



Building *Our* FUTURE

A REPORT FROM THE PRESIDENT OF SWARTHMORE COLLEGE



Swarthmore College's sesquicentennial is an ideal occasion to reflect and build on the solid foundation of Swarthmore's past.

Every opportunity I've had to meet with those most deeply invested in the future of the College, especially alumni, has confirmed what I've known all along: Swarthmore's mission extends far beyond the College itself. The Swarthmore experience—memorable and life changing as it has been for thousands over the years—is not the ultimate end. The larger mission has always focused on building a better, kinder, more just and compassionate world. "Success" is defined by most Swarthmoreans in terms of the positive difference we are making in the world.



We pursue our mission in many interrelated though distinguishable ways. A strong commitment to financial aid reflects our most fundamental values. Swarthmore's founders sought to create a place where, in the words of our second president, Edward Magill, "the great privileges

which Swarthmore affords [would not be] confined to the children of the wealthy and those in comfortable circumstances." By ensuring access to high-achieving and highly motivated young people from all economic circumstances, we enable them to expand



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their minds and build the skills they need to do great things. Our alumni remember the opportunities afforded them and are often moved to give back in support of future generations.

However, important as it is, financial aid itself is not enough. If we are truly to close what some scholars refer to as the "opportunity gap," we must offer our students every opportunity to become the best teachers, engineers, poets, musicians, businesspersons, attorneys, and physicians—and the best citizens—they can possibly be. Thus, we must provide students with access to meaningful and challenging internships, externships, and summer learning opportunities. We must attract and retain the most highly skilled and dedicated faculty and provide our athletes, artists, engineers, and philosophers with the physical facilities required for their success.

This year's report is structured mainly around feature stories that I hope you will find both interesting and revealing, stories that indicate how we are strengthening the College's mission and striving on several fronts to build its future. In addition to chronicling some of the major developments of the last year, each story reflects one or more of our core values and the goals we are pursuing in support of our strategic plan.

We owe our success as an institution, as well as our plans for growth, to the loyal support of people who are deeply invested in our mission. For this support, we are exceedingly grateful.



Rebecca Chopp
President



Building on OUR PAST

The College's landmark birthday has provided a formal occasion to reflect on the values and developments that have brought us to where we are today...



THE GREATLY ANTICIPATED BIRTHDAY CAKE featuring Parrish Hall took 40 hours—a full work week—to make. It took an additional hour (following the Jan. 22 ceremony initiating the College's sesquicentennial celebration) to cut the cake, which got positive reviews from students, who were invited to make it disappear.

The impressive, specially commissioned cake featuring the College's signature building—Parrish Hall—was unveiled on January 22, officially kicking off Swarthmore's yearlong celebration of its sesquicentennial.



Among the ways the College has marked its 150th birthday was the publication of the beautifully illustrated 200-page book *Swarthmore College: A Community of Purpose*, which was mailed in February to all alumni and parents of current students. The book's content was organized around the College's major themes. This project was made possible through the generosity of an anonymous donor whose career has been in book publishing.

Lectures, symposia, dramas, and musical concerts are among the distinctively Swarthmorean ways the College has celebrated and will continue to celebrate during its sesquicentennial year. Among the highlights are the premiere of a documentary film about Swarthmore College during this year's Alumni Weekend (June 6–8), to which all alumni are invited, and the premiere of a specially commissioned musical work for orchestra and chorus by composer (and director of the Los Angeles Philharmonic's Composer Fellowship Program) James Matheson '92 on Founders Day (Dec. 5), which will also include a universal moment of silence at 8 p.m. EDT.

Significantly, the College's landmark birthday provides a formal occasion to reflect on the values and developments that have brought us to where we are today, 150 years after the school existed only as a dream in the minds of a handful of extremely dedicated, highly principled, and determined women and men. More important, the sesquicentennial has accelerated the College's efforts to honor its founders by building on the past. This includes understanding the realities of our time and adjusting our educational methods accordingly. It entails identifying the needs of the world around us and then attracting, preparing, and inspiring people to address those needs with passion and talent.



ALL SESQUICENTENNIAL EVENTS and activities can be found on the Web page swat150.swarthmore.edu. The site includes a fascinating historical timeline: Visitors can see video footage dating to the 1920s, including footage of Albert Einstein, who delivered the College's 1938 Commencement address.

Building SWARTHMORE'S

Last November, Dean of Admissions Jim Bock '90 received a late-night email in Ghana during the last leg of a 16-day recruiting trip on the mother continent. It came from native Ghanaian Peter Owusu-Opoku '10. Only a week earlier, Owusu-Opoku, a math major at Swarthmore who'd been working in Chicago, had returned to take a banking job in the capital city of Accra. After learning that Dean Bock would be visiting his high school for a college fair, Owusu-Opoku offered to assist. Bock accepted, and Owusu-Opoku helped answer questions at the fair. He also interviewed prospective Swarthmore students after Bock's departure.



DEAN OF ADMISSIONS JIM BOCK posed with student host Brian Kinuthia at the Aga Khan Academy Nairobi in Kenya, after a college fair at the school.

Earlier, on this same recruiting mission—which included

South Africa, Zimbabwe, Zambia, Kenya, Tanzania, Ethiopia, and Botswana—Bock stumbled upon another Swarthmore connection. Andy Taylor, the principal at The Maru-a-Pula School in Gaborone,



TWO SENIORS AT THE MARU-A-PULA SCHOOL in Gaborone, Botswana, where Dean Jim Bock met principal Andy Taylor, a friend of the College.

Gil Kemp in Asia

In January, Board of Managers Chair Giles "Gil" Kemp '72 (right) also spent time in Asia on behalf of the College. During a 10-day period, he met individually with more than a dozen alumni and spoke at five gatherings of Swarthmore alumni or parents of current students in Hong Kong, Singapore, China, and Taiwan.



GLOBAL REACH

Botswana, introduced himself as a friend and former colleague of Swarthmore Board member and documentary filmmaker David Gelber '63.

Bock's overseas recruiting efforts last fall also took him to Asia. Says Bock, "In the process of developing the College's strategic plan, the admissions office recognized that four of Swarthmore College's top 10 feeder high schools were located in Asia." Thus, Bock traveled to South Korea, Taiwan, Hong Kong, Vietnam, Thailand, Malaysia, and Singapore. He also made a special trip to Nanjing, China, to help celebrate the 50th anniversary of the Nanjing Foreign Language School (NFLS), whose celebratory event focused on the liberal arts. Swarthmore was one of only four U.S.

The College's Asian and African networks are on the rise.

schools represented. Chengying Wang '15, who translated the College's 2013 commencement ceremony into Mandarin, graduated from NFLS.

Swarthmore alums are active throughout Asia, coordinating admissions fairs and interviewing prospective students. The College's African networks are also growing. Beyond building the College's global reach, international diversity enriches the experience of all Swarthmore students.

THE YOUNG MAN DISPLAYING PHINEAS is Tuan Nguyen of the Hanoi-Amsterdam High School for the Gifted in Vietnam. He applied early admission, was accepted, and is now a part of the class of 2018.



Building ENGINEERING

When Professor of Engineering Carr Everbach learned that Hayden Dahmm '15, a blind student, had enrolled in his engineering methodology course, he was surprised.

"We've had blind students on campus before, but not in engineering," says Everbach. "Engineering Methodology involves working in a machine shop, using spinning, rotating blades; fabricating a robot, assembling it, programming it, using computer screens." Given these realities, combined with a dependence on graphs and pictures to illustrate key engineering concepts, this course would be particularly challenging for a blind student to navigate.

Dahmm and Everbach collaborated to make the coursework accessible. They overcame the challenges presented by engineering methodology as well as those posed the following semester in Everbach's mechanics course. Over the summer of 2012, with funding from the Lang Center for Civic and Social Responsibility, Dahmm and Everbach created tools and models for Dahmm to use in the electrical circuit analysis course he would take that fall and in other engineering courses.

When Everbach discussed things he drew on the blackboard for Dahmm, other students in the class benefited from having the diagrams and concepts explained in greater detail. Referencing the mechanics class, Everbach said, "Having learned from the first semester, I brought tangible examples of as many of the things I talked about as possible. I passed them around, particularly to Hayden, but to the other students as well."

Learning how to help Dahmm grasp the complicated concepts Everbach teaches in his engineering courses has helped the professor identify new and better ways to explain the coursework to all his students, including those with 20/20 vision.

Dahmm's story is just one example of how the College supports students studying the natural sci-



Left to right: Engineering professor Carr Everbach, prize student Hayden Dahmm '15, and faithful guide dog Fathom.

ences and engineering. Seven peer academic support groups exist specifically to serve students taking introductory-level science and mathematics courses. These groups pair students who are advanced in their discipline with those taking introductory-level courses, providing assistance and encouraging students to continue in the sciences. Dahmm or his classmates in engineering methodology may have sought the help of "wizards" to review important concepts before quizzes and exams. "Ninjas" help students taking



ENGINEERING ALUMNI especially are sure to recognize Hicks Hall, which was for them a second home during their years at Swarthmore.

introductory computer science courses complete their weekly laboratory assignments, while "Pi-rates" provide students in mathematics and statistics courses with homework help. All these peer mentors provide support beyond just double-checking problem sets.

"Peer mentoring," says Diane Anderson, associate dean for academic affairs, "implies skill acquisition as well as everything else that goes into learning. The 'everything else' might include study tips, rhetorical strategies, and implicit procedural information as well as personal experiences."

Swarthmore is one of only a few liberal arts colleges nationwide to offer an engineering degree. Though many alumni stay in engineering, they also typically find themselves working in medicine, law, finance, and other fields. Those who do not choose engineering as a profession commonly report that the program helped them develop problem-solving skills they've applied extensively in other careers.

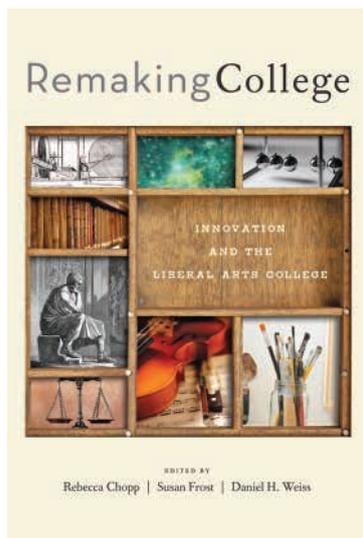
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LAST YEAR FOR HIS SENIOR PROJECT, ENGINEERING MAJOR ERIC VERHASSELT '13 built the hydrogen-fueled car shown here. This year, Neil McFarland '15 (pictured) took it to a race in Texas.

Building SUPPORT *for the*

"Watching the national and international scene evolve has made us increasingly aware that those in liberal arts education really need to speak out and encourage other college presidents to speak out. We have something distinct to offer higher education in this country—and the world."



President Chopp offered these words during an interview on WHYY, Philadelphia's National Public Radio affiliate, shortly after the December release of the book *Remaking College: Innovation and the Liberal Arts*, a collection of essays compiled and edited by Chopp and Haverford College President Daniel Weiss. Both Chopp and Weiss also each contributed an essay.

The College's capacity to build support for the liberal arts took a giant leap forward in February thanks to a \$5 million commitment

from Manager James '79 and Anahita Naficy Lovelace to endow the Frank Aydelotte Foundation for the Advancement of the Liberal Arts. Lovelace identified President Chopp's "vision for a sustained effort to

invigorate the practice of liberal arts education" as a key factor in making this commitment.

According to its founding document, the new Foundation will "support the investigation of the perennial questions and great issues that form the heart of a liberal arts education through fostering rigorous and creative conversation, experimentation, and scholarly work" and will "advance liberal arts education by bringing together resources from across Swarthmore College."

The Aydelotte Foundation's work will be guided by the following objectives:

- To nurture the dynamic intellectual community of the Swarthmore College faculty
- To engage in generative thinking about the future and purpose of the liberal arts and higher education
- To foster curricular, pedagogical, and scholarly excellence and innovation and to disseminate the results of this activity.



Establishing the Aydelotte Foundation

Prior to the formal announcement of a \$5 million commitment to launch the Frank Aydelotte Foundation for the Advancement of the Liberal Arts, James Lovelace '79 (*second from right*) discussed his Swarthmore experience with students and faculty.

LIBERAL ARTS

- To facilitate collaboration and dialog among liberal arts institutions as well as those who live “liberal arts lives”
- To inspire greater appreciation of and participation in the liberal arts both within higher education and society at large.

The new foundation's first official initiative was to support a feasibility study for launching a Creative Research Lab on campus. The study is being conducted by Logan Grider of the art department, in collaboration with other Swarthmore faculty.

The purpose of the proposed research lab is to create nondisciplinary spaces to support pedagogical and curricular innovation. The lab would house a working collection of natural and man-made objects, sophisticated digital support and creation technologies, and flexible work and study spaces, enabling students and faculty to explore the intersections between nature and design, thus broadening the opportunity for interdisciplinary study while promoting the innovation of curriculum across disciplines.

The gift establishing the Aydelotte Foundation was announced at a dinner on the eve of a Feb. 22 symposium on the Future of the Liberal Arts. The symposium featured Swarthmore alumni who are leaders at public and private higher education institutions around the country. Hundreds attended the event—built around a keynote address and two panel discussions—either in person or via live streaming on the College website. It can be viewed here: bit.ly//Symposium214Video.

Among the participants was Sean Decatur '90, the new president at Kenyon College in Gambier, Ohio. Recently, Garikai Campbell '90 was named provost and senior vice president for academic affairs at Morehouse College in Atlanta and Kimberly Wright Cassidy '85 became president at Bryn Mawr College.



MARY SCHMIDT CAMPBELL '69, dean of the Tisch School of the Arts, New York University, delivered the keynote address, “The Role of the Arts in Liberal Arts Education,” at the Feb. 22 symposium on the future of the liberal arts.



AMONG THE GREATEST BENEFICIARIES of the Frank Aydelotte Foundation for the Advancement of the Liberal Arts are current and future students.

Building *a HOME for* WELLNESS, FITNESS, *and* THEATER



THE MATCHBOX, being built on the footprint of the old squash courts (*lower right*), will become a major center of campus activity and perhaps a meeting place for future Matchbox couples.

For Jonathan Molloy '14, a special major in architecture, the recent "unbuilding" of the old squash courts on campus was serendipitous. He'd been searching for material and inspiration for his senior project; the demolition provided both.

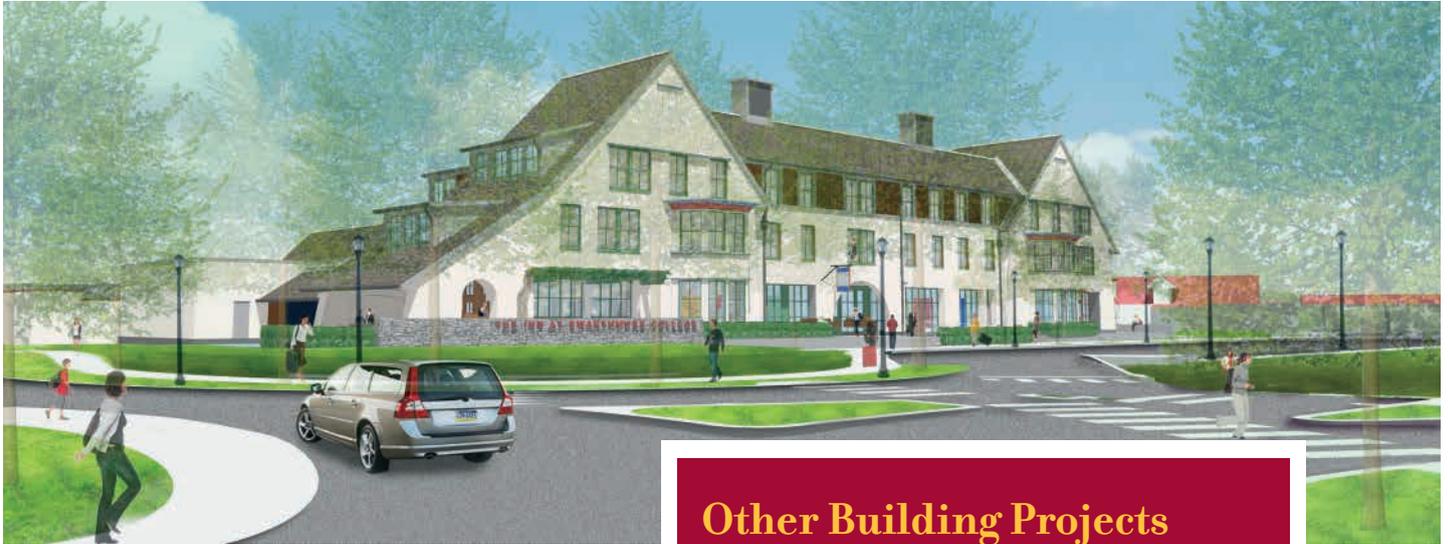
"After seeing the materials [from the old squash courts], I began working on a way to use them," says Molloy. "I wanted to design a building [that is] appropriate for the materials that make it."

Molloy's project, Oxbow Cabin, will soon be situated on the edge of Crum Woods. According to the project's mission statement, the cabin "aims to encourage students to commune more often and more intimately with the solitude of the Woods." The cabin is being built this spring by Molloy and other Swarthmore community members almost entirely from salvaged wood and glass from the deconstructed squash courts.



The "unbuilding" that provided the raw materials for Molloy's project created the space for the new Matchbox, a sparkling, predominantly glass structure scheduled for completion by summer's end and representing the College's strong and growing commitments to wellness, fitness, and theater.

Matchbox couple Salem Shuchman '84 and Barbara Klock '86 committed \$1.5 million, and an



anonymous donor couple added \$1 million to establish a \$2.5 million, dollar-for-dollar challenge grant. So far, including the \$2.5 million, nearly \$4 million of the building's \$5.3 million total projected cost has been received or pledged.

The new facility will feature the latest exercise equipment as well as space for sport-specific training and team practices. The Matchbox will also provide space, including a rehearsal classroom, for the College's thriving theater program. The building's design allows for flexible event space to accommodate lectures, student forums, group meetings, and more.



ARCHITECTURE MAJOR
Jonathan Molloy '14
begins work on
his senior project.

Other Building Projects

- The design of a new building to support biology, engineering, and psychology is nearly complete; a construction management contract is in negotiation.
- Construction documents for Danawell, a bridge between Dana and Hallowell dormitories, have been completed. Construction manager W.S. Cumby, the company that built David Kemp and Alice Paul halls, is under contract. Construction is scheduled to begin this summer, with occupancy scheduled for fall 2015.
- Town Center West (*artist's rendering pictured above*), a College-owned and operated inn with 40 guest rooms, received final borough land use approval in February. Many residents and business owners have voiced strong support for the project.

Salvaging materials from the demolished building—27 tons of materials have been saved for reuse—aptly signifies the environmentally-friendly thinking that informed the building plan. Designers considered how to protect Crum Creek from storm-water runoff, how to restore impervious surfaces to green space, and how to use technology to heat, cool, and light the building based on the time of day and number of occupants.

In addition to its many practical functions, the Matchbox appears destined to become a popular community gathering place, including for future Matchbox couples.

Building BEYOND *the* CLASSROOM

When Professor and Chair of the Department of Modern Languages and Literatures Haili Kong and Professor of Political Science Tyrene White teamed up to teach the course Governance and Environmental Issues in China last spring, they provided five of their students with the opportunity not only to learn about Chinese politics and environmental issues through Chinese film and literature but also to further their understanding through firsthand experience.

For Chi Zhang '15, Collin Smith '14, Elizabeth Casey '14, Emily Zhang '15, and Zhe Sun '16, the coursework didn't end with the spring semester. From May 27 to June 15, they and their professors learned from guest lecturers, conducted research, and criss-crossed Beijing for site visits. This extension of the

Learning experiences such as summer internships, research positions, and externships help students understand the implications for the real world of what they study in the classroom.

classroom allowed students to consider in context the ideas they'd read about and discussed in class.

"We weren't just in a library at a college in a different country," says Collin Smith '14. "We were actually going out and experiencing a different country."



Left to right: Professor of Chinese and Chair of the Modern Language and Literatures Department Haili Kong, Emily Zhang '15, Chi Zhang '15, Collin Smith '14, Liz Casey '14, and Zhe Sun '16 during their three-week field study in China.



MADISON HEPPE '16 at a fire clearing in Tonto National Forest. During extern week, Heppe shadowed Anne Parent Fischer '84 on Forest Service operations in Arizona.

Summer learning opportunities—whether international travel, an internship with a nonprofit, or continuing research on campus with a professor—broaden student horizons by enabling them to connect learning with doing. Not only do these experiences improve students' academic performance, but they also typically help students pursue professional opportunities after graduation.

Summer 2013 experiences included a student who learned traditional dance in Bali, a linguistics major who studied the Navajo language, and another student who used an environmental studies fellowship to research sustainable practices for producing biofuel in Minnesota. All of these opportunities and others were funded by grants and fellowships supported by Swarthmore alumni.

Learning experiences such as summer internships, research positions, and externships help students understand the implications for the real world of what they study in the classroom. Instead of existing separately from coursework, these hands-on experiences extend beyond the academic year.

Says White, "I'm hopeful that there will be more opportunities for students in general to be able to enroll in courses that include this kind of field study as a part of the class."

Experiencing Balinese Dance

Thanks to the support of a summer research grant, Sofia Gabriel '15 spent last summer studying at the Cudamani Institute in Ubud, Bali. Gabriel learned Balinese dance and music. She also gained a deeper understanding of the Balinese culture and Hindu religion. "Even though I'm not Hindu," said Gabriel, "as a dancer I understand the key idea that we rely on the people around us and the world that surrounds us."



Building on EXCELLENCE

The relentless, unforgiving winter weather brought virtually all schools in the Northeast to a grinding halt. Not Swarthmore. On days when most employees were told to stay home, students and professors carried on. The College's celebrated reputation for academic vigor was on full display, even in the absence of electrical power.

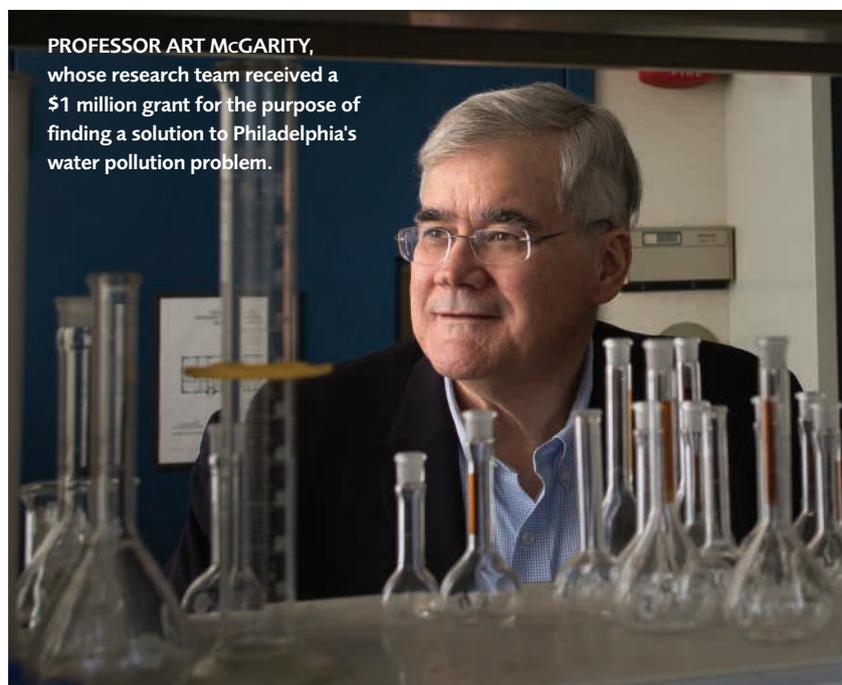
Blackboards replaced PowerPoint presentations. One professor, unable to access the slides he'd prepared, gave a "chalk talk" in the twilight of Bio 2, his only visual aid a human skeleton. Another made use of a 200-foot extension cord. Seminar presentations were delivered on iPhones.

Following is small sampling of further evidence that the College's reputation for academic vigor remains strong:

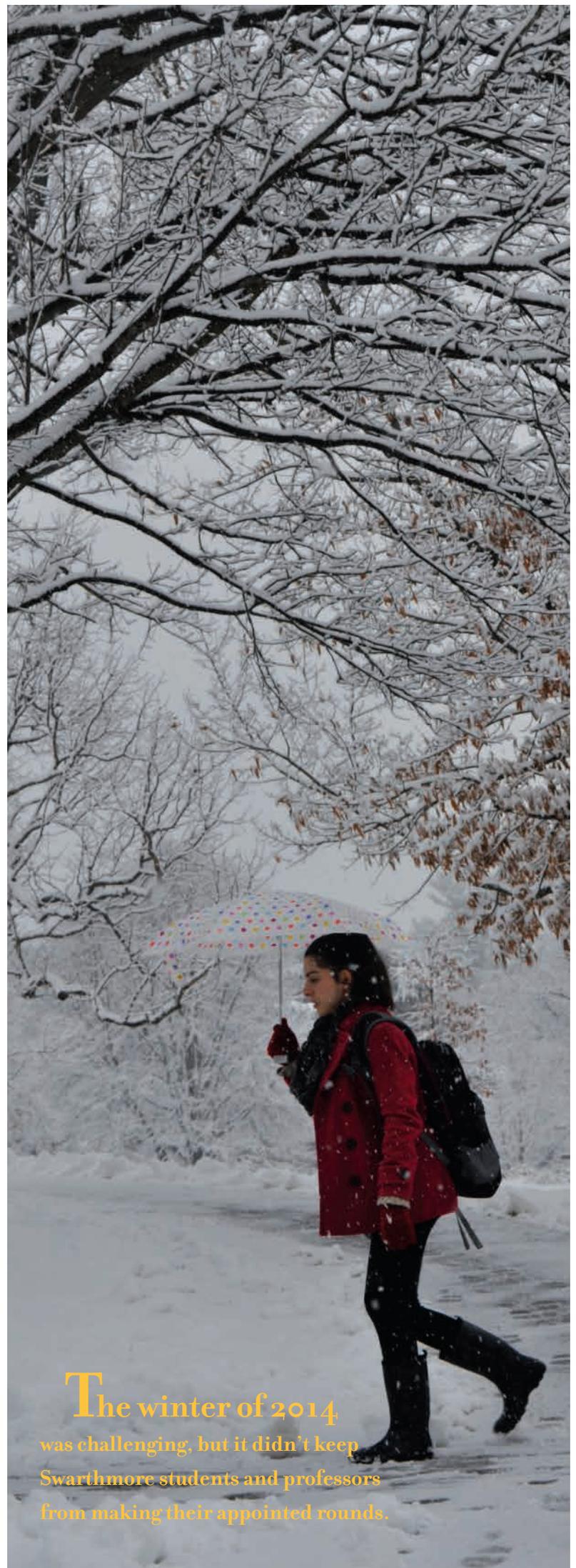
- Eight graduates of the class of 2013, along with one from the class of 2012, were awarded Fulbright scholarships, placing Swarthmore among the highest producers of Fulbright Scholars from "bachelor's institutions," as categorized by the Institute of International Education in the *Chronicle of Higher Education*. The Fulbright Program is designed to "increase mutual understanding between the people of the United States and the people of other countries." Fellowships are awarded to American students, young professionals, and artists selected through a national, open, merit-based competition for study, research, internships, and/or service abroad.
- According to the National Science Foundation survey of earned doctorates, Swarthmore has the highest rate of production of doctorate recipients in the social sciences in the United States. During a 10-year period ending in 2010–11, 135 Swarthmore graduates received doctoral degrees in a field within the social sciences. Swarthmore is also among the top five producers of doctorate recipients in the humanities, life sciences, and all sciences combined during the same time period.



- For the fifth consecutive year, Swarthmore College was named one of the *Princeton Review's* best values among private colleges. Swarthmore ranked third among private colleges nationally and was the only school in Pennsylvania—public or private—to make the top 10. *The Princeton Review* chose its "Best Value" schools from analyses of data collected from an initial list of 650 institutions identified as having excellent academics. The final list features 150 schools nationwide and is based on analyses of more than 30 data points collected across three primary areas: academics, cost of attendance, and financial aid. Surveys of students attending the schools were also reviewed and considered.



- Even though the College offers neither a business major nor business classes, Swarthmore students topped the score charts on the GMATs—the standardized test for admission to graduate business programs. According to *Businessweek's* 2013 Best Business Schools worldwide rankings, Swarthmore bested prestigious institutions such as Harvard University, MIT, and the Indian Institute of Technology.
- To find a sustainable solution to control the city of Philadelphia's water pollution problem, the U.S. Environmental Protection Agency awarded a \$1 million research grant to Swarthmore, specifically to a team led by Professor of Engineering and Environmental Studies Art McGarity. During the next four years, McGarity's team will monitor and evaluate the performance of Philadelphia's new green infrastructure practices being implemented on the city's combined sewer overflow areas. The benefits of the project will find their way into the Swarthmore classroom, as, according to McGarity, many students will serve as research assistants throughout the academic year and summer. The project will also be featured in environmental engineering courses.
- A team of three Swarthmore computer science students along with a friend from another college captured first place in the data visualization category at the PennApps Fall 2013 Hackathon. As the largest student-run hackathon in the nation, PennApps features some of the most talented computer programmers from colleges around the world. In a span of 48 hours, teams of college programmers, designers, and engineers must create a Web or mobile app from scratch. The Swarthmore team's winning app visualizes the movement of manuscripts in the Schoenberg Database, which enables researchers to track and identify the provenances of the world's manuscripts and books produced before 1600.
- Elowyn Corby's '13 thesis research caught the attention of the Peace and Justice Studies Association, which recognized her with its 2013 Undergraduate Student Thesis Award. Corby, who earned a degree in peace education and political science, focused her research on Training for Change, an activism training organization with which she'd been in contact since her first year at Swarthmore. Using the organization as a case study, she conducted 278 surveys and seven long-form interviews over 18 months.



The winter of 2014
 was challenging, but it didn't keep
 Swarthmore students and professors
 from making their appointed rounds.

**“At Swarthmore,
I learned that a life that marries
the intellectual and the moral is
a productive and satisfying one.”**

—Dulany Ogden Bennett '66



Building OUR FINANCIAL FUTURE

Swarthmore College's pursuit of its mission would not be possible without the dedication and commitment of caring and committed people. Alumni and friends support the College in many ways, including by recommending Swarthmore to prospective students and by mentoring current students while hosting internships and externships. Thousands also support the College financially with gifts large and

small. (In a typical year, gifts of \$100 or less provide at least seven students with an average financial aid award of nearly \$40,000.)

Thank you for helping Swarthmore College help others, especially the young people who will go on to carry out the ambitious mission our founders envisioned some 150 years ago.

GIFTS TO SWARTHMORE COLLEGE

July 1, 2012 to June 30, 2013

	2012–2013	2011–2012	2010–2011
BY SOURCE			
Alumni	\$13,669,399	\$11,499,120	\$10,597,297
Parents/Grandparents	\$664,411	\$831,618	\$649,877
Friends	\$4,991,273	\$2,210,543	\$480,910
Corporations	\$410,369	\$383,921	\$365,182
Foundations	\$31,014,313	\$6,243,903	\$3,383,711
Other Organizations	\$729,547	\$873,957	\$813,367
Total Voluntary	\$51,479,312	\$22,043,062	\$16,290,344
BY PURPOSE			
CURRENT			
Annual Fund	\$5,000,177	\$4,594,342	\$4,913,036
Other Unrestricted	\$17,616,943	\$1,978,969	\$1,083,644
Restricted	\$2,559,543	\$2,378,993	\$3,227,071
Subtotal	\$25,176,663	\$8,952,304	\$9,223,751
CAPITAL			
Endowment	\$19,624,314	\$5,933,094	\$4,951,821
Plant Funds	\$3,542,150	\$3,501,500	\$8,952
Life Income Gifts	\$3,136,185	\$3,656,164	\$2,105,820
Subtotal	\$26,302,649	\$13,090,758	\$7,066,593
Total Voluntary Support	\$51,479,312	\$22,043,062	\$16,290,344



GIVING AT A GLANCE 2012–13

53% alumni participation rate

10% increase in the amount alumni donated to the Annual Fund

9% increase in the average alumni gift to the Annual Fund

5% increase in the number of 1864 Society members

167% increase in leadership-level giving

10% increase in the amount parents donated to the Parents Fund (part of the Annual Fund)

55 new members of the Legacy Circle, which recognizes those who have included Swarthmore in their estate plans.

THE REAL COST OF A SWARTHMORE EDUCATION

Total student charges (room, board, tuition, student fee) do not cover the full cost of a Swarthmore education. Your gifts help to make up the difference.

WHAT DO STUDENT CHARGES COVER?

Room—\$6,500
Board—\$6,170
Tuition/Fee—\$43,080
Total—\$55,750

(Actual collected after financial aid—\$36,336)

43%

WHAT DOES PHILANTHROPY COVER?

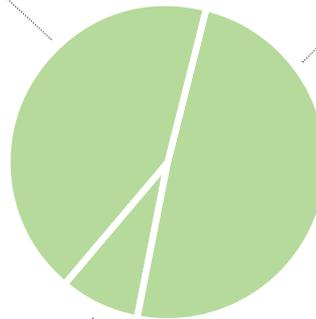
Endowment—\$35,877
Private Gifts—\$5,397
(including Annual Fund)

49%

WHAT COMES FROM OTHER SOURCES?

Other Sources—\$6,697
(Rents, Application Fees, Interest, etc.)

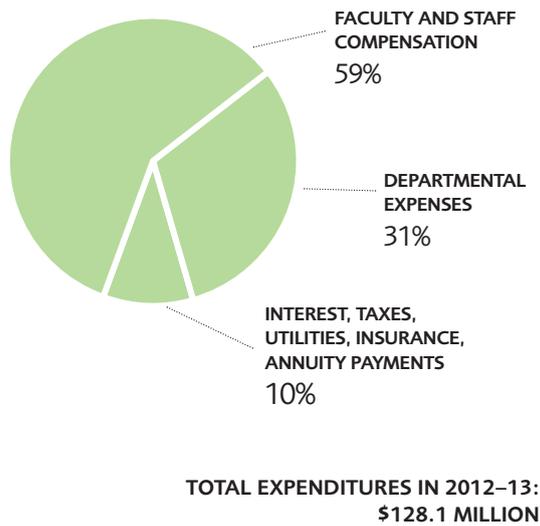
8%



TOTAL COST IN 2012–13: \$84,307
(per student, excluding financial aid)

WHERE YOUR DOLLARS TO SWARTHMORE GO

Swarthmore's operating expenses are very much concentrated on people. Compensation for faculty and staff amounted to 59 percent of total expenditures in 2012–13.



HOW HAS SWARTHMORE'S ENDOWMENT GROWN?

Following the Great Recession and the downturn in the financial markets, Swarthmore has recovered nicely.

SWARTHMORE COLLEGE ENDOWMENT MARKET VALUE (Dollars in millions)



Grants

Grant-making agencies that fund activities at Swarthmore as part of competitive processes recognize the excellence of our institution and activities. We received support from competitive grants from the following institutions in 2012–13 and deeply appreciate their endorsement of our efforts.

PRIVATE INSTITUTIONS

- Alfred P. Sloan Foundation
- American Chemical Society Inc
- American Educational Research Association
- American Heart Association
- American Institute of Mathematics
- Christian R. & Mary F. Lindback Foundation
- Davis United World College Scholars
- Howard Hughes Medical Institute
- John Templeton Foundation
- Mango Languages LLC
- Mertz Charitable Trust
- Microsoft Corporation
- National Geographic Society
- New England Foundation of the Arts, Inc
- Research Corporation
- The Andrew W. Mellon Foundation
- The Arthur Vining Davis Foundations
- The Donaghue Foundation
- The Henry Luce Foundation, Inc.
- The Teagle Foundation
- The Thomas J. Watson Foundation

GOVERNMENT AGENCIES

- Delaware County Conservation District
- National Aeronautics and Space Administration
- National Endowment for Humanities
- National Endowment for the Arts
- National Institute of Standards & Technology
- National Institutes of Health
- National Science Foundation
- Office of Naval Research
- Pennsylvania Department of Education
- Smithsonian Astrophysical Observatory
- U.S. Department of Agriculture
- U.S. Department of Education
- U.S. Department of Energy
- U.S. Department of Health & Human Services

Swarthmore College Leadership

BOARD OF MANAGERS

Giles K. Kemp, '72, *chair*
 Salem D. Shuchman '84, *vice chair*
 Jenny Hourihan Bailin '80
 Richard A. Barasch '76
 Sohail Bengali '79
 Rhonda Resnick Cohen '76
 Janet Smith Dickerson H '92
 Delvin Dinkins '93
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