see Christine L. Anderson, Karl Lorenz, and Michael White. “Instructor Influence on Student Intercultural Gains and Learning during Instructor-Led, Short-

- Create a study away committee composed of faculty and staff with expertise in the field of intercultural study. This committee would be charged with:
 - Developing a set of shared learning outcomes for travel Interims; these outcomes would then be required in each study-abroad Interim and any domestic study-away Interim that involves intercultural engagement, in addition to the learning outcomes specific to each course
 - Reviewing and approving study-away Interims based on the shared learning outcomes, equitable student access to the proposed program,⁴¹ and the adherence of the proposed program to best practices in ethical and effective intercultural engagement
 - Creating appropriate assessment tools and accountability structures for study-away Interims
- Professional development and certification:
 - Establish a certification process for study-away Interim instructors. Certification would involve training in best practices in ethical and effective intercultural engagement
 - Require this certification for all study-abroad Interim instructors; require this certification for instructors of domestic study-away Interim courses that include intercultural engagement⁴²
- Contingent on funding for such an initiative, when the above structures are in place, meet need⁴³ for all students so that each student can participate in one intercultural-engagement study-away Interim (including study-abroad) regardless of financial need. The College might consider a committee to design possible implementation plans and identify avenues for funding.⁴⁴ Such a committee should also consider structures that are inclusive of DACA-recipient students, athletes, and others with special circumstances that may limit travel options
- In academic advising and in Interim information, give attention to the fact that some students may be less inclined to study away due to finances or lack of family experience

Term Study Abroad." *Frontiers: The International Journal of Study Abroad*, Volume. 28, Fall 2016, 1-23; and Annie Nguyen. "Intercultural Competence in Short-Term Study Abroad." *Frontiers: The Interdisciplinary Journal of Study Abroad*, Vol. 29, Issue 2, Fall 2017, 109-127.

⁴¹ Equitable access would presumably include cost control.

⁴² As determined by the study away committee (see above). For example, it seems likely there would be travel courses such as hiking in nearby areas that would not fall under this rubric. However, all study-abroad Interims would be required to have best practices in intercultural engagement, certification, etc. as listed here. Only Interim courses that meet these intercultural requirements would be eligible for having student fee needs met. For more on the crucial importance of intercultural training for faculty in short-term study abroad programs, see Anderson, Loretz, and White, "Instructor Influence"; and Matthew L. Goode, "The Role of Faculty Study Abroad Directors: A Case Study." *Frontiers: The International Journal of Study Abroad*, Volume 25, Winter 2007, 149-172.

⁴³ Without counting loans as meeting need in this context.

⁴⁴ If intercultural-engagement study-away Interims are deemed important to a Wofford education, then access must be equitable, and including the cost of this funding in tuition might be considered.

and may need greater encouragement and more information about opportunities and advantages of Interim study away, including study abroad.

Budget implications: Estimated between \$500,000 and \$980,000 annually to allow one-quarter of students to study away each year. Figuring a current average cost of \$5542 per study-abroad Interim, the annual cost to meet need if a full 25% of students studied abroad would be \$979,448. Presumably, though, some students would choose study-away domestic Interims and some would choose not to travel at all, so the cost would likely be lower. In addition, the structures listed in these recommendations would likely bring the per-course cost down for study-abroad Interims.

Recommendation 15: Encourage coaches, advisors, and the Office of International Programs to collaborate so that athletes who desire to study abroad can do so

Rationale: Our data from faculty, staff, students, and alumni indicate that many student-athletes have difficulty finding the time and financing to study abroad. Their commitments to practice and training during Fall, Spring, and/or Interim limit their travel options. And while financial aid may cover most of the cost of study abroad, students are not always aware of these options, and the remaining cost may still be prohibitive for some.⁴⁵ Specifically, we recommend:

- Involve coaches in discussions of the value of study away, including study abroad; encourage collaborative conversations on creative ways to make time in the school year for athletes to study abroad
- Work with athletes who cannot travel during the school year to assist them in identifying and funding a summer study-abroad option, collaborating with coaches to make summer study abroad feasible. Such an option is especially important for students who are encouraged or required by their major to study abroad, e.g., majors in Modern Languages, Literatures, and Cultures; and in International Affairs.

Recommendation 16: Create more equitable pathways to internships

Rationale: Internships lead to better jobs and higher pay for graduates⁴⁶ and can create opportunities, experience, and connections for student careers post-graduation. Creating equitable pathways and greater opportunities for internships is important to keep Wofford competitive with comparative schools and is particularly important for recruiting BIPOC and

⁴⁵ According to Dean Lancaster in the Office of International Programs (OIP), the cost of study abroad varies, but on average, the billed fees are about the same or a little less than a semester at Wofford. Factoring in out-of-pocket expenses (airfare, personal travel, additional meals, passport, etc.), the cost, however, can exceed a semester at Wofford depending on the location. Financial aid can apply toward some of those out-of-pocket expenses for students whose aid exceeds the billed fees. A significant hurdle is messaging: helping students understand how affordable study abroad can be and that their aid can apply. The OIP is focusing efforts on articulating the value of study abroad and publicizing the funding sources to make it possible for students.

⁴⁶ See, for instance, "[Paid Interns/Co-Ops See Greater Offer Rates and Salary Offers Than Their Unpaid Classmates.](#)" March 2016. And Alina Tugend, "[Connecting Low-Income Students to Careers.](#)" *The Chronicle of Higher Education*. April 2021.

first-gen students, who may be more conscious of return on investment.⁴⁷ Funds are currently available for financial support of students who cannot afford to take internships that will not cover expenses or that will not let them earn money, but more funds are needed. Presently, these funds are capped at \$1500 per student to ensure that we can serve as many students as possible. Increasing both the maximum amount per student and the total funding pool will not only make internships affordable for more students, it will also make students more aware of and interested in internships, including ones that may seem out of reach due to geographic location. Beyond internships, other professional development opportunities need to be structured in ways that allow all students access to them. Specifically, we recommend:

- Increase funding for internships so that every student has financial needs met to participate in at least one internship⁴⁸
- Have a consistent fee structure – ideally zero cost – for all students needing on-campus summer lodging⁴⁹ so that students are able and encouraged to pursue internships in the greater Spartanburg area, which would benefit both our students and the Spartanburg community
- Invite and encourage greater involvement by a variety of constituents in connecting students with internships and career pathways. Recognize that post-graduate success of our students is a shared responsibility. Broader and more diverse participation in these efforts will lead to greater equity of opportunity for our students. Specifically:
 - Proactively work to reconnect with BIPOC alumni, understanding that they may have had less positive experiences during college and may be skeptical or reluctant to reach out with internship opportunities; approach these alumni with respect and a willingness to listen and address concerns as a framework for discussing possible opportunities for students
 - Encourage faculty and the Career Center staff to work together on internships, graduate school, and other career pathways relevant for their majors; encourage faculty to invite Career Center staff to talk with students in class or to majors as appropriate; collaborate in other ways to increase diversity of internship opportunities
- Increase staffing as needed in the Career Center, particularly in the employer relations and internship areas, due to:
 - Increase in demand for internships and other opportunities that will hopefully result from implementing these recommendations
 - Increase of resources provided by the Richardson gift

⁴⁷ Based on data from Working Group 4's meeting with high school counselors and college access professionals, these professionals look to return-on-investment as evidence of how students of color have been supported. These professionals reported that stories of the opportunities afforded to students of color and how those opportunities translated to positive career outcomes are appealing to their students, especially since cost of attendance is a primary concern.

⁴⁸ Funding should not be limited to one per student. Rather, the goal should be for students to participate in multiple internships, given available resources. Funding could cover travel, lodging, stipend, and other needs.

⁴⁹ Currently free for students conducting research, \$800/session for students with internships.

- Staff time required to support first generation and BIPOC students who may be unfamiliar with the college graduate job and internship hunting experience
- Staff time required for Center staff to work with employers to ensure they meet the Center’s set JEDI standards.

Recommendation 17: Create more equitable pathways to other student development and pre-career opportunities

Rationale: Campus Union president and other time-consuming leadership and service positions on campus are not an option for many students due to heavy credit loads and/or the need to work for pay. Furthermore, despite rising student interest in research and the generous funding available for faculty-student collaborative research, student researcher pay is set low enough that it is not a financially sound choice for students who need to work for pay during the summer. Specifically, we recommend:

- Create an ad-hoc committee of faculty, staff, and students to examine key on-campus student development and pre-career opportunities and to explore how to create more equitable access to such opportunities. The committee might consider financial stipends, academic credit, or other measures to accompany such opportunities
- Raise student hourly pay for summer collaborative research to allow for equitable access to such research opportunities for students needing to work for pay in the summer.

Leadership in Spartanburg in curricular, co-curricular, and research engagement with the local community

Recommendation 18: Increase amount and consistency of community engagement in the curriculum

Rationale: One key way for Wofford to further justice and equity work in the Spartanburg community is through curricular civic engagement. Members of the Spartanburg community tell us they want more opportunities for Spartanburg K-12 students to interact with Wofford students, and the schools desire programs – big or small – that they can count on from one year to the next. Community members believe that having Wofford students in the schools and having opportunities for K-12 students to come to campus will help Wofford collaborate in building “a school-to-college pipeline to supplant the school-to-prison pipeline.” Wofford students and alumni who have engaged with the Spartanburg community speak of their experiences as central to their personal growth during college. While the Bonner program offers a small group of students a variety of opportunities for community engagement and service, and a few departments have strong engagement opportunities in courses or co-curricular programs, students express desire – and Spartanburg community members express need – for increased and more consistent community engagement within the curriculum. Specifically, we recommend:

- Create a semester-long CIL fellowship to allow faculty or faculty-staff partnerships to create a repeatable, sustainable course, course unit, or co-curricular program that involves significant community engagement. The fellowship should include stipend or release time for faculty to enable them to build community partnerships, engage in collaborative design,

organize logistics, prepare materials, etc.⁵⁰ The Provost and the Office of Human Resources should collaborate to establish equitable ways of acknowledging time and labor of staff in ways sustainable for the staff members⁵¹

- Create a fund to which faculty and co-curricular instructors can apply to cover special course events⁵² with the community, with transparent process and criteria for applications
- Create a pool of content and context experts from members of the local community who would be available to speak to or work with classes, with a clearly delineated speaker fee honoring their time and expertise; instructors would apply for funds to invite a speaker.^{53 54}

Recommendation 19: Provide support to ensure public research and community-engaged research⁵⁵ are practiced in ways that promote equity and uplift the Spartanburg community

Rationale: Data from listening sessions and surveys from faculty, students, and Spartanburg community members point to a need for better and more consistent practices in community-engaged research. Spartanburg community members speak of countless unpaid hours helping students in their research, research projects about which they never heard results, and a need for greater community voice in what and how research in the community is conducted. The recently-increased funding for faculty-student collaborative research will allow key improvements in our processes for community-engaged research as outlined below, but faculty/staff public research that may not be appropriate for student collaboration should also be funded in ways that support best practices. Specifically, we recommend:

- The Faculty Development Committee, in collaboration with the appropriate roles and offices⁵⁶ should:
 - Create structures to allow for long-term research projects that may take multiple summers or continue through the school year. Funding should function so that

⁵⁰ After design, faculty/staff could maintain the course or program as part of regular load, and the project should be designed with that sustainability in mind.

⁵¹ Faculty/staff collaboration is important because Wofford's staff is more diverse than our faculty, and staff can bring to the partnership lived experience and expertise in a variety of ways. Furthermore, staff members work with students in different ways than faculty and have important knowledge from those working relationships.

⁵² Such as bringing third graders from one school to campus for an activity day or covering transportation and materials costs for Wofford students to do an activity at a local school.

⁵³ Such a pool of experts could also help with community-engaged research (see Recommendation 18).

⁵⁴ The Center for Innovation and Learning and the Faculty Development Committee – in collaboration with the Provost's office and the Center for Community-Based Learning – could collaborate to design an equitable and sustainable model.

⁵⁵ Neither of these terms has a set meaning, and by including both terms we aim to be as inclusive as possible. By "public research" we mean scholarship "for or with the community," i.e., scholarship with an explicit goal of public good, that may or may not involve community partners taking an active role in design or implementation of the research. By "community-engaged research" we mean research with a deeper level of community participation, from identification of community needs to design of study, to the research implementation, analysis, and dissemination.

⁵⁶ Including the Provost, Associate Provost for Faculty Development, Associate Provost for Curriculum and Co-Curriculum, the Director of Undergraduate Research, and the Director of the Center for Community-Based Learning.

community partners are not left wondering if or when the project will be funded for continuation

- Create policies and payment structures for community partners to recognize the value of their time and of their content- and context-expertise; require equitable and fair payment of community partners in research budgets
- Provide yearly workshops on ethical engagement with community partners in community-engaged research;⁵⁷ require the workshop or evidence of appropriate knowledge for all faculty doing community-engaged research; encourage other faculty who might be interested in community-engaged research to participate.

Goal 3: Inclusive Student Experience

Diversity of students and authenticity in student recruitment about the ongoing work toward JEDI goals

Recommendation 20: Develop a strategic plan for diversity recruitment and enrollment for 2022-2026

Rationale: The Working Group on Enrollment, Recruitment, and Marketing collected information from JEDI listening sessions, conducted its own targeted listening sessions, studied reports by the Office of Admission, Office of Institutional Research (OIR), College Board, South Carolina Department of Education, South Carolina Commission on Higher Education, National Student Clearinghouse, and Western Interstate Commission for Higher Education (WICHE). The group's primary conclusions were as follows:

- WICHE's 2020 "[Knocking at the College Door](#)" report speaks to the shift in demographics of high school graduates. Projections show that by the Class of 2025, 54% of U.S. public high school graduates will be of a racial/ethnic identity other than White non-Hispanic
- Wofford Scholars is the largest merit-based scholarship program at Wofford College. Each February, high school counselors are invited to submit nominations for the Wofford Scholars Program. Per OIR,⁵⁸ only 8% of Wofford Scholars currently enrolled are BIPOC students. Since Fall 2017, approximately 12% of 2460 nominees were BIPOC students. Test scores of 1300 (PSAT/SAT) or 28 (ACT/PLAN) are a prerequisite for nomination. The national and state averages of BIPOC test-takers show these students are less likely to meet this threshold
- There are concerns about the lack of racial/ethnic diversity within the Office of Admission whose staff members are often the first point of contact for prospective students and are critical to shaping the future of the College by admitting each incoming class. Out of 8 positions, there are 2 BIPOC admission counselors
- There are concerns about the lack of racial/ethnic diversity within the Student Ambassadors who also play a critical role in recruitment by communicating the Wofford student experience. Currently, 12% of 116 total ambassadors are BIPOC students

⁵⁷ Designed and implemented collaboratively by offices including Undergraduate Research and Center for Community-Based Learning; these workshops may be appropriate for curricular and co-curricular community engagement work via the Center for Innovation and Learning as well.

⁵⁸ "Data and Analyses requested by the Office of the President for the Wofford Board of Trustees." (August 2020)

- Wofford lags behind many of its peer institutions in the percentage of Hispanic, Asian and Pacific Islander, and International students currently enrolled at their respective schools.⁵⁹ WICHE projections indicate that Hispanic students will make up 28% and Asian and Pacific Islander students will make up 6% of all public high school graduates by 2025. Projections of Asian and Pacific Islander public high school graduates show a steady increase through 2036
- Many BIPOC students are also first-gen students and, therefore, lack resources or support to navigate the college application and admissions process. The JEDI Working Group on Enrollment heard this echoed in a meeting with high school guidance counselors and college-access professionals in their suggestions for more programs assisting BIPOC students with college preparedness. The Working Group also learned that BIPOC students are the least likely to have adequate access to their school counselors⁶⁰
- The Bonner Scholars Program historically has been effective in recruiting BIPOC students to the College. Prior to the Fall 2019 cohort, Bonner Scholar cohorts largely consisted of BIPOC students. In the Fall 2019 cohort, 8 of 14 Bonner recipients were White. In the Fall 2020 cohort, 9 of 14 Bonner recipients were White. In Fall 2019, 11 BIPOC students were offered the scholarship but five declined. In Fall 2020, six BIPOC students were offered but one declined
- Campus visits from BIPOC students are low. Since 9/1/2016, there have been 17,607 prospective students that have attended an admission event held on campus. Of the 16,179 students who reported their race/ethnicity, 19.4% identify as BIPOC.

A strategic plan for diversity recruitment and enrollment will provide clarity and direction regarding how the College will accomplish the goal of increasing BIPOC student applications and enrollment. It will articulate ambitious yet achievable goals with measurable targets and will specify who will do what work by when. This plan should include, but not be limited to, the following initiatives:

- Reevaluate the nomination and selection process and criteria for the Wofford Scholars Program so that BIPOC students are identified and included in the process
- Develop hiring practices to help increase the racial and ethnic diversity within the Office of Admission in future hires, starting with current open positions⁶¹
- Enhance outreach to current BIPOC students to become Student Ambassadors and Bellringers

⁵⁹ The total number of Hispanic (84,947) and Asian and Pacific Islander (12,888) public-school students in South Carolina is less than those in several of our peer institutions' residing states. Kentucky (13,174), North Carolina (55,588), Tennessee (20,369), and Virginia (93,515) have a greater number of Asian and Pacific Islander public-school students than South Carolina. North Carolina (292,816), Tennessee (119,241), and Virginia (220,731) have a greater number of Hispanic public-school students than South Carolina.

⁶⁰ For context, the American School Counselor Association (ASCA) recommends a student-to-counselor ratio of 250:1. South Carolina public high school counselors typically operate in a 300:1 student-to-counselor ratio. When the student-to-counselor ratio is high, students of color and low-income students are likely to be disproportionately affected and underserved (to read more, [click here](#)).

⁶¹ The Office of Admission has worked with a search advocate in recent searches. One of three recent open positions was filled by a person of color. Starting this summer, three of nine admission counseling staff will be BIPOC employees.

- Develop strategies to strengthen outreach to Hispanic, Asian/Pacific Islander, and International students
- Collaborate with alumni associations and the Office of Advancement to increase opportunities for alumni to assist with successfully enrolling admitted BIPOC students
- Develop marketing materials that promote the specific successes of current BIPOC students such as job placements, research successes, and awards
- Develop strategies to increase the number of BIPOC students who accept the Bonner Scholarship and enroll at the College
- Reinstate the Multicultural Overnight Recruitment Experience (M.O.R.E.) for BIPOC students who are admitted and provide travel expenses and overnight accommodations
- Increase the number of partnerships with community-based organizations⁶² that promote college access and/or preparation for BIPOC students
- Expand the “College Admission Redefined” college planning workshop hosted by the Office of Admission to identify and include more BIPOC students
- Include current BIPOC students in private visits with admission counselors and college fairs at their high schools
- Increase visits to high schools and college fairs that have strong BIPOC student representation.

Structures, policies, and campus culture that support all students

Recommendation 21: Plan, implement, and assess first-year orientation each year with special attention to JEDI concerns

Rationale: Orientation affects all incoming students and is their first chance to be welcomed and included in the Wofford experience. Equity issues – including ones related to economic and cultural background, gender, sexual orientation, religion, and first-gen status – need special attention. Furthermore, the incorporation of academic advising in orientation must also be done with special attention to equity issues. Specifically, we recommend:

- Include faculty and/or staff with JEDI expertise in planning, implementation, and assessment of orientation, with attention to inclusive practices for LGBTQIA+, BIPOC, religious minorities, and first-gen students
- Collaborate with the Coordinator of Academic Advising in planning, implementation, and assessment of orientation; plan for sufficient time for advising with an awareness that first-gen and other students may need more time with their advisors
- Create a JEDI-focused and diverse student committee to advise on orientation activities, especially at Greystone, with the goal that activities be inclusive for all students, including LGBTQIA+, BIPOC, religious minority, and first-gen students

⁶² Examples of such local community-based organizations include: Urban League of the Upstate, Hispanic Alliance, and Spartanburg Academic Movement.

- Ensure inclusive facilities and activities at Greystone for queer, non-binary, and trans students
- Faculty/staff with experience in inclusive search processes should assess and restructure selection, training, and assessment of student Orientation staff members and provide guidance to the student leaders who oversee selection to ensure that:
 - The selection criteria and process are transparent, equitable, and inclusive, and include the guidance of a search advocate
 - The student Orientation staff is as diverse and inclusive as possible
 - All students on Orientation staff have consistent training in JEDI issues that relate to their interactions with students
 - All students on Orientation staff receive careful and meaningful evaluation to inform future Orientation staff training and to help determine each student's eligibility for Orientation staff in future years
- Increase staff working on orientation as needed to implement and sustain these recommendations.

Recommendation 22: Increase staffing and support for Accessibility Services and revise relevant policies

Rationale: Targeted listening sessions run by the Working Group on Student Life and data shared from the Office of Accessibility Services indicate gaps in services and needs related to the Americans with Disabilities Act (ADA), gaps due to a lack of resources and/or personnel. An increase in budget would help ensure that the Office of Accessibility Services can access resources⁶³ to maintain and improve Wofford's ADA compliance and community of support for students and employees with disabilities. A budget increase would also aid in the purchase of accessibility-related equipment and furniture. Accessibility is a broad category that encompasses accommodation of both learning and physical needs, including housing needs. Our data indicate the necessity for an inclusive housing policy to address the needs of our genderqueer and trans student population. The current policy gap creates issues of safety, inequity, and a sense of being unwelcomed for these students. Finally, the data also indicate a need for students with dietary restrictions due to medical reasons⁶⁴ to have access to kitchen spaces to prepare their own meals. For all of the above reasons, we recommend:

- A campus accessibility audit to ensure the college is fully compliant with ADA regulations
- Budget increases to provide support for Accessibility staff, including up-to-date software and tools⁶⁵

⁶³ E.g., hardware, software, training, professional development, etc.

⁶⁴ E.g., irritable bowel syndrome (IBS), food allergies, and other diagnoses that may not rise to the level of a disability under the ADA.

⁶⁵ For instance, currently the Accessibility Office does not have funds to provide students with speech-to-text software, alternative text format software, and other needs of current students.

- Increased training for faculty and staff regarding ADA regulations, duties, and responsibilities
- Incorporation of accessibility staff at the initial stages of the creation of any new builds
- Increase physical access so that at least one residence hall for each class year (first-year, sophomore, etc.) is wheelchair accessible
- Update the housing policy to accommodate genderqueer and trans students⁶⁶
- Provide a kitchen in at least one residence hall designated for each class year.⁶⁷

Recommendation 23: Enhance Campus Union’s ability to represent all students

Rationale: Adjustments to committee structures and bylaws will aid Campus Union in its efforts to serve an increasingly diverse student body, to increase transparency, and to add accountability for Wofford’s student leaders. With respect to the voting processes in place:

- We support the addition of a Diversity, Inclusion, and Anti-Racism Committee within Campus Union as written and proposed by Destiny Shippy ('22) and passed by the Campus Union Assembly, and we urge the Board to vote in affirmation of this added committee
- Having been passed by the Campus Union Assembly and upon approval by the student body, we urge the Board to vote in affirmation of any updates to the current Campus Union bylaws that will increase equity, transparency, and accountability within Campus Union.

Recommendation 24: Establish a Justice, Equity, Diversity, and Inclusion student fund

Rationale: The establishment of this fund would assist in the continuation of anti-racism efforts on campus including programming for student organizations and collaborative efforts with faculty and staff. Over 700 students participated in the Office of Diversity and Inclusion’s [Anti-Racism 101 Challenge](#), illustrating a desire from students to become more engaged in seeking ways to make the campus a more welcoming and inclusive environment. The funds could be used in a variety of ways including:

- Continue anti-racism efforts within student organizations
- Support JEDI-related student professional development opportunities and conferences
- Support the JEDI work of unrecognized student groups who are unable to obtain funds through the formal Campus Union allocation process.⁶⁸

⁶⁶ A committee on gender-inclusive housing presented a recommendation for housing policy in recent years, and that policy has not been adopted by the President’s Cabinet. On a positive note, the newest residence hall was constructed with gender-inclusive housing in mind.

⁶⁷ Seniors and others living in the Village apartments already have kitchen access, and the newest residence hall includes a community kitchen.

⁶⁸ Some student groups may not want to be formally recognized, either because they are temporary or because they do not want to function as an official College organization.

A commitment to Greek life inclusive of all students who wish to participate

See **Recommendation 2** under Goal 1

Meeting of student health needs, including mental health, in ways that promote equity and inclusivity

Recommendation 25: Increase support for Wofford’s Counseling Services

Rationale: Data from institutional documents indicate that during the 2018-2019 academic year, Counseling Services exceeded the International Accreditation of Counseling Services’ acceptable standard of amount of time in clinical contact for each staff member an average of 25 weeks out of 32 in the academic year. These standards are set to ensure that counseling staff, and especially the counseling director, have the time needed for administrative responsibilities and important work outside of direct one-on-one student contact. During that year, Wofford had 1.75 FTE⁶⁹ counselors, with a ratio of 955 students per FTE staff, comparable to USC-Upstate (1127 per FTE) and far behind our peer institutions (410 at Centre, 333 at Sewanee, 402 at Rhodes). A new counselor was hired at the beginning of the 2020-2021 academic year, resulting in Wofford currently having 2.5 FTE counselors,⁷⁰ but data show that students are still waiting extended periods of time, sometimes weeks, to be seen for mental health issues due to heavy caseloads. According to Counseling Services data the office has seen “an increase in the number of students seen and intensity of situations presented.”⁷¹ In addition, the need to provide education and additional outreach to the campus community on mental health issues is not currently being met due to scarce staffing and resources. We therefore recommend:

- Increase Counseling Services staffing and/or increase off-campus support options⁷² for students for the 2021-22 academic year and beyond. Any hires should reflect the needs of diverse students
- Increase operating budget to support annually required professional development, campus outreach, and educational programming.

Recommendation 26: Establish a student health care coverage option for uninsured students

Rationale: While Wofford currently does not collect data on the percentage of students who arrive to campus without health insurance or those who lose insurance prior to graduating, Working Group listening sessions indicated the presence of uninsured Wofford students. It is projected that the uninsured college student population at four-year degree granting institutions in the United States is around 8 to 9% and in South Carolina is projected to be 10%, with percentages for Hispanic, Black, and Asian students in our state higher, at 21%, 11.2%, and

⁶⁹ Full Time Equivalent.

⁷⁰ With no accompanying increase in operating budget.

⁷¹ Data from the 2018-2019 academic year.

⁷² For instance, increased access to hours with collaborating psychiatrists.

11.5%, respectively.⁷³ About 12% of Wofford’s current students are eligible for a Pell grant including nearly 16% of student athletes who come from low-income families. Wofford is a member of the American Talent Initiative⁷⁴ and is committed to enhancing recruitment efforts of talented low- and moderate-income students, so the number of uninsured students is likely to increase. Currently all student athletes must have health insurance,⁷⁵ and the College provides a health care coverage option for student athletes but has no regular insurance option for non-athlete students. Offering an insurance option for all uninsured students, including prescription coverage, would provide a much-needed means of support and stability. Several of our peer institutions⁷⁶ currently require students to have health insurance and offer student plans for those not covered.

Diversity of staff at all levels of the College

See **Recommendation 6** under Goal 2

Steps needed to support all of the above recommendations

Inclusive and equitable policies and practices

Recommendation 27: Title IX and Bias Reporting: (a) Provide additional resources⁷⁷ to the Title IX and Bias Incident reporting efforts; (b) implement structures to allow for consistent, effective, and clear processes for problematic behavior that does not fall within the definitions of prohibited conduct within the current policy guidelines;⁷⁸ (c) require annual training of all employees in Wofford’s Title IX and Bias Reporting policies and procedures

Rationale: The committee acknowledges and respects the efforts of those who currently assist in the Title IX and Bias Incident reporting investigations and work in conjunction with the Title IX Coordinator (TIXC). Other than the TIXC, who is a full-time employee, those who oversee and conduct these investigations do so while simultaneously meeting the demands and expectations of their full-time roles and other responsibilities to the institution. Asking these employees to

⁷³ Lookout Mountain Group, “Update for Uninsured College Population: American Community Survey Research Project.” January 2020.

⁷⁴ A consortium of colleges looking to increase numbers of low-income students.

⁷⁵ As per NCAA regulations.

⁷⁶ Including Furman, Rhodes, Davidson, and Washington & Lee.

⁷⁷ Via direct hire, third party, or a combination of the two.

⁷⁸ See Wofford College Nondiscrimination and Anti-Harassment Policy and Procedures (2020), Section 2.06, “Offensive Conduct that does not Violate this Policy.” This section states: “The College reserves the right to address reported conduct that does not or would not rise to the level of a violation of this Policy. Addressing such reports will not result in the imposition of discipline under this Policy, but the College may conduct educational conversations, implement remedial actions, organize mediated conversations, and/or effectuate other informal resolution mechanisms. Steps may be taken by the Title IX Coordinator solely or in collaboration with other offices or referred to other administrators to be addressed.”

engage in such sensitive, careful work in addition to their full-time duties is not a best practice. Currently, the limited resources and staff time are necessarily focused on investigation, processing, and reporting efforts, leaving little or no allocation of resources to aid with education and incident prevention. Prevention and education are critical components of a robust Title IX and Bias Incident reporting program to protect the entire college community and therefore need sufficient budgetary support. The additional resources called for in this recommendation would focus on prevention, provide education and training, and raise awareness in the Wofford community regarding Title IX and Bias Incident investigation and reporting processes.

In our benchmarking research, we determined that all of the peer institutions the JEDI Committee studied have a designated Title IX Office. Some schools have entire staffs (as many as eight) while some may only have the Title IX Coordinator/Director publicly listed while referencing coordination with others at the institution to support the office in the investigation process. However, benchmarking may be misleading in this context. A common sentiment among TIXCs at small colleges is that TIXCs are understaffed, in under-resourced offices, but because all the small schools are benchmarking each other, the illusion persists that staffing and budget are within reasonable levels. As a result, TIXCs and the on-campus investigators who work with them suffer high rates of burnout and turnover due to unsustainable workloads. This lack of staffing and resources results also in an inability of staff to follow up on cases with the frequency and consistency called for by best practices, and results in a necessary focus on policy violations, leaving incidents harmful to the community that fall outside of policy violations often unaddressed or unable to be shepherded through a clear and effective process that would, ideally, be healing and restorative.

Additionally, the Working Group on JEDI Structures was made aware of concerns related to the sensitivity of the work and information compiled as part of the Title IX and Bias Reporting process. These concerns were raised in discussions with those involved in the process as well as in the JEDI Committee's listening sessions and surveys. As per best practice, employees involved in the investigatory process or those handling sensitive information should have limited or no interaction, outside of the investigatory process, with any of the parties involved in the complaint. This restriction results in investigators and case coordinators often having to recuse themselves due to conflict, which in turn leads to overuse of specific case coordinators/investigators or having case coordinators/investigators swap cases, which in turn leads to confusion, disruption, and increased stress for the parties involved in these cases and for the personnel overseeing them.

Furthermore, our data suggest widespread confusion, concern, and lack of knowledge of Wofford's policies and procedures for Title IX and Bias Incident reporting. Education and awareness about these policies, the reporting process, and implications of committing an offense are needed for the entire Wofford community. Knowledge and information are key for many reasons, including:

- Students and employees need to understand that when a violation occurs, it is handled through a confidential process. Therefore, any sanctions are likely to be private, which can give the mistaken impression that the College has not addressed the matter

- As potential bias or Title IX incidents arise, it is important that faculty, staff, administration, and students cannot plead ignorance of College policies
- A robust information and training system for all Wofford employees would lead to more consistent reporting of incidents and thereby increase completeness and accuracy of records and help in identifying pervasive behaviors.

Just as importantly, education as part of a robust prevention program is essential. In a recent sexual assault campus climate survey,⁷⁹ results showed Wofford is doing well compared to other small colleges on key measures. Relative to those institutions, our students “report stronger positive attitudes toward faculty, staff, and administrators; feel stronger connection to the overall campus community; seem more confident in campus officials’ willingness to investigate incidents of sexual assault and support those making such reports; and agree more strongly that Wofford has educated students about recognizing sexual assault and how to report these incidents.” In contrast, though, the survey showed Wofford *behind* our peer institutions on peer-to-peer support. Compared with other small colleges, female Wofford students “appear more skeptical that Wofford students would intervene if they witnessed a sexual assault; and seem to lack confidence that other students would support a student who reported a sexual assault.”⁸⁰

This climate survey, along with the JEDI Committee’s own data from our listening sessions and surveys, and the expertise of our Title IX staff, all support the need for more resources to allow for a robust, regular program that educates students and our community about prevention and best ways to support each other. For instance, a bystander intervention program is an extremely important part of prevention that we now lack, relying instead entirely on online training. Our students would benefit from more conversations about healthy masculinity, healthy relationships, and consent. Supervisors at all levels of the College would benefit from mediation training and training in how to handle reports, what to watch out for, and when they are required to report.

Lastly, the Committee’s listening session and survey data, along with other targeted Working Group listening sessions and research on these matters, indicate that students, faculty, and staff have concerns about the recent change to a “one policy, one process” (1P1P) model, which some believe may result in lack of appropriate resolution for cases that warrant attention for reasons of ethics and community but do not fall within the definitions of prohibited conduct in our policy. However, our research indicates that while the concerns are quite valid, the 1P1P model is unlikely to be the cause of the concerns because the model is designed to include those very kinds of cases.⁸¹ The 1P1P model, therefore, in key ways offers *more* protection to our

⁷⁹ Conducted by Wofford Office of Institutional Research, working with Title IX staff, 2019

⁸⁰ Wofford College Office of Institutional Research, “Summary of Analysis: Results of HEDS Sexual Assault Campus Climate Survey,” January 2020.

⁸¹ According to the Association of Title IX Administrators, the 1P1P model “permits all discrimination complaints (age, race, sex, gender, nationality, etc.) to be resolved using one institution-wide policy, and one resolution process, applied to all alleged discrimination involving faculty, students and staff... 1P1P is not only Title IX compliant, it serves the best practices of the civil rights approach with an emphasis on meaningful remedies, social justice, victim empowerment and advocacy, comprehensive investigation, procedural fairness to all parties, and

campus community than separate policies and processes would, and the core problem is the lack of staffing which causes the TIXC to have to prioritize cases that fall within definitions of prohibited conduct within our policy. Cases that fall outside these definitions are addressed as best they can be given the limitations of current staffing and resources.

For these reasons, the Committee recommends the creation of new structures for incidents that involve problematic behavior that does not fall within the definitions of prohibited conduct in our policy. Those involved in such incidents that are not appropriate for sanction under current policy need a procedure geared toward education and healing. Such procedures would not simply require more staff. They could include, for instance, training peer mediators and having a student ombudsperson.

Recommendation 28: Conduct an external review of the Office of Human Resources and all institutional policies and practices related to hiring and confidential personnel matters to ensure that emerging risks and issues of concern are identified and addressed

Rationale: JEDI Committee data indicate faculty and staff concerns about current institutional practices, institutional compliance with federal standards, and issues of equity and transparency. These concerns were not directed at the Office of Human Resources specifically; rather they were discussed as systemic issues at an institution that has outgrown policies and practices from days when standards were less rigorous and the College was significantly smaller. This recommendation attempts to shed light on the concerning issues raised while maintaining the confidentiality of the narratives shared by personnel. The concerns shared in the listening sessions and surveys include:

- The need for a transparent review of pay equity (including by gender and race)
- The need for professional development for supervisors and department chairs in JEDI matters and in personnel management best practices, and the need for 360-degree review of *all* who supervise personnel
- The need for regular JEDI professional development opportunities for all faculty and staff
- The need for proper, transparent, and consistent implementation of the Family and Medical Leave Act (maternity leave issues, in particular)
- The need for consistently-maintained personnel files across the institution, which is particularly important for when possible Title IX and Bias Incidents occur
- The need to review institutional support for female employees, especially those who experience bullying or harassment
- Lack of diversity in candidate pools for new hires; lack of a system to accurately record BIPOC applications for employment.

prompt resolution of everything from bias incidents to stalking, sexual violence and intimate partner violence.” See more on the 1P1P model [here](#).

Enlisting an external party for the review allows for objective assessment of sensitive personnel information and creates a transparent process that college personnel can trust. This external evaluation would prove beneficial to the entire Wofford community, especially:

- The Senior Equity Officer and their ability to evaluate current policies and procedures in order to foster a more equitable and inclusive Wofford
- The trustees and senior administration in their efforts to implement change that aligns with and supports the goals and objectives of the institution and with the goals of this JEDI strategic vision
- The Office of Human Resources by identifying potential areas of improvement and current areas of strength.

Structures for continuing JEDI work

Recommendation 29: Create three annual awards for JEDI work⁸²

Rationale: If Wofford wants to signal the value of JEDI work, one important way to do so is to award one faculty, one staff, and one student each year for JEDI work, whether that work is on campus or in engagement with the community. Specifically, we recommend:

- Awards announced as part of a high-profile event
- A monetary award, as with the Covington and Milliken teaching awards.

Budget implications: \$9000-\$15,000 annually for the three awards (\$3000-\$5000 each, with equal amounts in all three categories).⁸³

Recommendation 30: Continue justice, equity, diversity, and inclusion work: (a) Establish an advisory committee on JEDI issues on campus; (b) continue research and reporting from the JEDI Committee's data

Rationale: With the disbandment of the Presidential Committee for Diversity and Inclusion and the imminent disbandment of the JEDI Committee, the creation of a longstanding committee that comprises Wofford students and employees will aid in continuing the cross-collaboration of JEDI work and advising the new Senior Equity Officer in their efforts to foster positive and effective communication and initiatives across campus. Many of our peer institutions⁸⁴ have

⁸² As suggested in "Diversity Review Summary/Recommendations" by Dr. Nancy "Rusty" Barcelo, Wofford College, May 2019.

⁸³ The Wofford Diversity and Inclusion Awards currently given at the annual Honors Convocation are "given to one Wofford student and one faculty or staff member for having raised awareness about diversity, equity and inclusion in order to promote greater understanding and appreciation within the Wofford community." In contrast, the awards we are proposing would reward JEDI *work* (which includes but moves beyond "raising awareness"), would raise the profile of such work, and would signal the College's value of such work through a monetary award. The committee has no recommendation regarding the existing Honors Convocation diversity awards and whether those awards might be reconceived as the awards we are herein proposing.

⁸⁴ E.g., Furman, Davidson, Hendrix, and Washington & Lee.

similar longstanding committees on their campuses that provide guidance in building supportive, equitable, and inclusive communities. Specifically, this committee would:

- Serve in an advisory role to the Senior Equity Officer and assist the SEO's transition to a new institution
- Work with the SEO on accountability and follow-through on the JEDI Committee recommendations from February and in this Strategic Vision document
- Serve in other capacities as the new SEO recommends.

Finally, the Committee's listening sessions and surveys yielded a robust, extensive set of data about the needs, concerns, and hopes of all in the Wofford community. While the Committee's research report summarizes the big-picture findings from the data, the limited space for an accessible document and the short timeframe of the Committee's work did not allow for thorough exploration or recommendations for implementation on the finer points of these data. Further analysis, with targeted reporting to specific Wofford departments, is needed in the very near future to ensure that momentum is maintained as the College continues to move toward a more equitable, just future for our students, for our faculty and staff, and for all who love Wofford College.

Appendix: The JEDI Committee and the JEDI Team

The Committee⁸⁵

Co-chair: Christine Sorrell Dinkins (Philosophy Department)
Co-chair: Ramón Galiñanes, Jr. (Office of Undergraduate Research)
Begoña Caballero-Garcia (Modern Languages, Literatures, and Cultures)
Chris Carpenter (Trustee)
Dylan Goshorn (Student)
Jameica Hill (Chemistry Department and NCAA Representative)
Jurnee Jones (Student)
Dan Mathewson (Religion Department and Office of the Provost)
Greg O’Dell (Trustee)
Arsenio Parks (Admission)
Costa Pleicones (Trustee)
Ron Robinson (Chaplain and Professor of Religion)
Tasha Smith-Tyus (Career Center)
James Stukes (Center for Community-Based Learning)
Joyce Yette (Trustee)

Working Groups

Working Group 1: History, Memory, and Place – Ramón Galiñanes (lead), Costa Pleicones, Dwain Pruitt, Tracy Revels, Ron Robinson, Phillip Stone

Working Group 2: Curriculum, Teaching, & Advising – Christine Dinkins (lead), Trina Jones, Dan Mathewson, Dylan Goshorn, Begoña Caballero Garcia

Working Group 3: Student life – James Stukes (lead), Arsenio Parks, Chris Carpenter, Jameica Hill, Jurnee Jones

Working Group 4: Enrollment, Recruitment, & Marketing – Arsenio Parks (lead), Joyce Yette, Ron Robinson

Working Group 5: Policies, Procedures, & JEDI structure – Tasha Smith-Tyus (lead), Greg O’Dell

JEDI Consultants⁸⁶

Dr. Debora Johnson-Ross,
Senior Consultant

Caitlynn Myer, Junior
Consultant

Kathleen Hughes, Qualitative
Data Analyst

JEDI Student Researchers⁸⁷

Olivia Free
Ansley Hardeman
Megan Holderness
Sandra López
Hector Ortiz
Broderick Marcus Reid
Julie Rodrick

Samuel Clark Smith
Jay Stevens
Delaney Walden
Jeffrey Woodward

⁸⁵ Biographies can be found [here](#).

⁸⁶ Biographies can be found [here](#)

⁸⁷ Biographies can be found [here](#).