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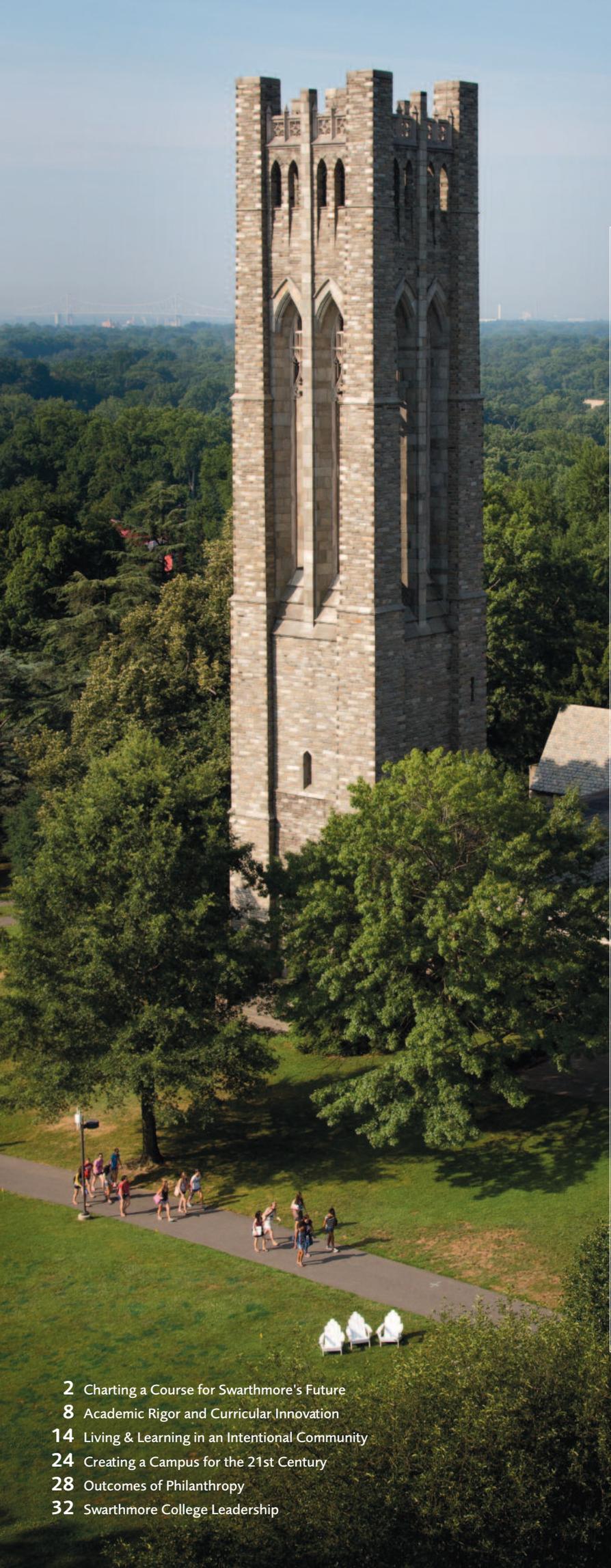


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A REPORT FROM THE PRESIDENT OF SWARTHMORE COLLEGE 2013

CHARTING OUR COURSE

A REPORT FROM THE PRESIDENT
OF SWARTHMORE COLLEGE



DEAR SWARTHMORE FRIENDS,

Quite simply, 2011–12 was a remarkable year for Swarthmore.

On the threshold of its 2014 sesquicentennial celebration, our College community came together energetically and purposefully to engage in a strategic-planning process that will chart a course for Swarthmore's future. We immersed ourselves deeply in conversations about the opportunities and challenges that we will face in the years to come. From every corner of our community, we convened to consider, question, analyze, and discuss the direction that Swarthmore should take in the years ahead.

We did so fully aware of the profound shift in the nature of higher education. New and sobering financial realities, demographic changes, accelerating technology, and powerful, fundamental changes to teaching, learning, and research create a landscape for higher education that will require us to be both nimble and clear about how to allocate resources, when and how to adapt, and which of our practices we must never compromise. Ultimately—and significantly—as we assessed and mapped our future directions, we affirmed our core values, which include academic rigor and creativity, equal access, sustaining an intentional community committed to the common good, and securing the future of the liberal arts in the nation and the world.

Many of you played an important role in the strategic-planning process—in meetings here on campus, in your comments on the College website, and in the conversations I had with you as I traveled around the country and world. I would like to report to you about the steps we are taking as we implement the plan that will allow us to confidently embark on our next decade and the initial years of our next significant anniversary.

To most effectively share the highlights of this year, we are reintroducing *A Report from the President of Swarthmore College*—a document we have not published

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for many years. We want to share with you the palpable sense of excitement on campus as we explore new ideas, new programs, and new approaches to learning. We want to affirm our commitment to our bedrock values of academic rigor, accessibility, and a diverse and robust intentional community. We want to convey our enthusiasm for such initiatives as the Institute for the Liberal Arts, which will support and develop the role of the liberal arts in education, and the Center for Innovation and Leadership, which is expanding opportunities to prepare students for leadership roles before and after graduation. We want to report on our progress as we develop a master plan for the physical campus; implement new ideas and technology to bring our facilities up to date and make them increasingly environmentally efficient; and renew and restore our most iconic building, Parrish Hall.

“AS WE ASSESSED AND MAPPED OUR FUTURE DIRECTIONS, we affirmed our core values, which include academic rigor and creativity, equal access, sustaining an intentional community committed to the common good, and securing the future of the liberal arts in the nation and the world.”

—REBECCA CHOPP

You will meet some of our students on these pages and, I hope, come away deeply impressed by their intelligence, inventiveness, energy, passion for learning, and sense of fun. Side by side with our faculty, staff, alumni, parents, and friends, our students are making sure Swarthmore upholds its traditions even as we thoughtfully and creatively chart a new course for the future.

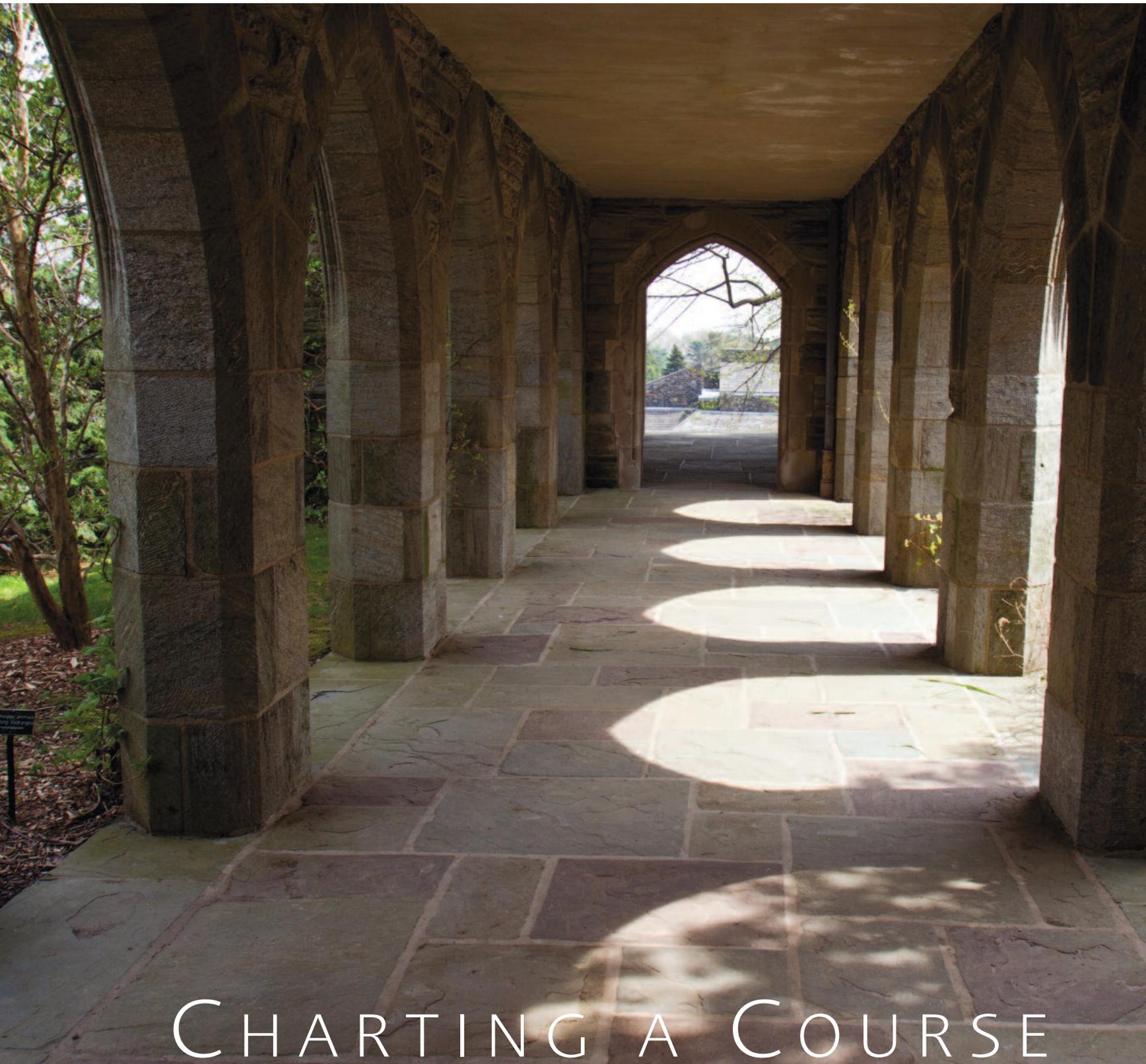
The challenges and opportunities for higher education are enormous. Swarthmore will address them in a way that is true to our tradition and powerful for our future.

I hope you enjoy the update. I look forward to hearing your ideas, reactions, and reflections and, as always, your good questions.

Warmly,

A handwritten signature in dark ink that reads "Rebecca Chopp". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

REBECCA CHOPP
PRESIDENT



CHARTING A COURSE

FOR SWARTHMORE'S FUTURE

STRATEGIC DIRECTIONS FOR OUR FUTURE

Throughout its history, Swarthmore has periodically taken stock of its mission, programs, community, and its place in the world. We have consistently engaged in self-study, planning, and imagining, and then taken action to make our vision a reality.

In 2010, we embarked on a strategic-planning exercise, committing ourselves to applying the best of our critical and creative thinking to the times in which we live. Our goal is to ensure that the College and the liberal arts are sustained in America and expand around the world. Eighteen months later, in December 2011, the Board of Managers approved our planning document, *Strategic Directions for Swarthmore College*.

Strategic Directions reflects the combined wisdom of our community, our deep sense of our values and principles, and the course we must follow to ensure that the College continues to educate future generations for the common good. Beginning in spring 2012, we invited faculty, administrators, staff, students, alumni, and parents to join in implementing this broad vision for our future together, a process that is ongoing today. Development of a campus facilities master plan, a diversity and inclusivity plan, the new Institute for the Liberal Arts, and the new Center for Innovation and Leadership are among the initiatives already under way.



THREE ALUMNI RECEIVE 2012 HONORARY DEGREES



AT SWARTHMORE'S 140TH COMMENCEMENT on May 27, President Rebecca Chopp presented honorary degrees to award-winning documentary filmmaker, civil rights activist, editor and publisher Judy Richardson '66 (*left*); legal scholar and chief judge of the United States Court of Appeals for the Seventh Circuit Frank Easterbook '70 (*second from right*); and pioneering social scientist Lotte Bailyn '51 (*right*), author, academic, and promoter of gender equality in the workplace.

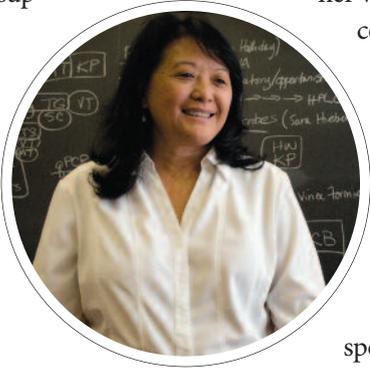
Candidates for honorary degrees are nominated by members of the Swarthmore community and reviewed by the Honorary Degree Committee, which makes recommendations to the faculty and the Board of Managers. Among the earliest recipients was Susan J. Cunningham, College co-founder and longtime math and astronomy professor, who received an honorary degree in 1888. Since then, Swarthmore has awarded honorary degrees to notable alumni and nonalumni alike, including Jane Addams, founder of Hull House (1932); Albert Einstein, physicist (1938); Andrew Wyeth, painter (1958); W.H. Auden, poet (1964); Andrew J. Young Jr., Georgia congressman and civil rights leader (1974); and Jonathan Franzen '81, author (2005).

INSTITUTE FOR
THE LIBERAL ARTS

Swarthmore's worldwide network and its reputation for innovation and tradition in education offer a unique opportunity for the College to support and develop the role of the liberal arts on the national and international stages.

The Institute for the Liberal Arts embraces scholars and educators who devote themselves to understanding the intrinsic value of the residential liberal arts college and its relevance to society, encouraging innovation, and expanding liberal arts education not only at Swarthmore, but across the United States and around the world.

The Institute will foster conversations between liberal arts colleges and those who lead "liberal arts lives," providing a forum in which faculty, students, staff, parents, and alumni can evaluate and share what a liberal arts



education has meant to their lives and work. The Institute will host symposia on the future of the liberal arts; partner with other institutions to facilitate public conversations about the importance of the liberal arts; and disseminate curricular, pedagogical, and scholarly information about the role of the liberal arts in higher education.

The Institute has already become a catalyst for impassioned discussions and thoughtful exchanges of ideas and information. It has sponsored symposia on Jonathan Haidt's *The Righteous Mind: Why Good People are Divided by Politics and Religion*; a reading group focused on Daniel Kahneman's *Thinking, Fast and Slow*; a conference on Visualizing Media Futures; and the study of poverty across the College curriculum.





“The Limits of Reason in Moral Thinking”

was the first of four symposia to focus on theories presented in Jonathan Haidt’s book *The Righteous Mind*. The symposia are hosted by the Institute for the Liberal Arts.

Second Tuesday Science Café, sponsored by the Institute, has become a highly popular monthly lunchtime lecture series offered by members of the science faculty for those who have no formal science training. Organized by Professor of Biology Amy Cheng Vollmer (*facing page*), the Second Tuesday Science Café grew out of her passion for advancing adult science literacy.

“I look forward to using it as a way to make science more accessible to Swarthmore faculty and staff,” says Vollmer. “Science and technology impact our lives in so many ways. Our aim is to demystify the concepts and processes, and to create a comfortable environment for question-and-answer sessions, discussion, and the exchange of ideas.”

A CHANGE IN BOARD LEADERSHIP

IN MAY, Gil Kemp '72 became the 13th chair of Swarthmore's Board of Managers, succeeding Barbara Mather '65.

During Mather's eight-year tenure as chair, the College successfully weathered the global economic crisis. Mather oversaw the process that brought Rebecca Chopp to Swarthmore in 2009 as our 14th president, and she was an invaluable partner in developing *Strategic Directions*, the recommendations resulting from the College's strategic planning process.

Kemp, who served as chair of the Strategic Planning Council, will oversee the implementation of *Strategic Directions* and assume a leadership role as the College prepares for a comprehensive fundraising campaign.

“I am deeply honored to serve as Swarthmore's Board chair,” Kemp says. “I know firsthand the value and lasting impact a Swarthmore education can have. It's been extremely gratifying to support the College in the past, and I'm looking forward to deepening my involvement and further ensuring its success.”



CENTER FOR INNOVATION
& LEADERSHIP

Leadership in the 21st century demands vision and a sense of purpose, cross-cultural fluency, creative thinking, innovation, and flexibility. The Center for Innovation & Leadership will provide opportunities for our students to develop the abilities to lead and inspire, to listen and learn in ways that meet the challenges of our time, and to reflect the values of our community.

The Center will build on a solid foundation of programs already in place, including the Career Services Office, the Program for Socially Responsible Leadership, and the Jonathan R. Lax '71 Conference on Entrepreneurship. It will also incorporate the Future Entrepreneurs Program, which provides funding for students to attend conferences and hold internships related to entrepreneurship. Additional areas of focus will include alumni mentoring programs and an Alumni Fellows Program focusing on innovation. Professor of Biology Amy Cheng Vollmer and Associate Professor of Political Science Ben Berger are the inaugural Luhrs Fellows selected to support the implementation of the Center.

This spring, under the Center's auspices, Shalom Saar '74 has brought to campus his highly acclaimed program "Know Thyself," which has ignited a passion for leadership in people around the globe. Saar, who teaches management and leadership at MIT and Cheung Kong Graduate School of Business in Beijing, China, challenges emerging leaders to thoroughly understand who they are so that they can think and act in ways that solve the complex challenges they face. Bringing thought leaders like Saar to Swarthmore is one of the ways in which the Center will work to develop leadership skills among our students.



Diving into the SwatTank

Taking their cue from television's *Shark Tank*, students and alumni have hatched Swarthmore's first business plan competition.

SwatTank is designed to help students hone the skills they need to turn an idea into a full-fledged business. With support from alumni mentors with entrepreneurial backgrounds, teams of students are working through the steps leading up to launching a business, from concept and team building to developing a business plan, securing financing, and developing powerful pitches to would-be investors.

"SwatTank is more than a competition," says Erin Massey, associate director of Career Services, one of the program's sponsors. "It provides students with knowledge and skills they can apply to any endeavor they pursue."

Open to all students, the competition is running in three stages over four months. The last stage will take place in March during Swarthmore's annual Jonathan R. Lax '71 Conference on Entrepreneurship, when the final three teams will share their ideas in four-minute "rocket pitches" to an alumni panel of judges and the Lax audience. A modest cash prize will be awarded to the winning team.

Along with Career Services and the Lax Conference, SwatTank is co-sponsored by the Dean's Office, the President's Office, the Center for Innovation & Leadership, and the Entrepreneurship Club, a student organization.

"SwatTank is a great opportunity for Swarthmore because it's a learning process that equips the students with practical tools to turn their dreams into realities," said Club Co-President Aldo Frosinini '15 from Houston, Texas. "It's another step in shifting Swarthmore to a more entrepreneurial culture."



*"It is difficult to imagine
a time when the Science Center
was not an integral part of our
campus and our lives. It has enriched
so many aspects of both."*

—THOMAS A. STEPHENSON,
PROVOST AND JAMES H. HAMMONS
PROFESSOR OF CHEMISTRY
AND BIOCHEMISTRY

*The Science Center celebrated the
10th anniversary of its
groundbreaking in 2011–12.*

ACADEMIC RIGOR AND CURRICULAR INNOVATION



ENGAGED AND ENGAGING TEACHERS

Students in Rachel Merz’s marine biology class find themselves up to their knees in mud in their search for fiddler crabs in the Delaware salt marshes. Buckets and baggies of crabs in hand, they return to the lab to study them, answer scientific questions they have posed, and undertake experiments they have designed themselves.

The Walter Kemp Professor of the Natural Sciences wants her students to understand how a biologist thinks and what it’s like to make a discovery.

“I want them to have as authentic an experience in the field as I can,” Merz says. “Many have never had the whole experience of thinking about the biology of an organism and then actually going and getting it in the wild and bringing it back and studying it. Then they conduct experiments, some of which go as planned and many of which do not—but that’s the authentic part.”

Engaged and engaging teachers like Merz are a cornerstone of Swarthmore’s reputation for rigor and excellence in liberal arts education. Embracing problem- and community-based ways of teaching that are increasingly

collaborative and interdisciplinary, our faculty members believe strongly in the value of teaching undergraduates—and they have the experience and commitment to foster our students’ success.



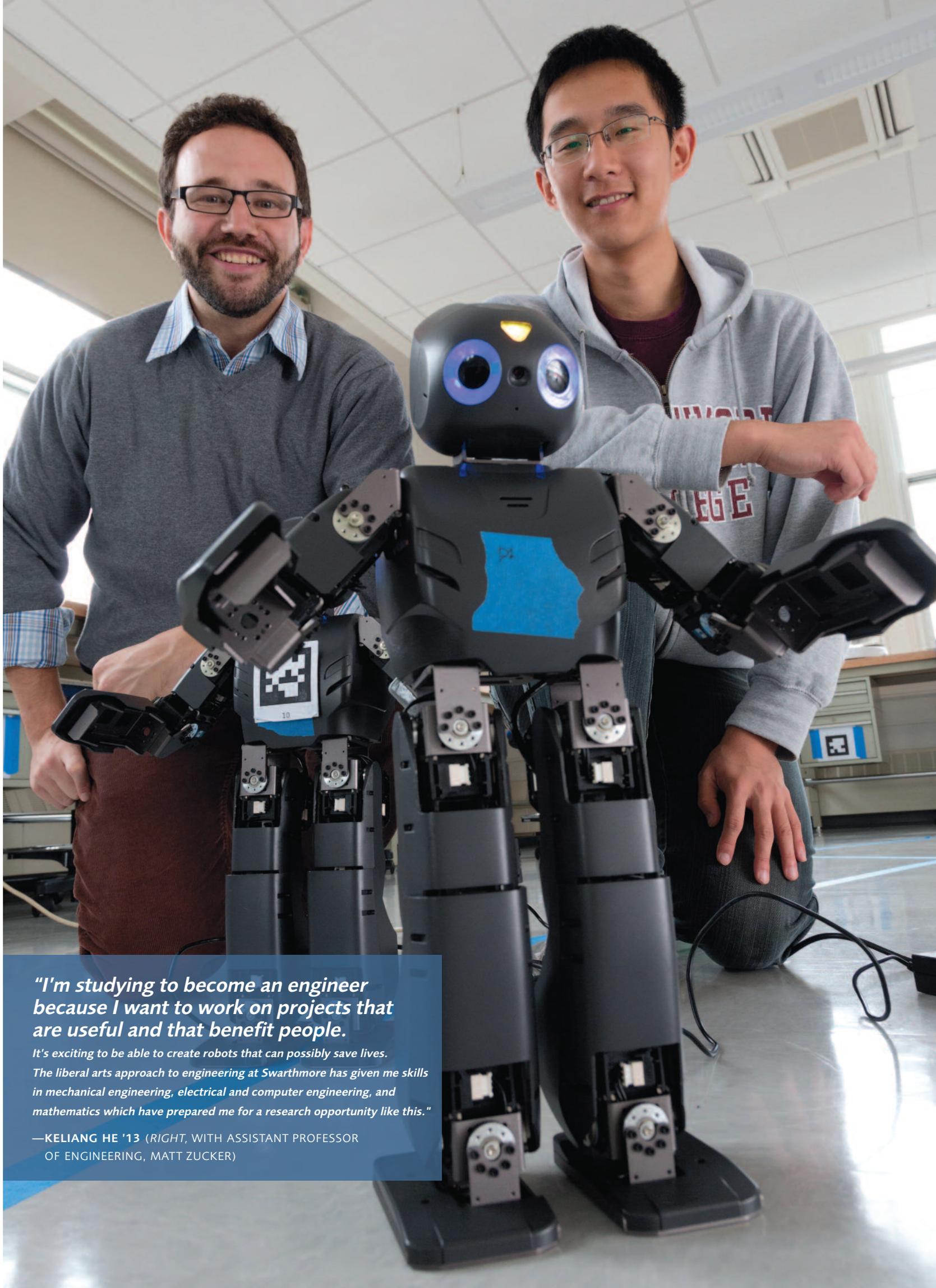
We continue to maintain our 8:1 ratio of students to faculty, ensuring that our students enjoy an intimate learning environment and opportunities to connect meaningfully with their professors. An improving economy allowed us to resume faculty hiring in 2011–12, and we recruited nine new tenure-track faculty members: three in biology and one each in computer science, economics, history, mathematics and statistics, modern languages, and psychology.

Of particular note, we hired our first tenure-track faculty member in Arabic, a language that enjoys growing popularity on campus. Knowledge of Arabic not only fosters a greater familiarity with Arabic-speaking countries but also contributes to our interdisciplinary program in Islamic studies and to students’ work in anthropology, comparative literature, history, linguistics, religion, sociology, and other fields.

Rachel Merz

(facing page, left) takes her students into the field to better understand how biologists make discoveries. Here, they are examining an oyster community and looking at sponges, corals, crabs, and snails.





"I'm studying to become an engineer because I want to work on projects that are useful and that benefit people.

It's exciting to be able to create robots that can possibly save lives. The liberal arts approach to engineering at Swarthmore has given me skills in mechanical engineering, electrical and computer engineering, and mathematics which have prepared me for a research opportunity like this."

—KELIANG HE '13 (RIGHT, WITH ASSISTANT PROFESSOR OF ENGINEERING, MATT ZUCKER)

AT THE FOREFRONT OF RESEARCH

Along with their commitment to teaching, Swarthmore faculty are engaged at the forefront of academic research. During 2011–12, they held 56 open grants worth \$6,017,311, funding the research and related projects of 43 faculty members across the sciences, humanities, and social sciences.

The National Institutes of Health has awarded Assistant Professor of Biology Brad Davidson '91 a grant to support a study of heart cells in the simple embryos of invertebrates. Davidson hopes to help with the diagnosis and treatment of congenital defects in human heart formation. His grant will provide research opportunities for two students this summer.

Associate Professor of Linguistics K. David Harrison has received several noteworthy grants for his work in recording endangered languages, including a grant from the National Geographic Society that is now in its fifth year. His research focuses on endangered and little-documented languages, with primary emphasis on tribal languages of India in the Himalayas and on indigenous languages of South America.

In 2012, he received a grant from Microsoft Research to assemble a faculty-student team that will build, test, and deploy a machine translation model for Tuvan, a Turkic language of Siberia. The team will be among the first to use the newly released Microsoft Translator Hub, which

allows small and under-resourced languages to acquire custom translation tools.

Working with a collaborator from the University of North Florida, Assistant Professor of English Literature Rachel Sagner Buurma '99 received a grant from the American Council of Learned Societies to write *The Historicist Classroom: Disciplinary History for the 21st Century*. In it, they retell the history of English literature in the university by highlighting the connections between teaching literature and researching it, between valuing literature for its own sake and producing knowledge about its historical context.

Keliang He '13 (*facing page, right*), from Beijing, China, spent last summer programming miniature humanoid robots to maintain balance on one foot as part of his summer research experience with Assistant Professor of Engineering Matt Zucker.

This year, he is working to create a robot that can save lives. Swarthmore is part of a 10-school collaboration, one of several groups worldwide chosen to advance robotics technology for disaster relief as part of a challenge issued by the U.S. Defense Advanced Research Projects Agency. Teams from academia, industry, and the private sector will attempt to design and deploy a robot capable of disaster response in radioactive or biocontaminated areas.

SWARTHMORE, NATIONAL AND INTERNATIONAL AWARDS

TODAY, Jackie Bailey-Ross '12 is in Russia, conducting research into "Black Russia: Narratives of Africans in St. Petersburg." William Lin '12, Joseph Willens '12, and James Brice Jordan '12 hold English teaching assistantships in, respectively, Macau, Colombia, and the Kyrgyz Republic. Elan Silverblatt-Buser '12 has traveled to Mexico to study the connections between farmers and scientists for his research project "The Future of Food."

They are among the 10 Swarthmore winners of Fulbright grants in 2011–12, which have given them the opportunity for study, research, and teaching around the world. A total of 67 students and alumni won Swarthmore-sponsored, national, or international scholarships and fellowships for undergraduate and graduate study, teaching, and research.

AT THE FRONTIERS OF KNOWLEDGE

While pundits debate the causes of the Great Recession, economics and political science major Yuanzhuo Wang '13 (*pictured below*) spent summer 2012 engaged in the kind of research that gets down to hard truths. Working with Franklin and Betty Barr Professor of Economics Steven Golub, Wang investigated why economists at the Federal Reserve Bank missed critical signposts of the financial crisis of 2008.

“The benefit of summer research to the student is that you get to work closely with a professor in an area you’re interested in,” Wang says. “You learn from them, build a personal relationship, and, at the same time, you’re enriching your own academic experience.”

Wang was one of about 200 students who spent last summer engaged in Swarthmore-sponsored summer research, community-based learning, and internship programs—all

“high impact” learning experiences that place our students at the forefront of knowledge outside a traditional classroom setting.

During the summer, our science students conduct research side by side with faculty and get the hands-on experience they need at leading laboratories to pursue science-based careers, whether in research, medicine, or health care. Internships in business, the arts, law, or politics help students gain new knowledge through collaborative relationships with professionals. And students in a variety of fields benefit from working closely with faculty to design learning experiences that take them beyond campus to Chester, China, and elsewhere around the world.

Learning in a global environment is a year-round endeavor. In 2011–12, 150 Swarthmore students took advantage of study-abroad programs around the world. On average, 40 percent of all our students study abroad, an experience that provides a host of opportunities to learn about other cultures, develop language fluencies, and gain a broader perspective about the world.

Wang’s summer research

demanded extensive data analysis and reading of primary source documents to investigate the reasons why economists missed signs of the looming financial crisis.

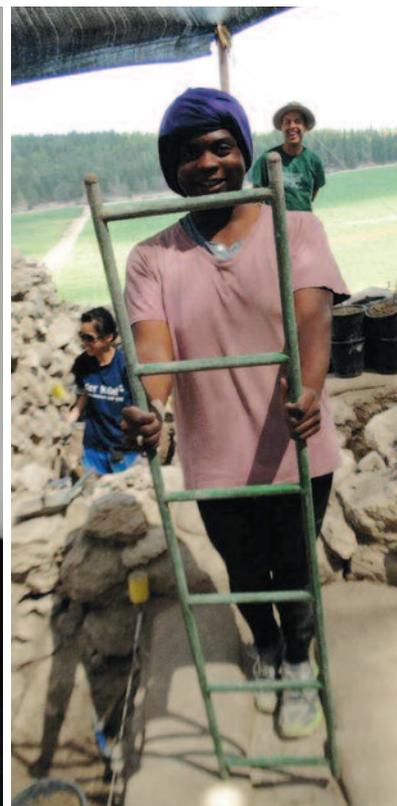


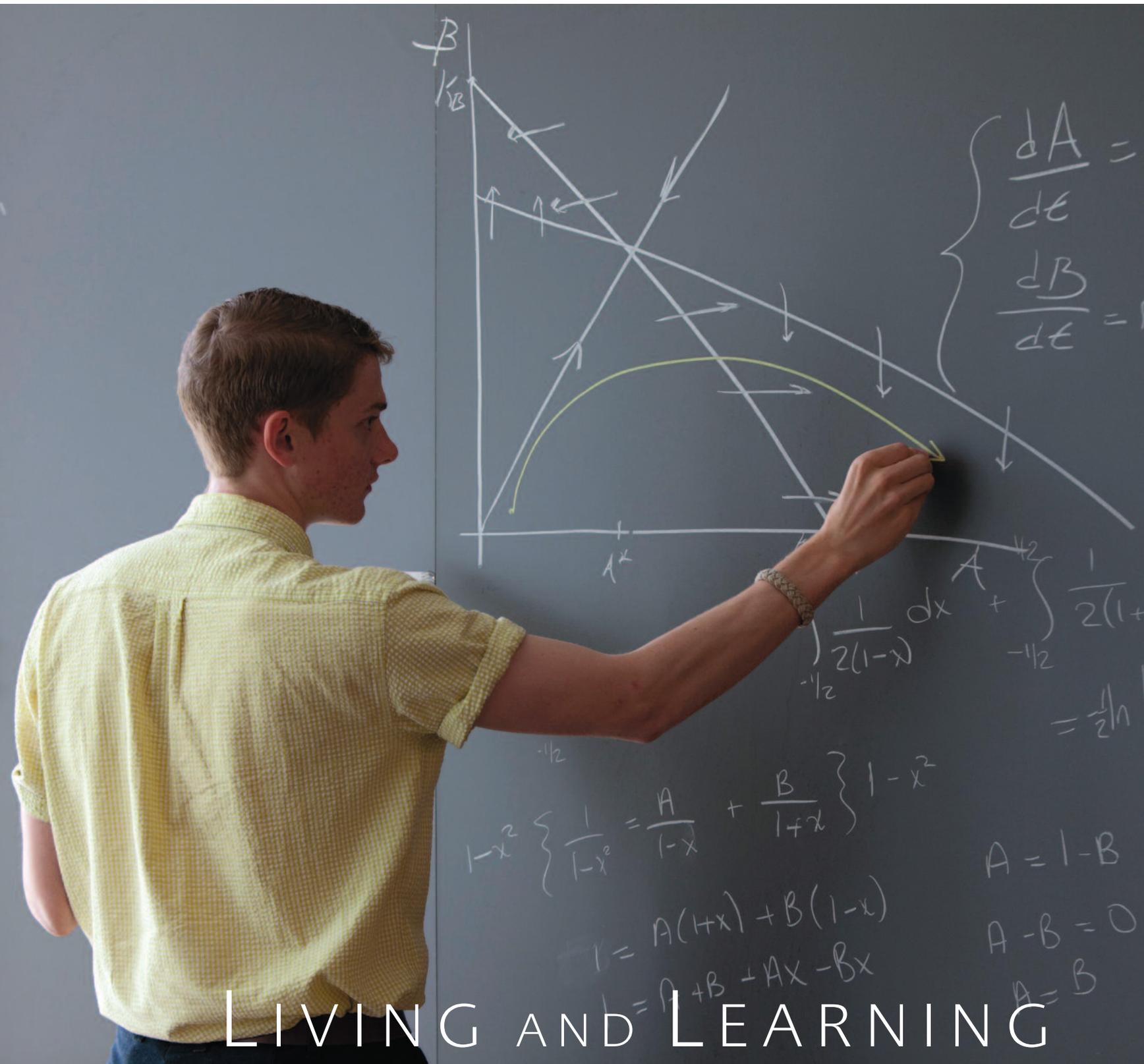
BEYOND THE CLASSROOM



Instead of desks and chairs, chalk and blackboards, TARYN COLONNESE '13 (above, far right) used urban gardening as an alternative approach to teaching math, science, and other skills to elementary school students in Chester, Pa., exploring with her young students what learning is like outside a traditional classroom. "I've wanted to be a teacher ever since I can remember having a dream job," she says.

KANAYO ONYEKWULUJE '13 (right) undertook two projects last summer: one an archeological dig in Israel and the other at the World Bank in Washington, D.C. His experiences are "going to be applicable to anything I do" after graduation, says Onyekwuluje, who is planning a career in international relations or international peace.





LIVING AND LEARNING

IN AN INTENTIONAL COMMUNITY

ENSURING ACCESS AND OPPORTUNITY

Gavin Fahey '14 isn't exaggerating when he says that Thursday, April 3, the day he received his acceptance letter from Swarthmore, was the happiest day of his life.

"I was out of town when the letter arrived, but as soon as my dad saw the large envelope from Swarthmore, he called me," Fahey says. "He opened the letter while I was on the phone and read the first paragraph. We were both ecstatic."

Moments later, his dad called again.

"He read the financial aid information and my mood changed from ecstasy to ecstatic astonishment," Fahey continues. "Although I had expected some financial aid, I had never imagined a school being as generous as Swarthmore. Not only had I just been accepted to my dream school but Swarthmore had given my family the financial help to make it a reality."

Fahey (*facing page*) was one of 815 students—representing 53 percent of our student body—who received aid in 2011–12 based on demonstrated financial need. Our financial aid policies, which allow us to admit students without regard for their ability to pay for a Swarthmore education and then offer financial aid based on demonstrated need, are vital to building a diverse community of young scholars and providing access for highly qualified students from all walks of life. Alumni, faculty, staff, and students place the highest priority on Swarthmore's admissions and financial aid policies.



"AT SWARTHMORE, YOU MEET A HOST OF DIFFERENT PEOPLE. When you have a conversation with someone—and people here love to have conversations—you learn so much about them and about yourself, just because they've experienced so many things that are different from what you have experienced. The best way to grow, I think, is to learn from other people, people who help you see outside yourself."

—OGECHI IRONDI '12

In 2011–12, our average aid award was \$37,387, a 4 percent increase over the previous year. So that students are not saddled with debt after graduation, our financial aid awards do not include loans (although some families do choose to borrow to help defray college costs).





CULTIVATING DIVERSITY AND INCLUSION

Our admissions and financial aid policies allow us to create a community of students whose values are shaped by a broad variety of experiences and evolve as they rub shoulders with one another, learn new concepts, absorb new ideas, and entertain different points of view. Together, they enrich our community and mirror the multidimensional world they will enter after graduation.

And we are indeed a diverse community. Of the 1,545 students enrolled in 2011–12, 755 were men and 790 were women. We are racially and ethnically diverse: Among those who identified themselves by race, 202 were Hispanic, 102 were African American, 211 were Asian, seven were Native Americans, 670 were white, and 106 belong to two or more races. We are diverse in national origin: 201 held international or dual citizenship and came from 57 countries.

We are equally diverse in skills and interests: Our campus community embraces artists, actors, authors, activists, astronomers, anthropologists, and athletes; economists, educators, engineers, and environmentalists; dancers, historians, and linguists; mathematicians and musicians; politicians, philosophers, physicists, and psychologists; and sociologists, scientists, and statisticians. And that's just for starters.

While numbers speak to our diversity, inclusion is the powerful result when a diverse group lives together and learns from one another, recognizes and appreciates commonalities and differences, and understands how to communicate across those lines of difference.

Students, faculty, and staff are engaged in cultivating a diverse and inclusive learning environment in an effort spearheaded by Dean of Students Elizabeth Braun. Redoubling our commitment to inclusivity, we held a symposium in April whose keynote speaker was Beverly Daniel Tatum, president of Spelman College. A scholar, teacher, and race-relations expert, Tatum emphasized that affirming individual identities on campus leads to building a strong sense of community and ultimately fosters leadership.

We are moving forward with several important initiatives that focus on cross-cultural dialogue, dealing with conflict, and mentoring for all students. One example is bystander training to help community members know how to intervene when there is a conflict or behavior that threatens our community. We are also reimagining the diversity workshop we hold for all new students and looking to expand the opportunities for students to engage with one another about these issues beyond new student orientation. Lastly, we are hosting workshops and conversations for faculty to consider issues of pedagogy and mentoring within the context of a diverse community.

“The way we think about diversity and inclusion recognizes a broad range of identities including, but not limited to, race, gender, socioeconomic class, religion, geography, and politics,” says Braun. “Each member of our community brings a unique collection of identities and experiences that contributes to our collective dialogue.”

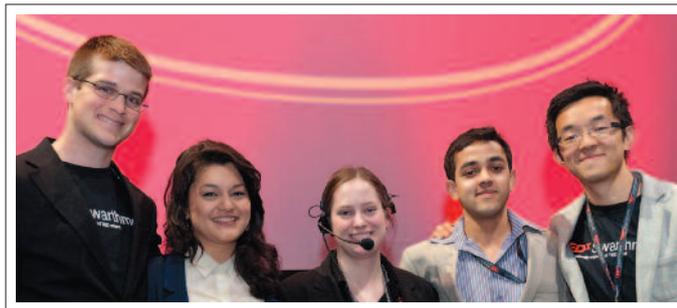
TEDxSWARTHMORE TOOK A VILLAGE

What makes a good society? In a celebration of the intellect, TEDxSwarthmore brought together a dozen speakers, including President Rebecca Chopp, six Swarthmore professors, three alumni, one parent, and one student in March to offer different perspectives on this complex question.

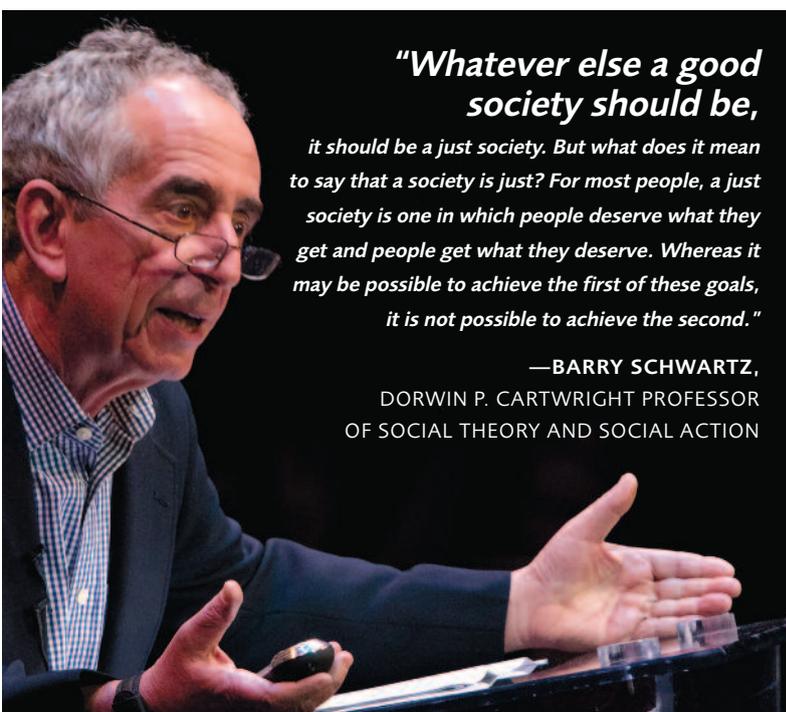
TED is known for its conferences—held twice annually in the United States and also in Europe and Asia—featuring diverse and thought-provoking speakers who discuss “ideas worth spreading.” TEDx conferences—TED-like events—are independently hosted by institutions or geographical regions and also feature compelling content, are live-streamed, and ultimately live on indefinitely on YouTube.

Co-sponsored by the Office of the President and the Communications Office, TEDxSwarthmore was a community-wide celebration. Four students—Michael Xu '12, Walker Stole '12, Julia Karpati '13, and Nimesh Ghimire '15—formed the nucleus of the student planning committee and enlisted the support of dozens of student volunteers and faculty, staff, and administrators.

On the day of the event, the Lang Performing Arts Center (LPAC) was packed, the lobby buzzed with conversation between speaker sessions, furious Tweeting took place, and 500 more spectators watched the talks as they were live-streamed around campus, the country, and the world.



WHILE TEDx ENGAGED THE ENTIRE SWARTHMORE COMMUNITY, students led the way. The nucleus group included Stole and Karpati (left and second from left) and Ghimire and Xu (second from right and right). Allison Emmerich (center) is stage manager at LPAC.



“Whatever else a good society should be,

it should be a just society. But what does it mean to say that a society is just? For most people, a just society is one in which people deserve what they get and people get what they deserve. Whereas it may be possible to achieve the first of these goals, it is not possible to achieve the second.”

—BARRY SCHWARTZ,
DORWIN P. CARTWRIGHT PROFESSOR
OF SOCIAL THEORY AND SOCIAL ACTION



“Genuine dialogue may seem like a very simple thing—

and often yields more questions than answers—but I believe it is a crucial piece in our daily attempt to build a good society.”

—MARY JEAN CHAN '12,
CHOSEN BY HER FELLOW
STUDENTS TO REPRESENT
THEM AT TEDxSWARTHMORE.

SHARING THEIR PASSIONS,
FROM SOCCER TO SWING DANCE

From the Circus Club to the Peaslee Debate Society to organizations that bring together students who share a passion for everything from a cappella music to good food to chess, Swarthmore provides a wealth of opportunities for students to gather, hone their talents, and extend their opportunities for learning. We offer organized activities that embrace our students' wide-ranging interests—athletic and artistic, environmental and political, literary and religious, service-oriented and just plain fun—and we support students who initiate imaginative and constructive activities of their own.

A remarkable 40 percent of our students are engaged in athletics, from varsity, club, and intramural sports to individual pursuits such as cycling and powerlifting. Our Division III athletics program is among Swarthmore's most visible extracurricular offerings, and our varsity athletes represent Swarthmore in 22 intercollegiate sports. Athletics contribute to our students' lives by encouraging the lessons of fair play, integrity, discipline, sportsmanship, and teamwork.



IN MARCH 2012, the Department of Theater's Production Ensemble presented a classic romp of Polish theater, Witold Gombrowicz's *Ivona, Princess of Burgundia*.





The Circus Club, one of hundreds of activities that reflect our students' wide-ranging interests, takes acrobats outdoors to Parrish lawn.

GARNET ATHLETICS HALL OF FAME



IT WAS A MILESTONE MOMENT for Swarthmore athletics. After evaluating more than 100 nominees during 2011–12, Swarthmore extended invitations in June to 12 distinguished members of its athletics community. Together, they became the inaugural class of the new Garnet Athletics Hall of Fame, established to honor the student athletes and coaches who have brought special distinction to Swarthmore.

They were celebrated with fanfare in an induction ceremony held during Garnet Homecoming and Family Weekend in October. Pictured above are inductees who attended the event, including members of the 1984–85 Men's Tennis Team, which produced five All-Americans and won the 1985 NCAA Division III team championship and the NCAA Division III doubles championship.

Front row (*left to right*): Gwyneth Jones Cote '84 (lacrosse, field hockey), Danielle Duffy '98 (field hockey, track and field), Heather Kile Lord '02 (basketball, lacrosse), Dick Esrey '50 (football, basketball, baseball), Avery Blake Jr. '52 (lacrosse), and Dick Hall '52 (baseball, track and field, football, basketball, soccer).

Back row (*left to right*): David Sobel '87 (tennis), Vivek Varma '88 (tennis), McWelling Todman '77 (soccer, track and field), Richard "Rich" Dunne '87 (tennis), Jeffrey "Jeff" Krieger '86 (tennis), Mark Schmidt '86 (tennis), Eric Prothero '85 (tennis), Richard "Rick" VandenBergh '86 (tennis), Shepard "Shep" Davidson '86 (tennis), John Martinez '88 (tennis), Patrick Holmes '82 (wrestling), Charles "Chip" Chevalier '93 (football).

The late Robert "Tiny" Maxwell, Class of 1907 (football), and Coach Eleanor Kay "Pete" Hess were also among the inductees.

The 2011-12 athletic season was a triumph on several fronts.

The men's and women's tennis teams reached the Centennial Conference (CC) Championships, where Lia Carlson '14 earned All-American honors. The golf team matched its best-ever finish at a CC Championship Tournament, earning second place by just four strokes. The women's lacrosse team reached the CC semifinals for the first time since 1994. The men's soccer team won the Eastern College Athletic Conference South Regional Championship for the second time in program history behind an overtime goal scored by All-American Micah Rose '12.

Among our most celebrated athletes was Supriya Davis '15 (*above*), whose six-gold-medal performance at the CC Championships was voted Best Individual Performance by a female swimmer of the 2012 season. Davis garnered All-American status in both the 100 and 200 butterfly events at the NCAA Division III Championships in March. Our student-athletes are winners in the classroom as well: In 2011-12, 97 were named to the CC Academic Honor Roll for outstanding academic achievement.



We are grateful to the Swarthmore community, which supports our athletes and invests in their success. In 2011-12, the College took steps to revitalize and reinvigorate Friends of Swarthmore Athletics (FOSA). Thanks to contributions from alumni and parents, FOSA added a new backstop to the baseball field and a new filtration system in Ware Pool.

Recognizing the importance of good health to good scholarship, we have expanded our existing wellness programs and introduced a host of new ones. Students, staff, and faculty can take advantage of yoga, Zumba, Pilates, and other fitness classes offered regularly across campus. Beyond promoting physical health, Swarthmore's new wellness coordinator Satya Nelms is an energetic proponent of emotional, spiritual, and social wellness and has introduced meditation sessions, creative study breaks, and other activities that reduce stress, help students relax, and encourage balanced living. Healthy cooking classes, nutritional counseling, and weight loss programs have become regular campus offerings.

Osazenoriuwa Ebose '15

was a first-year student when she broke the College's longstanding shot put record. "It was amazing," she says. "I was so surprised at how much support I got from campus, and it really made me feel like I did something important. It's my record, sure, but it's a school record, too."



IN MAY, LANDRY KOSMALSKI was chosen to become the 31st basketball coach in Swarthmore's history. He comes to Swarthmore from Division I Davidson College, where he was a standout player and then an assistant coach. "Just being on campus and meeting people made me realize how unique Swarthmore is," Kosmalski said. "It felt like a really good fit."





TOWARD A SUSTAINABLE SWARTHMORE

Stewardship of the earth is a responsibility shared by all, and Swarthmore is taking an active role in making our campus more sustainable and energy efficient.

At the recommendation of the College's Sustainability Committee, which includes faculty, staff, and students, President Chopp signed the American College & University Presidents' Climate Commitment in 2010, joining other leaders in higher education to accelerate efforts to address climate change.

Our efforts started at home as we began creating a Climate Action Plan for Swarthmore, which we are now presenting to the College community.

At the same time, we are working hard to preserve our treasured Crum Woods, which serve not only as an outdoor classroom for biology students but also as a place for recreation, relaxation, and reflection. The woods are facing several pressures: land development near the campus, an overabundance of deer, and invasive plant species.

Inside and outside the classroom, our students are devoting themselves to environmental and sustainability issues. They can take advantage of an expanded Tri-Co program for environmental studies students (including Haverford and Bryn Mawr colleges). Student activist members of half a dozen organizations are passionately committed to sustainability issues on and off campus. These range from lobbying for green living in residence halls to protesting hydrofracking and mountaintop removal mining to promoting environmental justice in local communities, including nearby Chester, Pa.



SWARTHMORE'S GREEN ROOFS

CROWNING OUR COMMITMENT to environmental responsibility are the green roofs on five of our campus buildings. Our green roofs are constructed by placing a thin layer of growing medium over a synthetic membrane that protects the roof structure. Succulents such as sedum, other perennials, and grasses are planted on top.

Our green roofs can save up to 10 percent on air conditioning expenses compared to conventional flat black roofs. Because they absorb rainfall, they help us manage stormwater and erosion in local waterways, including nearby Crum Creek. While a black roof may last 10 years, a green roof can last 30 years or more because it protects the roof membrane from ultraviolet light and moderates temperature extremes.

Swarthmore installed its very first green roof on the food pantry and mechanical room of Sharples Dining Hall more than 20 years ago. In 2003, a second green roof was constructed on a shed behind Papazian Hall. Since then, we have built green roofs on the Alice Hall and David Kemp residence halls and the Wister Center of the Scott Arboretum. Another green roof will be installed on the Lang Performing Arts Center in June.

Swarthmore's green roofs not only benefit the environment, they also serve as "classrooms" for visiting architects, horticulturalists, and roofers from around the world.



CREATING A CAMPUS
FOR THE 21ST CENTURY

The Swarthmore campus is remarkable for its extraordinary beauty and the profound sense of place it has imparted to generations of young scholars.

Magnificent in its simplicity, at once graceful and purposeful, our campus pays homage to our Quaker heritage and our reverence for the life of the mind.

Against this backdrop, we are engaged in planning for buildings and other facilities that not only meet the needs of today's students but will accommodate students for years to come. Our new and renovated facilities must provide an environment in which learning and teaching flourish, encourage collaboration across disciplines and close mentoring relationships between students and faculty, enlist technology in the service of scholarship, and foster community. Our commitment to sustainability demands that we respect our green space and adhere to environmentally conscious construction standards.

CAMPUS
MASTER PLAN

During the nearly 150 years of Swarthmore's evolution, we have been fortunate to enjoy consistently thoughtful stewardship of our physical space. Respectful of that legacy, we have initiated a campus master planning (CMP) process to examine our existing facilities, land use, and campus layout and plan ahead for future needs.

We are mindful of the important role our physical campus plays in life and learning. Our CMP kickoff was held in April 2012. Since then, we have engaged all members of our community in the planning process, in public forums and on the Web. We are seeking recommendations for ways in which the College can creatively adapt existing facilities and judiciously construct new ones to meet campus needs.

The planning process will be accomplished in stages and completed next fall. We are collecting information, identifying areas of critical need, establishing common goals, and crafting and testing solutions for long-term improvements. The goal at each stage is to achieve community input and consensus before moving forward onto the next. Ultimately, this initiative will result in a detailed final plan, reflecting our shared vision for the future of the Swarthmore campus.



“FOR GENERATIONS, COMMITTED INDIVIDUALS HAVE COME TOGETHER ON THIS CAMPUS to create and sustain an institution that is fundamentally aimed at educating the best to make a better world.”

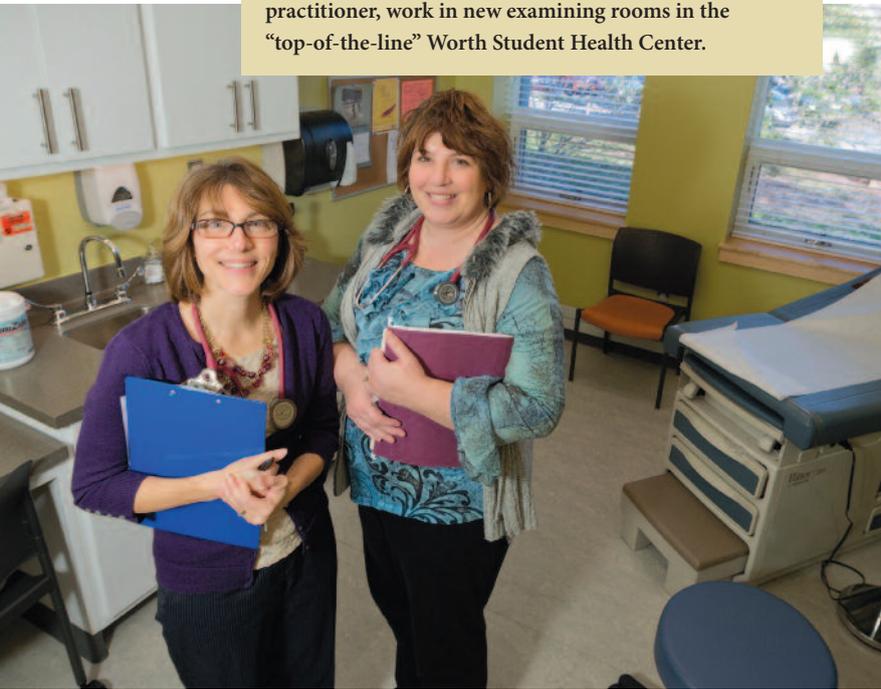
—STRATEGIC DIRECTIONS FOR SWARTHMORE COLLEGE

STATE - OF - THE - ART STUDENT HEALTH CARE

Major renovations to Worth Student Health Center were undertaken last summer. When it was built in 1964, Worth was designed to accommodate a student population of 900. Since then, our enrollment has grown, and major legislation affecting the delivery of health care has been put into place, including the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Director of Student Health

Services Beth Kotarski (left) and Maria Warnick, nurse practitioner, work in new examining rooms in the “top-of-the-line” Worth Student Health Center.



Completed in September, Worth has been entirely redesigned for modern medical practice, enhanced preventative care programming, and teaching students about self care. It includes new examination rooms, central air conditioning, energy-efficient windows, and a new conference room that can seat 30 people and accommodate such student groups as the Student Health Advisory Council. The reconfigured nurse’s center is more conducive to private discussions with patients, and the renovated building can better accommodate modern students’ wellness needs, including wheelchairs and assistive devices.

“It’s a top-of-the-line health-care facility,” says Director of Student Health Services Beth Kotarski. “It shows that the College is really invested in our students’ health. We know that students can only do the job of being students when they maintain good health.”

NEW SPACES FOR LEARNING

Last summer, work began in Hicks Hall on a new robotics and computer lab, a new lounge, and a larger study space that provides more room for group projects. Additional lab space for the Psychology Department was added to Papazian Hall, and the entire fourth floor was made accessible. The Lang Performing Arts Center enjoyed enhancements to the Pearson-Hall Theatre and a new projection system in the cinema.



A NEW ROOF FOR A CAMPUS ICON

No building evokes Swarthmore more powerfully than does Parrish Hall, our first campus building. For 143 years, Parrish has been at the physical and figurative center of campus, occupying a special place in the hearts and minds of all who have lived, worked, or studied there.

In June, with support from an anonymous donor, Swarthmore undertook major repairs to the domes atop Parrish Hall, a necessary step toward maintaining the structural integrity and architectural beauty of this iconic building. Remarkably, many of the slate shingles on the domes and much of the metalwork that covers its decorative elements have been in place since 1882, when Parrish was rebuilt after a September 1881 fire. We were able to preserve some of those shingles during the renovation.



To make the heart of our campus emblematic of environmental efficiency, we augmented the Parrish first floor heating system with additional HVAC equipment that provides air conditioning and individual room temperature control. We will do the same on the second floor this summer as part of our ongoing effort to ensure that Parrish Hall remains an enduring symbol of Swarthmore for generations to come.



The new shingles on Parrish

roof are exact replicas of those installed in 1882. Because the roof is curved, the shingles are installed sideways.





OUTCOMES OF PHILANTHROPY

Thank you for your extraordinary dedication and commitment to Swarthmore College.

In 2011–12, with your help, we enjoyed an enviable rate of giving among alumni, rapidly growing support from parents, and an explosion in giving at leadership levels. Your gifts support our rigorous academic standards, our outstanding faculty, and a learning environment where creativity, critical thinking, and innovation flourish. They reflect your firm belief in our traditions and values, our commitment to excellence inside and outside the classroom, and our determination to prepare our students for positions of leadership and responsibility. Above all, your support sustains a hallmark of a Swarthmore education that cannot be quantified: our commitment to preparing our students to follow their passions throughout their lifetimes.

GIFTS TO SWARTHMORE COLLEGE

July 1, 2011 to June 30, 2012

| | 2011–2012 | 2010–2011 | 2009–2010 |
|--------------------------------|---------------------|---------------------|---------------------|
| BY SOURCE | | | |
| Alumni | \$11,499,120 | \$10,597,297 | \$8,664,415 |
| Parents/Grandparents | \$831,618 | \$649,877 | \$698,966 |
| Friends | \$2,210,543 | \$480,910 | \$689,381 |
| Corporations | \$383,921 | \$365,182 | \$572,592 |
| Foundations | \$6,243,903 | \$3,383,711 | \$3,637,756 |
| Other Organizations | \$873,957 | \$813,367 | \$516,567 |
| Total Voluntary | \$22,043,062 | \$16,290,344 | \$14,779,677 |
| BY PURPOSE | | | |
| CURRENT | | | |
| Annual Fund | \$4,594,342 | \$4,913,036 | \$4,703,674 |
| Other Unrestricted | \$1,978,969 | \$1,083,644 | \$1,816,740 |
| Restricted | \$2,378,993 | \$3,227,071 | \$2,880,966 |
| Subtotal | \$8,952,304 | \$9,223,751 | \$9,401,380 |
| CAPITAL | | | |
| Endowment | \$5,933,094 | \$4,951,821 | \$4,810,507 |
| Plant Funds | \$3,501,500 | \$8,952 | \$68,390 |
| Life Income Gifts | \$3,656,164 | \$2,105,820 | \$499,400 |
| Subtotal | \$13,090,758 | \$7,066,593 | \$5,378,297 |
| Total Voluntary Support | \$22,043,062 | \$16,290,344 | \$14,779,677 |





GIVING AT A GLANCE 2011–12

53% alumni participation rate

25% of alumni donors increased their Annual Fund gift from the previous year

18% increase in the number of donors giving at leadership levels. *(These include gifts by members of the 1864 Society and gifts by members of the Adirondack Associates, which includes alumni classes 1998–2011)*

7.5% increase in gifts to the Parents Fund *(part of the Annual Fund)*

9% increase in young alumni *(classes of 1998–2011)* dollars to the Annual Fund

25% increase in the average dollar amount of gifts from young alumni

36% new members of the Legacy Circle, which recognizes donors who have included Swarthmore in their estate plans.

THE REAL COST OF A SWARTHMORE EDUCATION

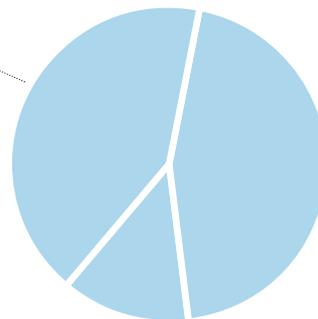
Total student charges (room, board, tuition, student fee) do not cover the full cost of a Swarthmore education. Your gifts help to make up the difference.

WHAT DO STUDENT CHARGES COVER?

Room—\$6,200
Board—\$5,900
Tuition/Fee—\$41,150
Total—\$53,250

(Actual collected after financial aid—\$34,219)

42%



WHAT DOES PHILANTHROPY COVER?

Endowment—\$31,547
Private Gifts—\$5,269
(including Annual Fund)

45%

WHAT COMES FROM OTHER SOURCES?

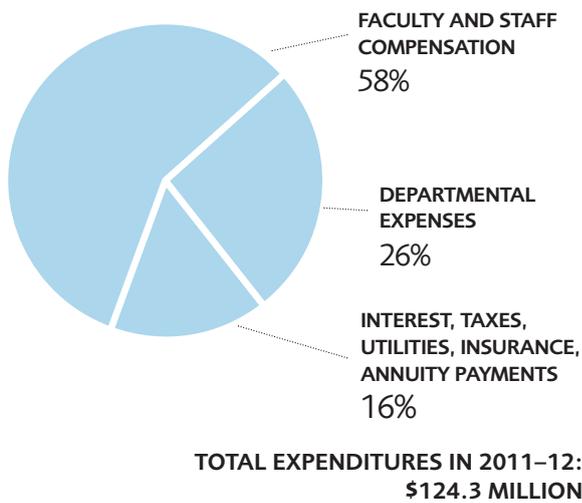
Other Sources—\$10,867
(rents, application fees, interest, etc.)

13%

TOTAL COST IN 2011–12: \$81,902
(per student, excluding financial aid)

WHERE YOUR DOLLARS TO SWARTHMORE GO

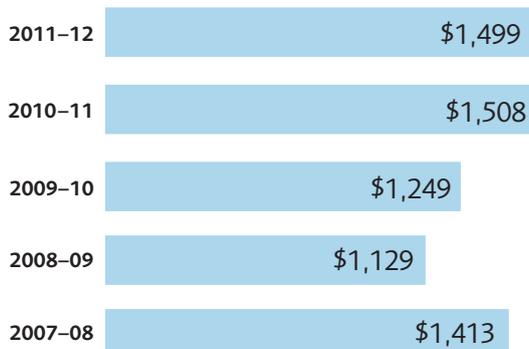
Swarthmore's operating expenses are very much concentrated on people. Compensation for faculty and staff amounted to 58 percent of total expenditures in 2011–12. In keeping with the budget plan adopted by the Board of Managers in 2009 in response to the economic crisis, the 2011–12 budget included essentially no significant new items. Because of Swarthmore's prudent financial and investment policies, however, we have maintained and even strengthened our core programs, preserved financial aid, and avoided layoffs of faculty and staff.



HOW HAS SWARTHMORE'S ENDOWMENT GROWN?

Following the Great Recession and the downturn in the financial markets, Swarthmore's endowment recovered to a new fiscal year-end peak on June 30, 2011. Although down slightly on June 30, 2012, the endowment is generally maintaining its recovery.

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 2011–12 and deeply appreciate their endorsement of our efforts.

PRIVATE INSTITUTIONS

- American Chemical Society
- American Council of Learned Societies
- American Educational Research Association
- American Institute of Mathematics
- The Andrew W. Mellon Foundation
- The Broad Foundation
- Camille and Henry Dreyfus Foundation
- Christian R. & Mary F. Lindback Foundation
- Consortium on High Achievement and Success
- Davis United World College Scholars
- Donaghue Foundation
- The Ford Foundation
- Harvard University Charles Warren Center for Studies in American History
- Howard Hughes Medical Institute
- The Japan Foundation
- Joel Dean Foundation
- The Lamb Baldwin Foundation
- Margaret A. Cargill Philanthropies
- Mathematical Sciences Research Institute
- Mertz Charitable Trust
- Microsoft Corp.
- National Film Preservation Foundation
- National Geographic Society
- The Spencer Foundation
- The Teagle Foundation
- The Thomas J. Watson Foundation
- Verizon Foundation
- Workers Compensation Research Institute

GOVERNMENT AGENCIES

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

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Printing: Innovation Printing
 Swarthmore College • 500 College Avenue
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“SWARTHMORE WAS THE LAUNCHING PAD FOR SO MANY OF US because it provided a community where students were actually encouraged to think about the world around them—and about their place in that world.”

—**JUDY RICHARDSON '66**, CIVIL RIGHTS ACTIVIST,
EDITOR AND PUBLISHER, AND DOCUMENTARY FILMMAKER;
FROM HER 2012 HONORARY DEGREE ADDRESS

