2012 ANNUAL REPORT
MEASURING OUR MOMENTUM, CELEBRATING OUR SUCCESS

Also inside
The Power of Giving
A Year in the Life of Our College
Dear Fellow Scots,

With this issue of the magazine, we are launching something new for Wooster: our first annual report and honor roll of donors.

Why now? Because we want the entire Wooster family to have a clear understanding of where we are, where we are going, and the role that you all play in making that journey possible.

The trajectory of that journey, as I begin my sixth year as president of this wonderful college, is steadily upward, and the first feature in this special issue, “Measuring Our Momentum,” will give you a clear sense of the progress we are making. Wooster is becoming more selective, more national, and more diverse. We have launched new programs, have invested in new facilities, and are pursuing our strategic objectives with disciplined focus.

As alumni, you are among Wooster’s most important stakeholders, and as such, you should have a good grasp of the financial underpinnings of the academic enterprise. So you also will find articles on the college’s budget and finances and on whether the steadily rising cost of a college education is still a good investment. (Spoiler alert: The answer is a resounding “yes.”)

Year after year, you choose to invest in Wooster and in the future of our students in so many ways: through your support of the Wooster Fund and capital projects like the Scot Center and the renovation of Kauke Hall, through endowed scholarships and professorships, and so much more. We recognize and honor that generosity in the donor roll in this issue and offer some snapshots of “The Power of Giving and Receiving.”

Ultimately, our greatest asset is the abiding quality of a Wooster education. As more and more of the world goes to college online, the difference that our approach makes will only serve to increase the comparative value of a Wooster education. While we embrace technology in teaching and research, we hold fast to the belief that liberal learning and critical thinking are fostered most powerfully in the human dialogue between and among professors and students. As the nation’s premier college for mentored undergraduate research, we have a proven approach to liberal education that is powerfully transformative and demonstrably effective. It is this distinction that gives me great confidence in the college’s future.

GRANT H. CORNWELL
President, The College of Wooster
6 MEASURING OUR MOMENTUM
The past five years have been about growing strength, growing confidence, and steadily gathering momentum.

10 FOLLOWING THE MONEY
Wooster as a financial enterprise.

14 THE POWER OF GIVING AND RECEIVING
Wooster’s endowed professorships represent some of the College’s most outstanding faculty members.

24 BY THE NUMBERS
A year in the life of The College of Wooster.
LETTERS FROM OUR READERS

Mailbox

Family History: From Saigon to Wooster

I thoroughly enjoyed the article by Andrew Lewellen in the summer issue of Wooster magazine because of a variety of links to our family history. In particular, my father was a Presbyterian missionary in Shantung province, China and was interned by the Japanese for six months after Pearl Harbor, before being repatriated along with other civilians. It was not just diplomats who arrived in New York on the Gripsholm. In fact, my first strong memory of my father was meeting him in New York City following the arrival of the Gripsholm when I was five years old.

I was also impressed with the quality and variety of the Independent Study projects described in the same issue.

PAUL REEDER, ’58
RICHLAND, WASH.

Editor’s note: The story also resonated with Eloise Landahl ’49, who called to say that she too was interned with her family by the Japanese in Saigon for seven months and rode with her family on the Gripsholm from Saigon to New York. Her father was also a minister and a 1923 graduate of Wooster.

A number of readers (including Tom Crow ’42) were curious about what happened to author Andrew Lewellen’s maternal great-grandparents. Did they escape Saigon?

Here is his reply:

Angelina’s parents—my great-grandparents—did escape the war safely. Though our family isn’t sure how, exactly. In fact, nobody—not even my mother or my uncle—knew about many of the details of the article I wrote until we began going through letters written between King and his father, Charles. Charles, as you know, was living in Wooster and helped Lina adjust to life there. The story had always been a sort of vague legend in the family: Lina left Saigon on the last boat, she went to Wooster, my grandfather was interned, and they were reunited in Wooster. All the details in the story—the places she stopped on her journey, her life in Wooster, his trip home—we discovered in those letters.

After the war, Angelina’s parents lived in Nice. Her father died in the mid-sixties, but her mother, Mamie, lived over the age of 100. I met her once when I visited Monte Carlo when I was nine. . . . Andrew Lewellen ’03

John Warner

Another excellent edition. I realize that I am getting older when my Class Notes are further away from the bottom of the list of years, and I am interested in the obituaries. That leads me to my question. I see in that John Warner, Jr., professor of mathematics, passed away last February. The note says that he came to Wooster in 1979. When I was there, 1965-1969, I took two math classes from a Dr. John Warner, in my junior year I think, and I remember him well. Was that the same person, and is 1979 an error in the magazine?

Academically, I crashed in my sophomore year, ’66-’67, ending my experience as a math major. It was Dr. Warner who mentored me during my junior year, encouraging me to switch my major to economics, yet with emphasis on business economics (there was no business economics major at that time). That combination has served me well in my business systems career ever since, more than 40 years later.

JOHN STELTER ’69
BYRON, ILL.

Editor’s note: Thanks to John and the many other readers who caught the mistake. John Warner did indeed teach at the College from 1958-1983.

Then and now

I was a freshman in 1942, though not a Presbyterian, and Sunday church was required, either on campus or in town. I don’t recall what the non-Christians had to do. Chapel was required five days a week (one cut allowed); only one day was strictly religious . . . In 1942-43 smoking was allowed only in dorms, no alcohol anywhere, and no cars on campus until second semester senior year. After the war, returning vets often had cars and weren’t about to put up with that nonsense! Oh, how things have changed—I loved it then, and I love it now!

ROBERT MEHL ’48
GRAND ISLAND, N.Y.
Mooving in
It’s become a tradition—part of a special “Wooster spirit” that admissions recruiters promise exists and new students discover to be true. As they and their parents drive slowly up Beall Avenue, preparing to move in, they are welcomed by an exuberant crowd of gold-shirted greeters, who set the stage for an experience that turns a potentially loathsome chore into a celebratory party. Approximately 200 specially trained volunteers—both students and staff—take charge of all lifting and schlepping, leaving newcomers to enjoy the MacLeod-studded day. Pipers pipe, cows help mooove, music blares, and spirits are high.

The class picture
They’ll gather under the arch many times in the future—for their class photo as seniors and for alumni reunions as silver-hairs. But this photo represents the first time for the time-honored tradition.

The 573 new first-years and 15 transfer students come from 39 states and 27 countries; 25 percent are domestic students of color or international students; nearly half were in the top 10 percent of their graduating class. They come from an application pool of 5,200, the largest in the school’s history.
TRADITIONS
The Wooster Ethic

Because Dean of Students Kurt Holmes believed that a campus code of ethics must come from the ground up, it didn’t happen overnight. A four-year process that included input and a referendum vote from faculty, staff, and students resulted in the launching of the Wooster Ethic in 2005. But Holmes wasn’t done yet. “We needed to make the spirit behind the signing public and ceremonial, with just enough pomp and ceremony to avoid corniness.”

Details of the tradition continue to evolve, but one element is constant: Each student publicly (and voluntarily) signs a book containing the pledge. But not just any book. This is a Hogwarts-weight book, containing more than 3,000 signatures so far, with a wooden cover made from a red oak from central campus that was removed after it was struck by lightning. Each student receives a Wooster Ethic pen.

“To date, no one has refused to sign,” says Holmes. The book is on public display in a cabinet in Lowry.

THE WOOSTER ETHIC
“I hereby join this community with a commitment to the Wooster Ethic, upholding academic and personal integrity and a culture of honesty and trust in all my academic endeavors, social interactions, and official business of the College. I will submit only my own original work, and respect others and their property. I will not support by my actions or inactions the dishonest acts of others.”

IN THE NEWS
Faculty assume national leadership roles

Donald Goldberg, professor of communication and a consultant for the Hearing Implant Program at the Cleveland Clinic, has begun a two-year term as president of the Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell). The nonprofit organization, based in Washington, D.C., is dedicated to helping families, healthcare providers, and education professionals understand childhood hearing loss and the importance of early diagnosis and intervention.

Nancy Ditmer, professor of music and director of the Fighting Scot Marching Band for 27 years, has begun a two-year term as president of the National Association for Music Education (NAfME). Transitioning to a half-time schedule at Wooster through June 2014, Ditmer plans to visit every state during the next 24 months, chair the association’s executive board, develop meeting agendas, and deliver keynote addresses at annual gatherings. She says she also hopes to have a strong voice in enlightening Washington lawmakers about the importance of music education in the nation’s schools.
APEX: Advising, Planning, Experiential Learning: Student services gain sharper focus

These particular student services were good, but far-flung. For example, if you wanted academic advising or information on how real-life experiences could help you determine vocational calling, you’d tramp north on Beall Avenue to the Lilly Program House. If you wanted help with a resume, graduate school application, or tutoring, you’d head in the opposite direction to the Rubbermaid Student Development Center on E. University, where staff members in Career Services and the Learning Center could help. Interested in the experiences facilitated by the Center for Entrepreneurship? You’d need to return to central campus, where support awaited at Morgan Hall. And how does all this affect graduation requirements? You’d circle back for help at the Registrar’s Office in the library.

Consolidation, coordination, and a new “one-stop-shopping” identity were needed for the intersecting services of programs designed to help students plan, build, and prepare. This fall, the Center for Advising, Planning, and Experiential Learning (APEX) opened its doors. Located in the lower level of Gault Library, the space is welcoming and beautiful, allowing staff to facilitate connections between offices.

Helping to put ideas to work

APEX Fellowships, competitive grants that will support internships, applied scholarship opportunities, and entrepreneurial ventures, were also launched this fall. In his convocation address, President Grant Cornwell announced the new $100,000 fund: “Listen up,” he told students, “The fund will help you put your ideas to work in the world.”

Scot Center receives LEED Gold certification

The Scot Center, the College’s new athletic and recreation facility, has earned LEED Gold certification from the U.S. Green Building Council for its sustainable and energy-efficient design and construction. The Scot Center earned points for everything from the erosion control methods used during its construction, to its low-flow showers and toilets that reduce potable water usage in the building by 41 percent. Sophisticated lighting, electrical, and HVAC systems that adjust in real time to match outdoor temperature, sunlight levels, and building occupancy help cut its energy costs by 26 percent, while a 20,000-square-foot rooftop solar array generates more than 271,000 kilowatt hours of energy per year, enough to power one of the college’s student residence halls. Thirty-eight percent of the building materials used in the Scot Center’s construction were manufactured using recycled materials.

This is the college’s first LEED-certified building.
In the life of an institution approaching the 150th anniversary of its founding, five years may seem like a moment, a few pages out of a rich and varied history. But a five-year period can also tell a story of its own, and for Wooster the story of the past five years is one of growing strength, growing confidence, and steadily gathering momentum.

“These last five years have brought us heightened senses of pride, progress, and possibility, together with a framework to accelerate each of these in the future.”

*David H. Gunning, chair of the College’s Board of Trustees*

*John L. Hopkins is associate vice president for college relations and marketing at The College of Wooster.*
In 2007, the College was concluding the most successful comprehensive fund-raising campaign in its history. Under the leadership of President Stan Hales and trustee and campaign chair Jim Clark, Independent Minds: The Campaign for Wooster exceeded its $122 million goal by more than 20 percent, bringing in $147.9 million to support the College’s most important priorities. The campaign made possible the construction of new residence halls and academic buildings, the construction of a new admissions center and student health center, and the renovation of Kauke Hall. It also strengthened Wooster’s financial foundation by adding $56.7 million to the endowment and generated excitement and pride among the Scot faithful. The campaign built the runway for what was to come.

Perhaps nowhere is the momentum of the past five years more evident than in a fiercely competitive enrollment marketplace. Since 2007, applications for admission to Wooster have jumped 64 percent. This year, the College received more than 5,200 applications for 550 spots in the first-year class. That’s the most applications ever and the second record-breaking year in a row.

Wooster has become more selective, more national, and more diverse since 2007. Our admit rate has improved from 74 percent to 58 percent, while the percentage of domestic multiethnic and international students in the first-year class has risen from 18 percent to 26 percent. Two thirds of this fall’s entering students are from outside Ohio. Twenty-one percent receive Pell Grants, the federal financial aid program for low-income students. Standardized test scores, class rank, and other measures of academic quality remain rock solid. Total enrollment has climbed slightly, from 1,873 in 2007 to just over 2,000 today.

What accounts for all this good news? First and foremost, says Scott Friedhoff, vice president for enrollment and college relations, is the College’s commitment to delivering its distinctive academic program with excellence every day.

Being recognized for that excellence is the second key factor, and while that recognition does not come overnight, it does come, and its effect is cumulative. Case in point: U.S. News & World Report. For the past 11 years, the magazine has asked college presidents and deans to identify schools with outstanding undergraduate research opportunities and senior capstone programs. Only two schools have made both lists every year: Wooster and Princeton. Moreover, in three out of the past four years, Wooster also was singled out as one of a dozen colleges that “do the best job of teaching undergraduates.”

Put it all together in a compelling message—“America’s premier college for mentored undergraduate research”—supported by strong marketing communications and a campuswide enrollment effort, and you have the third piece of the puzzle.
“In a time of dislocation and turmoil in the global economy, Wooster has become stronger, thanks to our solid foundation and careful strategic planning.”

President Grant Cornwell

NEW PROGRAMS, NEW FACILITIES

The students who arrived this fall found several new interdisciplinary programs that have been launched since 2007, including majors in neuroscience and East Asian studies and minors in environmental studies, Latin American studies, and Asian studies.

They also found that the College has made critical investments in its plant and facilities with their needs in mind. One new student residence hall, Gault Manor, the last of the capital projects made possible by the Independent Minds campaign, opened in 2008, while a classic older hall, Babcock, received a loving renovation in 2009. The Beall Avenue streetscape project, completed in 2010, helped define two major campus gateways, beautified the main north-south route through campus, and reinforced the College’s messaging and brand with new street banners. Upgrades to improve the energy efficiency of campus buildings are reducing the College’s carbon footprint by as much as 36 percent and yielding hundreds of thousands of dollars in operational savings each year.

The year 2012 saw the opening of the Scot Center, a stunning, Gold LEED certified athletic and recreation facility; the Collaborative Research Environment (CoRE) in Andrews Library; and a new center for Advising, Planning, and Experiential Learning (APEX) in Gault Library.

“A SHARPER STRATEGIC FOCUS

“For the last five years, we have systematically gone after our strategic opportunities, investing in areas we think build on our distinctive strengths and addressing those areas of our program, our campus, and our operations where we were not as strong as we needed to be,” said President Grant Cornwell. “In a time of dislocation and turmoil in the global economy, Wooster has become stronger, thanks to our solid foundation and careful strategic planning.”

The Scot Center in particular is a bold statement of confidence in the College’s future. Taken on in a time of great economic uncertainty, as the country was emerging from the worst recession in decades, the $30 million project would not have been possible without the extraordinary commitment and personal generosity of Wooster’s Board of Trustees.

SINCE 2007, THE PERCENTAGE OF DOMESTIC MULTIETHNIC AND INTERNATIONAL STUDENTS IN THE FIRST-YEAR CLASS HAS RISEN FROM 18 to 26 PERCENT

Wooster FALL 2012
ADMISSIONS
Applications and Admit Rates
2007-2012

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL APPLICATIONS</th>
<th>ADMIT RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>3,169</td>
<td>74%</td>
</tr>
<tr>
<td>2008</td>
<td>4,505</td>
<td>62%</td>
</tr>
<tr>
<td>2009</td>
<td>4,752</td>
<td>59%</td>
</tr>
<tr>
<td>2010</td>
<td>4,635</td>
<td>67%</td>
</tr>
<tr>
<td>2011</td>
<td>4,893</td>
<td>61%</td>
</tr>
<tr>
<td>2012</td>
<td>5,207</td>
<td>58%</td>
</tr>
</tbody>
</table>

ENROLLMENT
First-Year and Total Student Enrollment
2007-2012

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FIRST YEAR</th>
<th>TOTAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>545</td>
<td>1,873</td>
</tr>
<tr>
<td>2008</td>
<td>515</td>
<td>1,872</td>
</tr>
<tr>
<td>2009</td>
<td>481</td>
<td>1,825</td>
</tr>
<tr>
<td>2010</td>
<td>620</td>
<td>1,974</td>
</tr>
<tr>
<td>2011</td>
<td>571</td>
<td>1,991</td>
</tr>
<tr>
<td>2012</td>
<td>573</td>
<td>2,051</td>
</tr>
</tbody>
</table>

The next step in a traditional approach to higher education strategic planning would have involved writing a detailed four- or five-year plan to achieve those objectives—a plan that inevitably would have been overtaken by events. Wooster has opted for a more fluid, more agile approach. Each year, the president, the board chair, and the College’s leadership team agree upon a specific set of initiatives that will help move the College forward on each of the three strategic objectives. These strategic initiatives become the organizing focus of the year’s work.

This approach to planning was one of the factors cited, along with a “strong balance sheet” and “seasoned senior leadership team,” by Moody’s Investors Service earlier this year in reaffirming the College’s A1 credit rating and stable outlook.

“The A1 long-term rating is based on Wooster’s healthy balance sheet resources providing a solid cushion of pro-forma debt and operations, coupled with a relatively modest debt position given the college’s debt policy and proven ability to fundraise for capital projects,” Moody’s wrote in their opinion, released on May 4. “The rating also incorporates strong management and governance practices evidenced through a comprehensive strategic planning process that includes integrating goals and metrics with realistic financial modeling and capital needs, as well as resources.”

“Strategic planning is not an event or an exercise,” Cornwell said. “It is a mindset, a dynamic approach to organizational behavior and decision-making. Building a culture around this mindset over the past five years has been the source of our progress and is absolutely critical to thriving in an environment where dynamic change is the norm.”

NAMED ONE OF 12 LIBERAL ARTS COLLEGES THAT “DO THE BEST JOB OF TEACHING UNDERGRADUATES.” U.S. News & World Report
FOLLOWING THE MONEY

THE COLLEGE OF WOOSTER

800 employees | 240-acre physical plant | 40 campus buildings
$73 million annual operating budget
The College of Wooster is, at its core, a place of teaching and learning, research and discovery. In the words of the mission statement, it is a “community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community.” But Wooster is also a complex financial enterprise with more than 800 full- and part-time employees, a 240-acre physical plant, more than 40 major buildings, and a $73 million annual operating budget. What does the College look like when viewed from that perspective? What are its chief sources of revenue, where does that money go, and how are those resources stewarded to support Wooster’s strategic objectives each year?

John L. Hopkins is associate vice president for college relations and marketing at The College of Wooster.
WHERE THE MONEY COMES FROM, WHERE IT GOES

In 2011-12, the College had $73.4 million in operating revenue. Net tuition — that is, gross tuition minus all financial aid provided by the College — accounted for almost half of that total, or $34.9 million. Revenue from auxiliary enterprises, primarily room and board and the bookstore, contributed $21.3 million. Investment income, the annual payout from Wooster’s endowment, gifts, and grants, provided just over $17 million.

Turning to the other side of the ledger, the College’s largest annual operating expense is for its people: the faculty and staff who deliver on the promise of a Wooster education day in and day out. Payroll and benefits accounted for almost two thirds of the expense budget, $48 million, last year. Supplies and equipment, a category that covers everything from food purchased to feed students in Lowry and Kittredge dining halls to merchandise for the bookstore, accounted for $11 million, while off-campus programs, printing, postage, services, travel, and other support categories added another $11 million. Debt service accounted for just 1.3 percent of the operating budget, or $923,000, and that modest amount of debt service was one factor cited by Moody’s Investors Service when they reaffirmed the College’s A1 rating earlier this year.

Viewed through a different lens, almost half of Wooster’s operating budget is spent on instruction, research, academic support, and public service; another 20 percent on student services; and 18 percent on residence halls, dining services, and the bookstore. The remaining 14 percent covers everything else that goes into operating and supporting the College.

INVESTING IN PRIORITIES

Over the past five years, President Grant Cornwell and the College’s leadership have worked hard to integrate the budget process with the College’s ongoing planning efforts, creating a strong alignment between resource allocation and Wooster’s strategic initiatives.

In 2011-12, for instance, that meant providing support for the new Collaborative Research Environment in Andrews Library and continuing a focused effort to improve faculty salaries so that Wooster can attract and retain the best teacher-scholars for its distinctive academic mission. In the year ahead, that strategic approach to budgeting will enable the College to invest in implementing a new vision for student advising, experiential learning, and career planning, and to provide additional support for students to present their research.

“Our goal,” Cornwell says, “is to develop an institutional culture of planning that fosters strategic thinking and influences all our decision-making, resource allocation, and assessment efforts. We’ve made significant progress toward that goal, and that is making Wooster a stronger place.”
Giving to Wooster

2012 gifts and grants: $14.67 MILLION

Last year, the College received $14.67 million in gifts and grants from alumni, parents, trustees, foundations, corporations, and others. Almost $5.5 million of that total, which includes the money raised by the Wooster Fund, helped support the operating budget and is reflected in the operating revenues chart on page 12. Just over $5.1 million was given for capital projects, most notably the Scot Center, while $2.7 million created new or bolstered existing endowed funds.

Outright gifts accounted for 80 percent of the total received, but bequests represented a significant portion, at 17 percent, a reminder of the importance of planned giving in the College’s overall financial picture.

Giving by Wooster’s alumni accounted for a quarter of the money raised last year, while the trustees—many of them also alumni—accounted for almost a third.
When we asked representative alumni to reflect on the effect their mentors have had on their careers and their thinking, a theme emerged: The gift of learning and knowledge that they received was ongoing, and one they wanted to continue in their own professions. Said one alumnus, “I hope I am able to pay-forward the benefits I have derived from this very special relationship.”
Shila Garg
WILLIAM F. HARN PROFESSOR OF PHYSICS

Shila Garg, a leading expert in the field of liquid crystals, this past year initiated a new collaboration with physicists at Kent State University’s Liquid Crystal Institute and Physics Department. Supported by a National Science Foundation grant, Garg and two Wooster students are characterizing the physical properties of newly synthesized novel-shaped liquid crystal molecules. She also collaborated with faculty at the University of Akron Department of Polymer Engineering to co-author a paper that was published in the Journal of Chemical Physics.

Asad Khan ’93

“The private company that grew from Kent State’s Liquid Crystal Institute is the world’s leader in the research and development of cholesteric liquid crystal displays (used in the manufacture of screens used to display digital information, such as computers, cell phones, or signs). Kent Displays chief technology officer Asad Khan ’93 attributes much of his success to Garg, who he says continues to be his mentor and friend. “Shila’s enthusiasm and unconditional support to nurture and foster innovative thinking in students is unquestionable. Not only did Professor Garg guide me through classes and research work, but we were also able to collaborate with internationally recognized professionals in the field of liquid crystals and also to present research work at national events. This experience and confidence boosted my ability to take bold steps in academia as well as in the professional arena,” said Khan, who is on the faculty at Kent State University. “I guide graduate students relying on the very principles that I learned from Shila. I hope that I am able to pay-forward the benefits I have derived from this very special relationship.”

Mark A. Wilson
LEWIS M. AND MARIAN SENTER NIXON PROFESSOR OF NATURAL SCIENCES

Mark Wilson chairs the Geology Department and teaches History of Life, a First-Year Seminar titled “Nonsense,” and courses on invertebrate paleontology, sedimentology, and stratigraphy. His research specialty is the evolution and paleoecology of encrusting and bioeroding invertebrates and the origin and diagenesis of carbonate rocks, calcite sea dynamics, and Pleistocene sea-level change. This past year, findings of his research conducted in Poland, Estonia, Israel, the Bahamas, and the USA were published in six papers and five abstracts.

Lisa Boush ’88

Lisa Boush, a professor of paleontology at The University of Akron and a program officer at the National Science Foundation, was steered toward a geology major by professor of chemistry Ted Williams, who suspected that she didn’t really want to be in pre-medicine and directed her to Mark Wilson. Her career was set in stone after a few geology courses, and after Wilson put her in touch with a colleague at the Natural History Museum in London during a year studying abroad. “I was given a behind-the-scenes tour at the museum,” she remembers. “That hooked me on paleontology.”

Even after 17 years in the profession, Wilson continues to affect her career, says Boush. “He’s always been an inspiration to me and a lifelong mentor. He always puts students first—one of the trademarks of a Wooster education. I think that he sets the gold standard for the kind of preparation he gives his students.”
Susan Clayton, a conservation psychologist with a special interest in researching the relationship between humans and nature, was on leave this past year. During this time she was a visiting Fellow at the University of Denver’s Institute for Human-Animal Connection and visited academic labs in Paris and Budapest. In the past year, she co-authored three articles on psychology and global climate change that appeared in a special issue of *American Psychologist* and co-authored “The Role of Zoos in Fostering Environmental Identity,” with former student Claire Burgess TO in *Ecopsychology*. She is editor of the forthcoming *Oxford Handbook of Environmental and Conservation Psychology*.

Carolyn Durham, who chairs the French Department, specializes in the 20th century novel, film studies, and literary theory and criticism. She held a one-month residency grant from the Harry Ransom Humanities Center at the University of Texas in Austin to research the papers of Diane Johnson, an American author who writes about American and French culture. Durham’s book *Understanding Diane Johnson* was published by the University of South Carolina Press last spring. In the past year, she also presented two papers at national conferences and published two articles.

Michael Bernstein ’11
Currently pursuing his master’s and Ph.D. in behavioral science at the University of Rhode Island, Michael served as a research assistant for Clayton for two years. This experience and her mentorship of his Independent Study gave him a “jump start” on his graduate work, said Bernstein. “Many times as a research assistant at larger universities, you receive experience with just one element of a research project. But with Dr. Clayton, I had hands-on experience throughout the entire study—from conducting a literature review, to conceptualizing and conducting the research, to analyzing the data and writing the results. And that was pretty awesome.”

Arete Moodey Calabrese ’03
Arete Calabrese, who teaches French at Seneca High School in Erie, Pa., knew after only a few weeks in Durham’s Introduction to Francophone Texts class that she wanted to major in French. “Her enthusiasm for the French language, for literature, and for scholarship was contagious, and she immediately became an inspiration for me. Carolyn once told me that certain people are more comfortable expressing themselves in different languages. This seems to have been very true for me. Normally quite shy, I was able to find a stronger, more confident voice in French.”

After only two years at Seneca High School, Calabrese had designed and implemented an advanced placement French program. “Even though I teach French to high school students in a rural community, rather than college students at a liberal arts institution, I wanted to be able to provide them with the kinds of opportunities for critical thinking that Carolyn provided for me.”

Charles Kammer, chair of religious studies and dean of the Academies of Religion, has special interest and expertise in biomedical ethics, healthcare delivery, economic justice, ethics and foreign policy, liberation theology, professional ethics, religion and violence, African religions, the black church, and the church in society.

Elizabeth Dunbar ’05
Wrote Elizabeth Dunbar, “Like many Wooster freshmen, I heard the buzz about Dr. Kammer long before meeting him. Upperclassmen persuaded, I abided, and my first course with Dr. Kammer made my agnostic brain twist and flare so unexpectedly that I majored in religious studies. Dr. Kammer’s mentorship and advice began nudging me as a freshman and continues today. I recently relayed that I followed my gut and accepted a position working with the global health organization Partners in Health. Dr. Kammer responded with encouragement and Pascal, ‘The heart has its reasons of which reason knows nothing.’ I am grateful for my Wooster degree, as it not only sparked dozens of lasting friendships but also has given me over a decade of Dr. Kammer’s good cheer, support, and wisdom.”

“I am grateful for my Wooster degree, as it not only sparked dozens of lasting friendships but also has given me over a decade of Dr. Kammer’s good cheer, support, and wisdom.”
Building a greener light source

Michael Chido ’13 is very clear about two things: He chose to come to Wooster because of its excellent reputation in the sciences. And he couldn’t have come without a scholarship. The senior from Westlake, Ohio, has known since high school that he wanted to study chemistry. “I was that guy always making solutions for the teacher; I thought it was fun, and the most interesting topic I could study.”

With any luck, Chido’s Independent Study, under the mentorship of chemistry professor Paul Bonvallet, will bring to fruition research that has been in the works in the department for the past nine years. The Wooster team has been building an organic polymer that will emit light to use in electronic displays, such as computer screens. “Because it is completely organic and doesn’t use metals, it could be a greener way to go,” says Chido. “Hopefully, we’ll get enough product to test; no one has actually made this polymer before so we don’t know if it will work.”

As he gears up for the conclusion of his time at Wooster, Chido takes advantage of a full range of experiences. He is a member of Merry Kuween of Scots, the all-male a cappella group; plays intramural basketball; is a writing tutor for students in organic and physical chemistry; is a laboratory teaching assistant for organic chemistry; is a member of Xi Chi Psi; and works as a stock assistant in the Service Center.
Paul Edmiston

THERON L. PETERSON AND DOROTHY R. PETERSON
PROFESSOR OF CHEMISTRY

Paul Edmiston, who teaches introductory and advanced chemistry and chairs the Chemistry Department, has received funding from the National Science Foundation and Department of Energy for his research on swellable glass. He involves Wooster students in his research and has included more than 30 as co-authors in peer-reviewed journal articles.

It has been only eight years since Paul Edmiston’s student, Colleen Burkett ’06, observed that a substance her professor had formulated would swell to eight times its original size in order to absorb toxic contaminants in water without absorbing the water itself. A lot has happened since then. The College holds a patent for the substance, dubbed Osorb®,; two companies have been established in Wooster—ABSMaterials Inc., with 35 employees, and a subsidiary company, Produced Water Absorbents Inc. (PWA), with nine employees; the innovation has received national attention, covered in dozens of news media—from *The New York Times* to *Forbes*; in October 2011, *Popular Mechanics* recognized Edmiston with a prestigious Breakthrough Award.

Among the employees at PWA are Jay Keener ’10 and Scott Buckwald ’10, a team charged with taking the technology directly to oil and gas industry companies that will use it to clean flowback water—water that comes back to the surface from wells after hydraulic fracturing. This fall, Keener, a chemist, and Buckwald, an economist, will travel to a number of industrial sites to demonstrate the second generation of a pilot treatment system, developed to clean 63 gallons of water per minute. The fully automated system, neatly encompassed in a 53-foot covered trailer, includes a touch-screen control panel, mixing tanks, filters, pumps, and, of course, hundreds of pounds of glittering white Osorb.

Keener and Buckwald, already experienced at demonstrating the system to clients such as BP, are looking forward to the upcoming field assignments that demand that they wear the multiple hats of economist, teacher, chemist, engineer, and public relations specialist. As the two men support PWA’s transition from a company with pilot-scale products to commercial ones, they say they rely on skills and a mindset learned at Wooster.

“One of the things that Wooster helped develop in both of us was a self-motivating attitude and an adaptability that’s essential for being part of a start-up company,” said Buckwald. “In a liberal arts education you’re forced to branch out and experience a lot of different disciplines.” As an economics graduate, said Buckwald, he had little chemistry background when he first arrived at PWA. “I would hear Jay and Dr. Edmiston talking and understand only about five percent of what they were saying. But now I can understand the majority of it.”

The founder of the company continues to be a mentor who inspires. Keener remembers the first time he saw Professor Edmiston in action. “It was an introductory chemistry course in my freshman year, and Dr. Edmiston was standing in for a professor who couldn’t be there. We were talking about the dispersion of molecules that were dissolved in water and he was standing up in front, waving his arms around, saying, ‘Look at me; I’m this molecule, swimming around. . . .’ He was just so full of energy and you could tell he loved being a professor and he loved chemistry. Being able to work with him here and seeing how he’s constantly developing new technologies and new processes is exciting.”
John Gabriele
RAYMOND AND CAROLYN DIX
PROFESSOR OF SPANISH

John Gabriele, an authority on 19th, 20th and 21st century Spanish culture and literature, has a special interest in Spanish Romanticism and in feminist, democratic, and postmodern Spanish theatre. This past year, he published a book about the playwright Jerónimo López, co-edited an anthology, and co-directed an international theatre conference at Austin College in Sherman, Texas.

Ann Shanda '11

Ann Shanda, who is in graduate school at the University of Wisconsin-Madison in applied linguistics, knew after she returned from her semester abroad in southern Spain that she wanted to combine Spanish and pedagogy. Her student teaching requirements meant that she had to complete her Independent Study almost a semester earlier than her peers, and Gabriele said, “No problem!” Says Shanda, “He told me, ‘You create the timeline, and we’ll work from there.’ I hope that when I have a classroom of my own, that I can bring Professor Gabriele’s level of expertise and passion; that’s the combo that hooked me on Spanish and Spanish education.”

Marilyn Loveless
HORACE N. MATEER
PROFESSOR OF BIOLOGY

Lynn Loveless, a specialist in community ecology and conservation biology, received research support in 2011 from the Great Lakes Colleges Association New Directions Award and the College’s Henry Luce Award for Distinguished Scholarship. During 2011-12 she was on sabbatical and collaborated with scientists in the ecology and evolutionary biology department at the University of Arizona; she also conducted field research with two Wooster students on plant and animal interactions.

Lindsey Becker '10

Lindsey Becker landed a job as a temporary technician with a forest ecology laboratory at Duke University six months after she graduated, following a tip from her mentor. The summer job expanded, and Becker is a member of the research team until the completion of the project. She hopes to attend graduate school in the near future, says Becker. “It wasn’t until I left Wooster that I realized what a truly exceptional adviser Professor Loveless was, and still is.”

Josephine R. B. Wright
JOSEPHINE LINCOLN MORRIS
PROFESSOR OF BLACK STUDIES
AND PROFESSOR OF MUSIC

Josephine Wright, who holds the College’s first endowed chair in Black Studies, is an expert in African American music, American music, women in music, and Western music history. Over the last two decades, she has taught Africana theory and methodology to several generations of alumni.

Andrew Garnett ’08

Andrew Garnett, a recent graduate of the University of Colorado law school, said that Wright’s contagious passion for her subject matter prompted him to declare a double major in Africana studies and history. “Her intelligence and excitement about what she was teaching prompted me to pursue subjects I didn’t even know I’d be interested in. We talked about complex issues in her classes, and the environment there was welcoming and accepting.

“As I handled some difficult problems in law school, I relied on skills I learned from her—for example, talking through ideas helps a lot. And she is an incredible writer; I always valued her feedback—even when she was telling me I was wrong. She was always just so nice about it!”
Hayden Schilling
ROBERT CRITCHFIELD
PROFESSOR OF ENGLISH HISTORY

Hayden Schilling, an expert on Tudor-Stuart England, also teaches courses on modern Britain, Hitler and the Nazi State, the Industrial Revolution, the English Country House, and First-Year Seminar “The Great War: Through Memory.” He is the head coach of the men’s tennis team and coordinates the Wooster Youngstown Early Intervention Program, which launches middle and high school students on a path to college. He was named the nation’s Outstanding Baccalaureate College Professor of the Year by the Council for Advancement and Support of Education and The Carnegie Foundation for the Advancement of Teaching in 2005.

Michael Ruttinger ’05
Professor Schilling is adept at relating to all levels of students—from an at-risk middle school student to a high performing Wooster senior, says Michael Ruttinger ’05, an attorney practicing in Cleveland. “Some teachers (like many I had in law school) can only relate to the top students,” he said. “He approaches each student with an amazing amount of academic versatility. I’ve never seen Hayden close his door to anyone.”

John W. Sell
JAMES R. WILSON PROFESSOR
OF BUSINESS ECONOMICS

John Sell serves as the College’s investment officer and teaches classes in financial markets and institutions, law and economics, and property rights and the theory of contracts, with a special interest in international business culture. He is currently researching information transmission in smaller markets and how the merger of these markets affects transmission. He directs the College’s business internship program and is the faculty adviser to the Jenny Investment Club.

Patrick Lauber ’85
President and owner of Harrison Paint Company, a 100-year-old manufacturer of paints and coatings in Canton, Ohio, Patrick Lauber has no doubt that the success of his company (and his ability to be an annual supporter of the Wooster Fund) is directly related to the mentoring he received from Sell. Sell served as his I.S. adviser, professor for the class Portfolio Theory (Investments), and adviser to the Jenny Investment Club (JIC). “As adviser, Dr. Sell guided novice investors but allowed us the freedom to make important decisions—while cleverly disguising basic business lessons as an extracurricular activity,” remembers Lauber.

Susan Lehman
CLARE BOO THE LUCE
ASSOCIATE PROFESSOR OF PHYSICS

Susan Lehman was on leave this past year. She visited collaborators at the National Institute of Standards and Technology in Boulder, Colo., and was a guest professor at the Vienna University of Technology, where she collaborated with faculty at the Institute for Solid State Electronics and taught a seminar course on ballistic electron microscopy of nanostructures.

Heather Moore ’10
Heather Moore, who teaches high school physics in Fairfax County public schools, Virginia, says that daily she uses skills, approaches, and philosophies gained from her Wooster mentor as she seeks to help her students become “scientific citizens of the world.” “Professor Lehman gave me the chance to be involved in cutting edge research and trusted me to make informed changes in the way the project was being conducted; I was involved in real, current science. In my own classroom, I understand that in order for students to get excited about science, they can’t learn about it like it is a dead history. Agreement and confusion about our physical world is the result of debate and inquiry that is happening right now.

“When I was completely stuck on a question, Dr. Lehman would empower me to answer my own question by helping me to organize what I already knew about the subject. My students would tell you that I answer their questions in exactly the same way.”
CARA HAXO '11

The Giving Tree

Once there was a tree . . .
And she loved a little boy.
FROM THE GIVING TREE BY SHEL SILVERSTEIN

Cara Haxo has always loved Shel Silverstein’s story. So the composition major set it to music in the form of a one-movement saxophone quartet. The result was a finely textured work that captured the attention of judges at the Ohio Federation of Music Clubs Student/Collegiate Composers Composition Contest, who awarded Haxo second prize. The parable, which tells of a tree’s willingness to give up its life for its human friend, needed music that moved the story along with both cheerful lightness and dark drama. And Haxo’s work did just that, said the judges. The work was premiered by the New York-based PRISM Quartet.

Jack Gallagher, Haxo’s composition professor, said Haxo was able to create a piece that both captured the innocence of the poem and took full advantage of the virtuosity of the PRISM Quartet.

This is the second consecutive year that a Wooster student has captured a prize from the contest. Last year’s went to Gallagher’s student Frederick Evans ’12, who also won the National Federation of Music Clubs Young Composers Award for his work for string quartet, “Fractured Recollections: A Daydream Interrupted.”

Zach Lyman ’97

Zach Lyman, who recently completed his sixth year teaching trumpet and music theory at Pacific Lutheran University in Tacoma, Wash., credits his mentor with helping him land the position. “Lessons with Jack were much more than an hour per week of trumpet playing. They were conversations with my friend about life, listening to great music for hours, career planning, psychiatrist sessions, and of course a healthy dose of quoting Monty Python movies. Every day in my own teaching I strive to be the teacher that Jack was for me: kind, gentle, funny, ceaselessly demanding the best from his students, and incredibly generous with his time. I still keep in regular contact with Jack and seek his professional and personal advice from time to time. He is still my teacher and I am ever the richer for it.”
“Now I can see.”

For six weeks, Sam Kitara, a biology major from Uganda, worked with health care specialists in the Unite For Sight program in 23 villages in northern Ghana. Like all Lilly project participants, Kitara was asked to report in every other week and to write a reflective essay at the conclusion of the experience. Here are a few excerpts.

From the journal of Sam Kitara

“... Abdulai Napare is a sixty-five year old native of Nyankpala village; he is just one of many natives who know little to nothing about eye care. I had to work with such cases every day. He is completely blind in the left eye and gradually going blind in the right eye too, although he can still see a little. Al-Hassan, the nurse, diagnosed him with a mature cataract. Since he will need surgery, I have to place him on the booking list and educate him about the benefits. However, Abdulai tells me that he already knows the benefits but still declines a cataract surgery appointment because he has heard that the healing process takes over three days, and yet he needs to provide for his family during that time. He says he cannot let his family go hungry when one of his eyes can see. I felt helpless and disappointed. It was difficult to understand his position. ...”

This was the real world, a world that confronted me with real problems which demanded dynamic practical solutions. It was not the world of reading textbooks and writing exams. These were problems that preyed on my emotions yet challenged my work ethic.

“... At the end of my fellowship, one of the best personal, everyday lessons that I will take with me is the value of exercising patience and showing genuine interest when trying to learn from people. ... I know one thing for sure, that I am a man reaffirmed, more sure than I have ever been in my goal of pursuing a career in medicine.

Yes, now I can see.”
Ron Hustwit focuses his teaching on philosophical issues raised by important figures in the history of philosophy, such as the American philosopher O.K. Bouwsma, Soren Kierkegaard, Ludwig Wittgenstein, and Cardinal Newman. This past year, Hustwit taught Logic and Philosophy twice, revising his logic text as he taught, and submitted a manuscript on Bouwsma for publication. In addition, he collaborated with his son, an Air Force intelligence officer, to write a paper on the ethics of advancing technologies in warfare, part of an ongoing project.

Todd Richardson ’90
An English professor at the University of Texas of the Permian Basin, Todd Richardson says his Wooster mentor is a role model, as he seeks opportunities to enrich his students’ lives. “Professor Hustwit had a wonderful way of approaching philosophical problems. He understood that questions about God and the human subject must come from a place other than rational or logical thought. As a young thinker becoming enamored with the power of the human intellect, I often disagreed with Professor Hustwit in his seminars. But something compelling in his compassionate demeanor and his message kept me coming back. It wasn’t until later that I realized the extent to which he had enriched not just my intellectual life but, more importantly, my spiritual life.”

Chief Judge Solomon Oliver ’69
A U.S. federal judge for the northern district of Ohio, Solomon Oliver says that Hustwit’s tutelage made “all the difference to me. In my mind, Ron Hustwit is the model of what a professor should be—intellectually smart, socially conscious, and a committed teacher, scholar, and mentor.”
Student research assistants said “No!” to the seven capuchin monkeys in Morgan Hall when the monkeys tried to pull their hair. Included were dialogues between notorious hair-puller Calvin and Courtney Foster ’12.

- **1,092** student research assistants said “No!”
- **138** students majored in English, making that department the one with the most students most of the time.
- **15** years in a row, Wooster students took top honors at the Concours de la Maison Francaise, a competition of students of French in northeast Ohio.
- **3,552** faculty, staff, students, and community members attended the 81 events sponsored by the Center for Diversity and Global Engagement.
- **53** artists exhibited works at The College of Wooster’s Art Museum.
669 COSTUMES CREATED or ALTERED by Charlene Gross, resident costume designer and manager, for use in theatre and dance productions and The Ohio Light Opera

14,745 GALLONS OF MILK were consumed by diners in Campus Dining Services locations

1,002 WINS under the tenure of baseball head coach TIM PETTORINI

NO. OF COW CARDS MADE BY SECURITY AND PROTECTIVE SERVICES 2,248

262 STUDENTS PARTICIPATED IN THE I.S. SYMPOSIUM
is the degree of influence that ancient extraterrestrials had on natural disasters, Mark Wilson, professor of natural sciences and geology, said during a guest appearance on the History Channel’s “Ancient Aliens” program.

separate printed programs for the year’s recitals and concerts were prepared by Donna Reed, administrative coordinator for the Music Department.

local children took advantage of Science Day, organized by the Physics Club, to visit Taylor Hall and see cool things like pig, cow, and sheep brains, and an erupting volcano.

is the amount of gas used by the College’s solar golf cart.

delegates from the Model United Nations team attended two conferences, with the New York delegation receiving honorable mention.

faculty members participated in a new student peer mentoring program.

departments contributed to the hosting, feeding, housing, educating, and transporting of 950 alumni and friends during Alumni Weekend.

miles of sidewalks and 19.3 acres of parking lots slurped up 34 tons of road salt.

percent of seniors submitted digital copies of their Independent Studies.

million dollars were devoted to create the Collaborative Research Environment (CoRE), a flexible, interactive space in the heart of Andrews Library.

years of service to Wooster are represented in the combined totals of the 61 staff in custodial services.

is the average amount of aid received by students; more than 75 percent receive financial assistance.

courses were evaluated online, a new capability made available to students.

campus tours were given to prospective students by admissions staff and tour guides; 500 high schools and 200 college fairs were visited in 30 states.
Izzy—the Biology Department's resident iguana—in turn makes hundreds of school children and Wooster students smile, particularly when he's wearing his Santa outfit or bunny ears.

"Always makes him smile"
KRISTINE SLANSKY
ANIMAL CARE TECHNICIAN

Izzy of ultra-high-efficiency glass were used for the new Scot Center, which opened in January 2012.
538 sales of Macleod items at the Florence O. Wilson Bookstore.

4,800 hours of volunteering logged by 120 students living in service-based program housing.

1 ton, one of the weight of the college's aerial lift woosterized by Tom Lockard, paint shop supervisor.

500 bricks from pathways were replaced. Black squirrels have been observed carting them away.

80 journal articles and/or books were authored by faculty; 20 were co-authored with Wooster students.

141 copeland grants were awarded to students to conduct research for their independent studies.

16 clients from the community were served by faculty, staff, and student clinicians at the Freedlander Speech and Hearing Clinic.

500 students participated in varsity athletics; 1,088 students participated in intramural programs.

5,207 admission applications were received—an all-time high.
students participated in 91 research projects in the The Applied Mathematics Research Experience (AMRE), which is in its 18th year of operation.

packages were received for students by the campus post office. While Internet communications have decreased the number of posted letters, Internet sales have increased packages, says Mike Gorrell, Post Office operations manager.

range balls were dispatched on the LC Boles Memorial Golf Course.

was the number of times the arch was filled with snow, providing a perfect correlation with the number of times classes have ever been cancelled because of the feat.

students studied off campus.
From all corners of central campus, sectional rehearsals are in full swing and snippets of tunes float and converge. From the steps of Kauke, the flutes practice “It’s a Gift to Be Simple.” “Fanfare for the Common Man” rises over Ebert, compliments of the trumpets. The trombones occupy a space behind Galpin, and the saxes serenade the trees with “Appalachian Spring.”

In the week before school begins, the campus is a pastiche of music—circles of students working independently and then coming together.
Lac de Guiers | Dekar, Senegal

Lauren Gilliss, a senior international relations major, was one of 167 students who studied off campus in 2011. “This is one of the many photos I took of the Senegal River Valley, one of the only fertile areas in Senegal. This was taken at one of the largest sources of fresh water in northern Senegal. On this day, we received a tour of a tiny village surrounding the lake and ventured through the mud with local children to get a glimpse of the lake.”

PHOTO BY Lauren Gilliss