EXECUTIVE SUMMARY

The Presidential Committee on Diversity and Inclusion, chaired by Dr. Ramón Galiñanes Jr., has spent the 2016-2017 academic year focusing on several projects. These projects include:

Inventory of best practices/programs related to diversity and inclusion:
One of the first assignments of the presidential committee was to conceptualize and define the very meaning of diversity and inclusion as well as conduct an inventory of best practices/programs related to diversity and inclusion at Wofford.

Campus climate assessment focused on diversity and inclusion:
The next major assignment of the committee was to undertake a comprehensive campus climate assessment focused on diversity and inclusion. The campus climate assessment consisted of two parts: (1) a student survey and (2) a series of focus group sessions with staff, students and faculty members. The survey was administered during the fall semester and more than 550 students completed the survey. The focus group sessions took place in the early spring semester with a total of 15 different focus groups sessions conducted with students, staff and faculty members. The campus climate assessment revealed some positive indicators with regards to diversity and inclusion as well as some challenges related to retention and the likelihood of different minority groups thriving at Wofford.

Diversity speaker series:
A new diversity speaker series was launched during the spring semester. The speaker series objectives include:

1. Learning from minority groups (broadly defined) and especially scholars and community leaders of color who work in the area of diversity and inclusion.
2. Reconnecting with Wofford graduates who work in the area of diversity and inclusion.
3. Cultivating mutually beneficial town-and-gown relationships that recognize the benefits of diversity and inclusion.

Student/faculty/staff diversity award:
A new student/faculty/staff diversity award was established. Each year, one Wofford student and one Wofford faculty or staff member will be recognized for having raised awareness about diversity, equity and inclusion in order to promote greater understanding and appreciation within the Wofford community. The student and faculty/staff awards will be given at the annual Honors Convocation.
Recommendations of the committee for immediate implementation:

1. Participate in professional development training in diversity hiring at Oregon State University’s Search Advocates program.
2. Establish inclusive pedagogy and practices seminars.
3. Hold multicultural open house events to increase Wofford presence in new and historically undeserved markets.
4. Hire a chief diversity officer and appropriate administrative assistant to report to the president or the provost.
5. Recommend to faculty the creation of a cultural events graduation requirement.
6. Create a diversity-related social programming fund.
7. Expand Bonner Scholarship Program.

Recommendations of the committee for the capital campaign:

1. Establish funding for competitive beginning salary and start-up incentives for minority hires.
2. Create “International American South” scholarship program.
3. Create international student scholarship program.
4. Expand first-generation college student scholarship program.
5. Create a strategic plan to bring NPHC/multicultural sororities/fraternities to campus.

INTRODUCTION

Diversity and inclusion figure prominently in Wofford’s strategic vision and mission statement. Wofford’s mission statement is to “provide a superior liberal arts education that prepares its students for extraordinary and positive contributions to a global society.” Moreover, among the many references to the importance of diversity and inclusion, Wofford’s strategic vision includes the statement: “…we need to make a greater commitment to ensure that our community reflects a plurality of people, viewpoints and ideas that is so important in a 21st-century liberal arts education.”

Building a diverse and inclusive Wofford community is a nonpartisan issue and no group within our wide-ranging political spectrum – liberal, conservative, progressive, libertarian, etc. – has a monopoly on supporting and/or promoting this issue. Working together to create a more diverse and inclusive community in which everyone feels welcomed and is able to thrive is not only a moral issue and a matter of fairness – which is indeed fundamental to our Methodist heritage – but it is vital work if we are committed to a 21st-century liberal arts education in a global society.

This report provides a summary and analysis on the current state of diversity and inclusion at the college and shares continued work needed to fulfill the college’s mission and realize its strategic vision of building a truly diverse and inclusive liberal arts college. In short, this report is both timely and urgent.
Committee charge and definitions

The work of the committee is anchored in the strategic vision and mission of the college as well as the college’s Methodist heritage. The committee is designed to strengthen and enhance Wofford’s goal of fostering a 21st-century global community that truly values diversity and inclusion.

Duties:

• Conduct a comprehensive study of diversity and inclusion at the college and report findings to the college president, provost, vice president for student affairs and dean of students, members of the president’s cabinet and the board of trustees. Study will include:
  • A comprehensive inventory of practices and programs related to diversity and inclusion on campus.
  • An evaluation of the effectiveness of existing programs and practices, determining ways to improve.
  • A determination of Wofford’s short- and long-range goals with regards to diversity and inclusion.
  • Research into best hiring practices for faculty and staff positions with regards to diversity and inclusion.
  • The discovery of a vision for diversity and inclusion in curricular and non-curricular programs.
  • The creation of a vision for diversity and inclusion in the areas of campus life, alumni programming, student development, enrollment, marketing and communications and athletics.

• Evaluate Wofford’s resources and strategies for meeting the goals of diversity and inclusion outlined in the comprehensive study.

• Recommend organizational structures and timelines for attaining diversity and inclusion goals for the college.

Definitions:

Diversity is the range of meaningful human differences, including, but not limited to, race, ethnicity, military status, religion, gender identity, sexual orientation, social class, physical ability and national origin.

Inclusion is the empowerment and involvement of a diverse faculty, staff and student body in which everyone feels a sense of belonging, to create a place where the dignity and voice of all people is recognized and affirmed.

Diversity statement

Wofford aspires to be a diverse and inclusive community in which everyone feels a sense of belonging and is able to thrive as a valued member of the community. To achieve this goal, Wofford is committed to being a reflective and brave community that asks enduring questions, promotes intellectual and civil discourse along the lines of difference, and continuously improves in its ability to recruit and meaningfully include a plurality of people and viewpoints that is vital to a 21st-century liberal arts education in a global society.
Diversity and inclusion at Wofford: best practices and the current state of our community

One of the first assignments of the committee was to conduct an inventory of best practices and programs related to diversity and inclusion at Wofford. The college’s best practices and programs include:

- The Bonner Scholars Program.
- International and interfaith programs.
- New staff and faculty hiring practices.
- Multicultural and first-generation student organizations (AMS, Spectrum, LASO, Transitions).
- Student Affairs programming/The Meadors Multicultural House.
- Cultures and Peoples academic courses.

These programs and best practices are impacting the culture of Wofford and helping to create a more diverse and inclusive community in which everyone feels welcomed and valued and is able to thrive.

Summary/analysis of campus climate assessment: student survey
In November 2016, led by Dr. Ramón Galiñanes Jr., the first comprehensive campus climate assessment focused on diversity and inclusion was undertaken at the college. A mixed-method research methodology was employed to collect quantitative and qualitative data with the goal of being thorough at gauging and better understanding the climate of the campus. The first part of this research project consisted of surveying the student body with regards to their experiences with diversity and inclusion at the college. The survey instrument was borrowed from Clemson University and slightly modified to meet the needs and particularities of Wofford College. The executive director of the Harvey and Lucinda Gantt Multicultural Center at Clemson, Altheia Richardson, granted Dr. Ramón Galiñanes Jr. permission to use the survey instrument. A total of 559 students at Wofford completed the 20-minute survey. The survey participants included a robust sample of seniors, juniors, sophomores and first-year students as well as a good participation rate of racial/ethnic minority students and international students.

The data from the completed survey responses suggest several positive indicators regarding diversity and inclusion at Wofford. Some of the positive indicators include the following:

1. Strong support among the student body to recruit and retain diverse students and faculty members.
2. The overwhelming belief – including historically underrepresented students – that the environment inside the classroom is welcoming.
3. Significant student interest in learning about the world and engaging with diverse peoples.
Figure 1: Wofford College should make a greater effort to recruit and retain students from which of the following groups? (Question #49)

<table>
<thead>
<tr>
<th>ANSWER</th>
<th>BAR</th>
<th>RESPONSE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American (Non-Hispanic)</td>
<td></td>
<td>260</td>
<td>62.35%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td>255</td>
<td>61.15%</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td>235</td>
<td>56.35%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td>224</td>
<td>53.35%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td>206</td>
<td>49.40%</td>
</tr>
<tr>
<td>Gay, Lesbian and Bisexual</td>
<td></td>
<td>185</td>
<td>44.36%</td>
</tr>
<tr>
<td>Transgender</td>
<td></td>
<td>155</td>
<td>37.17%</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td>125</td>
<td>29.98%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>65</td>
<td>15.59%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1710</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The survey data also suggests that many historically underrepresented students at the college do not feel welcomed as full members of the Wofford community. This phenomenon of marginalization is particularly noticeable with African-American students and Latinx students. For instance, according to question 103 (Have you considered leaving Wofford because of an issue related to diversity, inclusion, appreciation of differences?) 25 percent of Hispanic students and 35 percent of African-American students have considered leaving Wofford because of issues related to diversity and inclusion compared to 11 percent of their white non-Hispanic counterparts.

Table 1: Have you considered leaving Wofford because of an issue related to diversity, inclusion, appreciation of differences? (Question #103)

<table>
<thead>
<tr>
<th>Question #103</th>
<th>African American (Non-Hispanic)</th>
<th>American Indian/Alaska Native</th>
<th>Asian/Pacific Islander</th>
<th>Caucasian (Non-Hispanic)</th>
<th>Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>64.86%</td>
<td>100.00%</td>
<td>82.21%</td>
<td>88.24%</td>
<td>75.00%</td>
</tr>
<tr>
<td>YES</td>
<td>35.14%</td>
<td>0.00%</td>
<td>15.79%</td>
<td>11.76%</td>
<td>25.00%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
A number of written responses by students completing the survey are also illustrative of not feeling included as full members in the Wofford community. The following student comments are in response to the question (#103): Have you ever considered leaving Wofford because of an issue related to diversity, inclusion, appreciation of differences?

**Sample 1:** “Yes, sometimes it is very frustrating because I feel so out of place here as a minority. I know a lot of international students who are depressed and faculty, counselors, and even other students cannot really comfort them because they don’t understand the cultural differences or pressures of these students... I feel like there isn’t a very strong appreciation of different cultures here.”

**Sample #2:** “As a black female, it feels as if our voices aren’t heard.”

**Sample #3:** “Many of the male students at Wofford feel that women should not pursue careers in business and have made their opinions about this very clear. One male student told me that finance was a boys’ club so I shouldn’t bother trying to do well in it because it’s not my place. Further, I’ve heard boys on campus joke about rape on multiple occasions. As a whole, much of the student body does not make me feel included or welcomed on campus.”

**Sample #4:** “I considered transferring to a different school in the hopes that I would find a place more accepting of my sexuality.”

**Sample #5:** “I have considered leaving Wofford because I have felt that I am surrounded by people who do not present a good picture for what life outside of college will actually look like.”

**Sample #6:** “Extremely exclusive culture/environment. Wofford lacks diversity and its environment fosters a culture of social conformity. It is difficult to live in an environment that frowns upon independent growth. I have seriously considered leaving Wofford on multiple occasion, exclusion being the main purpose. College should be a time when one feels free to express themselves the way they want. It is hard for some people to do that if they don’t fit the ‘Wofford’ mold.”

**Sample #7:** “I’ve felt as if the social environment at Wofford College does not value the same aspects of inclusion and diversity that are highlighted in the classroom.”

These student comments are a powerful testament to the fact that many historically underrepresented students do not feel included as full members of the Wofford community.

**Summary/analysis of campus climate assessment: focus group sessions**
In February 2017, a series of focus group sessions was conducted as an additional component of the campus climate assessment focused on diversity and inclusion. The entire campus community – students, staff and faculty members – were contacted via email in January informing them about this opportunity and requesting their voluntary participation in a focus group session. A total of 151 members of the community expressed interest in participating in a focus group session and from this list of respondents 15 focus group sessions were organized and conducted.
Social science research suggests that focus group sessions should be small – ideally six to 12 participants – and participants should share a common personal/professional background. Moreover, an external, neutral party who also shares the common background of the focus group participants should moderate the focus group session as a best practice. For this reason, external, highly qualified professionals of diverse backgrounds were contracted to serve as focus group moderators and assistant focus group moderators (i.e. note takers) and were matched, when possible, with focus groups that matched their personal/professional background. For instance, an external tenured woman was contracted to moderate the tenured women’s focus group session; African-American professionals were contracted to moderate the black students focus group session; a Latina professional was contracted to moderate the Latinx students focus group session; and so on. Table 2 lists the different groups that participated in a focus group session.

Table 2: campus climate assessment: list of focus groups

<table>
<thead>
<tr>
<th>Staff members</th>
<th>Tenured faculty (women)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured faculty</td>
<td>International students</td>
</tr>
<tr>
<td>Non-tenured faculty</td>
<td>Latino/a students</td>
</tr>
<tr>
<td>Women (staff)</td>
<td>First-year students</td>
</tr>
<tr>
<td>African-American students</td>
<td>Fraternity members</td>
</tr>
<tr>
<td>4th year students</td>
<td>Student-athletes</td>
</tr>
<tr>
<td>Sorority members</td>
<td>Bonner scholars</td>
</tr>
<tr>
<td>Non-tenured faculty (women)</td>
<td>* Plus 11 participants completed the focus group questions online</td>
</tr>
</tbody>
</table>

The focus group sessions provided rich qualitative data on the experiences of different student groups and staff/faculty groups at the college. The process of participating in a focus group session itself was intended to promote a culture of inquiry and critical self-reflection as well as an opportunity to create a feeling of solidarity with peers of a similar background and/or professional status. The narratives as a whole from the focus group sessions suggest the following: (1) Who you are and your positionality play an important role in defining your experience at Wofford; and (2) The majority of the focus group participants are passionate about Wofford and want to make the community a welcoming and inclusive place. It is also worth noting the paucity of diverse focus group types with the faculty and staff at the college. Please contact Dr. Ramón Galiñanes Jr. to request permission to obtain the full, confidential transcripts of the focus group discussions with unidentified participants.

Dr. Bill DeMars, professor and chair of the Department of Government and International Affairs, was unable to attend a focus group session due to a scheduling conflict and instead wrote a short essay, “Unity in Diversity at Wofford College,” as a contribution to this study. Additionally, some other members of the community were not able to participate in a focus group session due to a scheduling conflict or the fact that not enough people signed up for their preferred focus group, such as LGBT+ identified faculty, staff and students. These individuals had the option of completing the focus group questions online.
Diversity at Wofford: just the numbers
Table 3 includes the racial and ethnic demographics of the students, staff members and faculty members at Wofford during the 2016 fall semester.

Table 3: student, staff and faculty demographics in comparative perspective

<table>
<thead>
<tr>
<th>Group</th>
<th>White/Caucasian</th>
<th>African-American</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other/Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (class of 2020)</td>
<td>79%</td>
<td>9%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Total students (n=1692)</td>
<td>80%</td>
<td>8%</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Professional staff (n=221)</td>
<td>87.5%</td>
<td>10%</td>
<td>1%</td>
<td>0.5%</td>
<td>1%</td>
</tr>
<tr>
<td>Hourly staff (n=92)*</td>
<td>78%</td>
<td>18%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty (n=137)</td>
<td>93%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Wofford Bonner Scholars</td>
<td>42%</td>
<td>27%</td>
<td>17%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Population demographics of U.S. (2015) (source: census)</td>
<td>61.6%</td>
<td>13.3%</td>
<td>17.6%</td>
<td>5.6%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

*does not include Aramark employees

Wofford in comparative perspective
Table 4 compares the demographics of the student body at Wofford with some of the best liberal arts colleges in the country.

Table 4: Wofford in comparative perspective: student body demographics
(Source: U.S. Department of Education)

<table>
<thead>
<tr>
<th>College/University</th>
<th>White/Caucasian</th>
<th>African-American</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other/Unknown</th>
<th>International</th>
<th>Pell Grant Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sewanee</td>
<td>82%</td>
<td>5%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>19%</td>
</tr>
<tr>
<td>Furman</td>
<td>80%</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
<td>5%</td>
<td>13%</td>
</tr>
<tr>
<td>Wofford</td>
<td>80%</td>
<td>8%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>20%</td>
</tr>
<tr>
<td>Rhodes</td>
<td>76%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
<td>5%</td>
<td>2%</td>
<td>14%</td>
</tr>
<tr>
<td>Davidson</td>
<td>69%</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>Kalamazoo</td>
<td>62%</td>
<td>5%</td>
<td>9%</td>
<td>6%</td>
<td>12%</td>
<td>6%</td>
<td>20%</td>
</tr>
<tr>
<td>Williams</td>
<td>56%</td>
<td>7%</td>
<td>12%</td>
<td>11%</td>
<td>7%</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>Amherst</td>
<td>42%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>10%</td>
<td>10%</td>
<td>22%</td>
</tr>
</tbody>
</table>
New initiatives of the committee
Working together to build a diverse and inclusive Wofford community is a slow process. As such, the committee decided to launch a few new initiatives that would begin impacting the culture of Wofford immediately and help propel us in the direction of building a 21st-century community that truly values diversity and inclusion. The new initiatives of the committee include the following:

Diversity speaker series:
A new diversity speaker series was launched during the spring semester by the committee. The speaker series objectives include:

1. Learning from minority groups (broadly defined) and especially scholars and community leaders of color who work in the area of diversity and inclusion.
2. Reconnecting with Wofford graduates who work in the area of diversity and inclusion.
3. Cultivating mutually beneficial town-and-gown relationships that recognize the benefits of diversity and inclusion.

Student/faculty/staff/diversity award:
A new student/faculty/staff diversity award was established. Each year, one Wofford student and one Wofford faculty or staff member will be recognized for having raised awareness about diversity, equity and inclusion in order to promote greater understanding and appreciation within the Wofford community. The student and faculty/staff awards will be given at the annual Honors Convocation.

Recommendations of the committee
Given the current state of diversity and inclusion at Wofford, the committee makes two sets of recommendations: (1) recommendations for immediate implementation and (2) recommendations for the capital campaign and other long-term projects.

Recommendations for immediate implementation
1. Participation in professional development training in diversity hiring at Oregon State University’s Search Advocates program – two-day training, free for up to two individuals: “Each Search Advocate is a consultant/participant who advances inclusive excellence by asking questions to help committee members test their thinking, identifying and promoting practices that advance diversity and social justice, and minimizing the impacts of cognitive and structural biases.” Wofford pays travel, accommodations of two participants: $1,500. Trained Search Advocates then would train other Wofford faculty/staff to become SAs, creating a team of SAs that effectively could participate on all active search committees. OSU offers training sessions variously throughout the summer and fall. Ideally, Wofford representatives would be sent as soon as possible to affect this year’s searches.

Reasoning: Search committees that are well trained, deliberate and intentional about the importance of increasing diversity among faculty and staff, and who know current best practices in diversity recruitment and retention, are much more successful. Though the provost made efforts to encourage search committees to consider diverse candidates during our last hiring cycle, this process needs to be formalized and institutionalized.
2. **Establish inclusive pedagogy and practices seminars.** Stipend-bearing training workshops for faculty. Offered during Interim, summer. Facilitated by CIL / Wofford faculty / NCBI trainers. Final dinner at academic year’s end to report and reflect upon efficacy of implementation. Stipends: $500 per participant, plus food budget; total costs depend on offerings.

**Reasoning:** The benefits of developing a more inclusive classroom environment across campus are obvious, as is the significance of creating a campus-wide conversation about inclusive pedagogy. It is equally important as a recruitment tool: potential candidates would see this program as a clear demonstration of Wofford’s commitment to diversity and inclusivity. The initiatives for greater civic engagement in courses have been successful, and similar efforts put into spreading the word about inclusive pedagogy and practices in terms of diversity could have the same effect with the faculty.

3. **Hold multicultural open house events to increase Wofford’s presence in new/nontraditional markets.** Coordinate with Admission, Financial Aid, the Office of Diversity and Inclusion and the Diversity Committee to create a specific recruitment event – or series of events – for historically underrepresented students and families for 2017-18. $5,000 per event.

* Increase Wofford’s presence at existing fairs/recruitment opportunities for historically underrepresented students/families, such as: Hispanic Alliance College Fair, Campus Pride College Fair, etc.

**Reasoning:** Many prospective underrepresented students – i.e. racial/ethnic minorities, religious minorities, international students, LGBT+ students, Pell-grant students, etc. – are not aware of Wofford College and/or do not believe in the value of a Wofford education. As such, we need to be more intentional in telling the story of the “other Wofford(s)” and the “other Upstate communities” to prospective students and families by organizing multicultural open houses with distinguished guest speakers of diverse backgrounds, including Wofford graduates who work in the area of diversity and inclusion.

4. **Hire a chief diversity officer and an appropriate administrative assistant to report to the president or the provost** ($60,000-$80,000 annual salary plus benefits)

**Reasoning:** From the Wofford VIA Plan. The CDO will be Wofford’s highest-ranking diversity administrator. The CDO will have the responsibility for guiding efforts to conceptualize, define, assess, nurture and cultivate diversity as an institutional and educational resource. The CDO will report to the president, provost or both. The CDO is an integrative role that coordinates, leads, enhances – and in some instances – supervises formal diversity capabilities of the institution in an effort to create an environment that is inclusive and excellent for all of campus. The role of the CDO will be to enable a multi-pronged approach that not only leads to concrete and measurable outcomes, but a broad, positive cultural transformation. The CDO will serve as a powerful integrating force for diversity issues, collaborating and working through the lateral networks of Wofford including, but not limited to, admission, human resources, faculty development, marketing and communication, academic deans and institutional advancement in an effort to enhance diversity across the campus community.

5. **Recommend to faculty the creation of a cultural events graduation requirement.** Recommendation that faculty embrace a cultural events graduation requirement model, similar to institutions below, so students are exposed to areas and ideas outside their comfort zones.
• Furman University: Students are required to have 32 credits in the Cultural Life Program for graduation. The school offers more than 200 programs a year, including concerts, dance and theater performances, book/poetry readings, speeches, talks, etc. The students must bring their student ID to be counted in attendance.

• Centre College: There are 12 convocation requirements each year for students. A score of satisfactory or unsatisfactory is calculated as part of their GPA for completing or not completing the 12 requirements. Student IDs are scanned upon entry and exit of the event and credit is not given if they leave early. Events include guest lectures, plays, readings, films, musical performances, art programs and special events.

• Belmont University: Students attend a predetermined number of programs in the categories listed below. Requirements vary based on when a student entered the school and transfer hours are considered if applicable. The categories are:
  - Christian Faith & Tradition (CFT)
  - Global Citizenship, Leadership, Diversity & the Professions (GCLDP)
  - Creative & Performing Arts (CPA)
  - Society & the Arts & Sciences (SAS)
  - Wellness, Safety & College Life (WSCL)
  - Community Service & Reflection

Some programs/events that are not part of the convocation program are considered for credit based on certain criteria. Student IDs are scanned at the events and transferred into a database of student records to track credits earned.

• Winthrop University: By graduation, each undergraduate student who began at Winthrop as a first-year student is required to attend three cultural events for every 20 hours completed at Winthrop University, not to exceed a maximum requirement of 18 cultural events. Each semester, the school publishes a calendar of events that have been approved as fulfilling the cultural events requirement. Students must scan into and out of the event with their student IDs.

6. Taken from the Wofford VIA Plan: create diversity-related social programming

Wofford will create a fund to support diversity-related social programming. This could include social events that are focused on celebrating existing diversity in our community, as well as fostering new opportunities to introduce and celebrate diversity in the community and around the world.

Reasoning: The goal is to bring the entire campus together through these social events. The fund would be used to support activities and other social programming that encourage diversity on campus. The fund also should be used to help include students on the margins of the campus community. This fund would be available to students and faculty, opening up important dialogue about diversity and building relationships throughout the college.

Strategies: The main strategy for accomplishing these goals will be the creation of a fund to increase the number of diversity-related activities and to support existing activities. A committee, composed of students, staff and faculty, will be responsible for soliciting proposals and allocating funds.
New resources: Existing funds available for social programming are not intended exclusively for diversity-related activities. This fund would serve to encourage and support the development of these types of activities ($100,000).

7. **Expand Bonner Scholarship Program.** Each year 15 first-year students are awarded the Bonner Scholarship. The Bonner Scholarship provides students with financial access to a Wofford education while providing them with the opportunities, resources and skills to serve humanity and develop as civic leaders. Expand the Bonner Scholarship Program to include up to 20 students each year.

**Reasoning:** The Bonner Scholars are some of the most diverse students at Wofford (see Table 3 on Page 9), and these students are playing an important role in helping make Spartanburg a better place. The Bonner Scholarship Program is a great example of inclusive excellence. In recent years the scholarship program has produced some of the best and brightest Wofford students, who have gone on to receive prestigious scholarships, such as the Truman Scholarship and the Gilman Scholarship, and they also have gone on to prominent graduate schools, such as Georgetown University, the University of Maryland and Wake Forest University.

**Recommendations for the capital campaign and other long-term projects**

1. **Establish funding for competitive beginning salary and start-up incentives for minority hires:** $84,500 to $110,500 ($65,000 to $85,000 salary plus benefits package) / $3,000-$5,000 in professional development and start-up incentives. Additionally, increase salary across current ranks to help foster an atmosphere of excitement for new hires.

**Reasoning:** While a combination of factors is at play in candidates’ decisions to accept offers, salary is the most important. We simply will not be able to compete effectively for candidates of difference without competitive salaries.

2. **Create “International American South” Scholarship Program:** $20,000 tuition discount for employees of select international companies in the Upstate.

**Reasoning:** More than 20 years ago, community leaders such as Jimmy Gibbs and George Dean Johnson recognized the importance of internationalizing the Upstate community. Today, the Upstate region of South Carolina is home to more than 200 international companies as well as a growing and vibrant international community. The international community has had a positive economic and cultural impact in the region. According to a recent article (“From Peaches and Textiles to Automobiles: The Rebirth of the Upstate” on June 20, 2017): “The most recent economic study done by the University of South Carolina Darla Moore School of Business reported BMW’s impact corresponds to 30,777 jobs and $1.8 billion in labor income for South Carolina that would not exist otherwise.” We need to formally value and partner with the international community in the region by establishing at least one international scholarship program. Doing so will not only help us diversify the student body, but it also will help us garner prestigious internships and job opportunities for all Wofford students.
3. **Create International Student Scholarship Program:** 10 fully-funded international student scholarships: $2,311,520.

   **Reasoning:** See reasoning above for “International American South” Scholarship Program.

4. **Expand first-generation college student scholarship program:** Currently offered to 15 students each year ($20,000).

   **Reasoning:** As a United Methodist-affiliated college, we have a strong obligation to be accessible and affordable to first-generation college students in the region. As such we need to expand the current first-generation college student scholarship program.

5. **Create a strategic plan to bring NPHC/multicultural sororities/fraternities to campus.**

   **Reasoning:** An NPHC/multicultural on-campus sorority would benefit both student life on campus as well as assist with student recruitment and retention.

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**Presidential Committee on Diversity and Inclusion Members:**

- Farahnaz Afaq
- Camille Bethea
- Ramón Galiñanes Jr.
- Randy Hardy
- J. Kyle Keith
- Collins McCraw
- Craig Melvin
- Annie Mitchell
- Caitlynn Myer
- Jim Neighbors
- Ron Norman
- Lacey Robinson
- Ron Robinson
- Nancy Williams