

Education Division

Lilly Endowment views education at all levels as indispensable to personal, civic and economic success. It remains alarmed, therefore, about Indiana's ranking as one of the lowest states in the nation in the percentage of adults over 25 with a bachelor's degree.

Raising the educational attainment level of Indiana citizens, accordingly, has been the overriding objective of the Endowment's education grantmaking for several years.

To address an apparent sense of complacency about the value of education, the Endowment has encouraged a groundswell of concern and action in Indiana communities through the CAPE initiative. Communities all over the state are assessing their areas' most compelling educational needs and planning strategies to meet them.

The Endowment has expanded a popular, full-tuition scholarship program now supporting nearly 600 Lilly Endowment Community Scholars on more than 30 Indiana campuses. It has encouraged Indiana colleges to recruit and retain Indiana students and place graduates in good jobs in the state. Its grantmaking also has addressed the "disconnects" between high school and college and between college and work. In its commitment to excellence, the Endowment has invited select Indiana colleges to dream "big," to achieve new levels of distinction that will build the state's intellectual capital, so vital to the state's future prosperity.

All hands are on board at Indiana's Wabash College where officials work to create a Center for Inquiry in the Liberal Arts. Slated to open in 2002, the center will be housed in an office and conference center facility.

Indiana institutions raise the achievement bar

Making sense of the human genome. Rediscovering the liberal arts for new generations. Finding a better way to help people continue their education and improve their lives. Pioneering progress with women around the world.

All laudable goals, and all are on the way to becoming reality at Indiana colleges and universities with the help of a series of grants made by Lilly Endowment in 2000. The grants reward excellence and build on existing strengths and resources, while assisting universities with the development and implementation of distinctive programs designed to raise their institutions – and the state of Indiana – to new levels of achievement.

The grants are part of a continuing effort to improve Indiana's prospects for the future. Indiana ranks near the bottom of the 50 states in the percentage of its adult population with a baccalaureate degree and 50th of the 50 states in the percentage of its workforce in professional positions or specialty occupations.

Faced with such a dismal picture of educational attainment, the Endowment has for several years supported new and strategic approaches to improve the situation. While each grant is different and uniquely tailored to each institution's strengths and purposes, they all share a common goal: unlocking the educational, intellectual and economic potential in Indiana.

Exploration in the “age of biology”

Dr. Ora Hirsch Pescovitz, likes this analogy:

“Imagine gazing into a bowl of alphabet soup, with all the letters floating in a single bowl. Now try to make sense of those letters.

“That’s how things stand now, even after the federally funded Human Genome Project completed the identification of 3 billion units of DNA that determine each person’s biological makeup,” according to Pescovitz, who oversees the basic and clinical research initiatives at the IU School of Medicine and is herself a nationally recognized pediatric endocrinologist. Analyzing those bits of information may hold the key to treatments and cures for many of the diseases that plague humankind: alcoholism, various kinds of cancer, Parkinson’s disease. The Indiana Genomics Initiative (INGEN), made possible with a \$105 million grant to the Indiana University Foundation from the Endowment, will create a world-class biomedical enterprise designed to decipher the alphabet soup of the human genome.

“INGEN is designed to make sense of these letters by turning them into words,” says Pescovitz. “Through this process we will gain exceptional insights into how to promote health and how to prevent disease.”

INGEN is funded by the largest single grant ever received to support IU – and the largest single gift ever awarded by the Endowment. The grant builds on IU’s strength in biomedical research – the IU School of Medicine already holds approximately \$130 million in research funding – and its academic supercomputing capacity, so critical to scientific progress.

Infinite information

Indeed, IU’s information technology expertise and its new School of Informatics will be instrumental in all these research efforts. “To decipher the interactions of the 3 billion units of DNA that determine a person’s biological makeup, researchers must store and analyze massive amounts of data,” says Michael A. McRobbie, IU vice president for information technology and chief information officer, who will be responsible for the further development of the information technology infrastructure for the initiative.

Also central to the analysis will be the Indiana Pervasive Computing Research (IPCRES) initiative, funded by a 1999 \$30 million Endowment grant and spear-

IU medical research technician Deborah Taylor examines a film made from DNA gel. Translating the “alphabet soup” of DNA is the task of INGEN geneticists, researchers and computer experts.



headed by McRobbie (see page 29). IPCRES researchers hope to take advantage of the amazing new worlds opened by the interconnectedness of all sorts of information from all sorts of sources. Those information technologies will be used to advance knowledge, act as an agent of economic development, and educate and train new generations for the global economy.

"INGEN will take advantage of IU's topnotch information technology infrastructure, including supercomputers, facilities for storing massive amounts of computer data and 3-D visualization laboratories," says McRobbie, who also notes that the School of Medicine has one of the largest and oldest centers of medical informatics. The Regenrief Medical Record System contains 25 years of medical records for more than 1 million patients, more data about disease and health than any other such database in the world.

INGEN has six components: recruitment and education of future physicians and researchers; a Center for Bioethics to address ethical, legal and social issues; a

Chief INGEN players include Ora Pescovitz (left), associate dean of the IU medical school; Tatiana Foroud, associate professor of medical genetics, and Craig Brater, dean of the school.



training program to develop a workforce skilled in the technical aspects of biomedicine; a new department of genomics; initiatives in the new field of bioinformatics, which provides the tools necessary to analyze computer-based genetic data; and a partnership between IU and the Regenrief Institute for Health Care, which already has resulted in the unique patient record system.

Culmination of strengths

"INGEN will shape the way patients are treated and physicians are trained," according to Dr. D. Craig Brater, dean of the IU School of Medicine and a chief architect of the grant proposal.

"The grant recognizes IU's excellence in scholarship, and it brings vigorous growth to IU and Indiana not only in research, but also in educational opportunities and bioindustrial growth," Brater says. "Most important, it will bring better medicine to millions of people who depend on the IU School of Medicine to provide quality health care to them and their families."

"IU faculty, graduate students and research scientists will all play a thrilling role in what has been called the 'age of biology,'" according to IU President Myles Brand. "INGEN also will be an economic boon to the state of Indiana. More than 500 jobs will be created through INGEN, not to mention the technology transfer and business spin-off possibilities.

"The Indiana Genomics Initiative will lead us – and the whole state – into a future rich with possibilities," Brand says.

A home for the liberal arts

Can the dot.com generation appreciate Plato's Republic? Do they need to?

At Wabash College in Crawfordsville, Ind., true believers in the liberal arts tradition say "yes."

Just ask Scott Medsker, a sophomore from Sullivan, Ind., who reports that Plato – not sports, tests or weekend plans – was the topic of recent conversation at his fraternity house, sparked by readings and discussion in the required course, Cultures and Traditions.

"We were discussing circular arguments, the kind Plato is famous for," says Medsker, who reports that such talk isn't uncommon at Wabash, a private liberal arts college for men. "Lots of what we talk about in Cultures and Traditions are big-picture themes, like suffering, interaction of ancient people with the gods, or God in modern life, the journeys we take in life and returning home," Medsker explains. "It makes you think critically about a lot of things in your life."

Liberalarts.com?

Wabash has steeped its graduates in the liberal arts since the college was founded in 1832. Faculty and staff are concerned about how best to promote both the rigor and the relevance of the liberal arts for an increasingly complex and global society affected by ever-evolving technologies.

This year a \$20.8 million Endowment grant helped Wabash launch the Center for Inquiry in the Liberal Arts, a place for important study and discussions about the nature, role and impact of the liberal arts.

"We see a real need to define and promote the difference that a liberal arts education can make," says Wabash President Andrew T. Ford. "The liberal arts tradition is an approach to the world, an approach to problem-solving that educates people for the long run, no matter what kind of changes take place in society. And if we don't have people trained that way, society will be poorer for it."

The center will be housed in an office and conference center facility under construction on the Wabash campus, scheduled for opening in the summer of 2002. The facility will provide space for nationally recognized scholars and



leaders from a wide range of disciplines to engage in discussions and programs related to the liberal arts.

The center also will be equipped with the technology to engage people around the globe in its discussions and programs via video-conferencing. An interactive Web site already has been launched, and an online journal will present results of the center's research and conferences.

"We really hope to build a community of informed advocates for the liberal arts," says Paul Pribbenow, dean for college advancement. "While many centers at campuses across the country are devoted to teaching, there is no other gathering place for people who care about this issue. We're pleased to be that agent of conversation."

Architectural plans for the Wabash center draw attention of (left to right) Mauri Ditzler, dean of students; Raymond Williams, professor of religion; Andrew Ford, president; Paul Pribbenow, dean for college advancement; and Charles Blaich, professor of psychology.

Serving nontraditional students

Twenty years ago in Fort Wayne, Ind., a high school graduate could expect to find a manufacturing job and earn a decent living. In 1979 the average wage per job in Fort Wayne matched the national average wage per job, a statistic that made the community look pretty good to both young people and business leaders.

"You could get a job after high school and immediately have a middle-class lifestyle," says Karen Goldner, director of economic development in Fort Wayne.

"Today that lifestyle is more elusive," she says. The average wage per job in Fort Wayne has shrunk to 13 percent less than the national average; household income statistics still look pretty good, but only because most households have two adults holding down at least two jobs, and sometimes more, according to Goldner.

The challenges facing workers in Fort Wayne are all too familiar to officials at Indiana Wesleyan University.

"As our national economy has changed, the need for a more educated citizenry in Indiana is greater than ever. If Indiana is to take its proper place in the national economy, we must devise creative ways to increase the educational attainment of the adult population," says IWU President James Barnes.

Armed with a \$10.6 million grant from the Endowment, the university is at work to implement a new education delivery system to adult students throughout the state. "IWU will create an Internet-based system that will allow adult students to learn what they want, when they want and where they want," says David Wright, vice president for adult and graduate studies and project leader. Students also will have a support team of faculty, staff, alumni and community professionals who will meet with them and make their educational experience more personal.

"IWU also will roll out a new computer system called the Personal Learning Assistant, which will help students assess their educational strengths and weaknesses, make course recommendations, and find those courses on the Internet," according to Wright.

"Students will have the opportunity to use the Personal

Learning Assistant and other resources at community learning centers around the state – even at their local shopping center," he says.

"The people we need to reach are not looking for an education, but people who, for whatever reason, have written off trying to get an education. We can't just plop people in front of a computer with some fancy software. The personal touch is important," Wright explains.

IWU is uniquely positioned to pioneer the project because of its past success at meeting the changing needs of college students. In 1985 IWU launched its Adult and Professional Studies project to offer degree programs to adult learners at convenient times and locations around the state. Since then, more than 15,000 students have pursued higher education through the program.

"That still leaves approximately 2 million Hoosiers without college degrees who could benefit from higher education," Barnes says. "Those are the people that IWU can help."

Opening doors for women at St. Mary's College

St. Mary's College in Notre Dame, Ind., has a distinguished history of groundbreaking efforts in the education of women.

The college was racially integrated in 1941, years before other schools reached out to students of color. A few years later, at a time when no other Catholic college or university admitted women to a Ph.D. program in theology, St. Mary's established its School of Sacred Theology to educate women at the doctoral level.

St. Mary's is ranked as a top Midwestern liberal arts college by *U.S. News & World Report* and attracts women faculty, administrators and students from around the country to its Play of the Mind Conference. An intercultural studies program (in contrast to multicultural programs on other campuses) focuses on points of contact among peoples and cultures and examines what brings people together.

Now the four-year, women's liberal arts institution has another point of pride: an international Center for

Women's Intercultural Leadership, the only collegiate center of its kind in the country. Funded by a \$12 million grant from the Endowment, the center will become operational in 2001.

View beyond borders

The center will open doors for women at St. Mary's College and around the world through its activities, according to Marilou Eldred, president of the college.

"This center was founded on the premise that one cannot be an effective leader in this country or the larger world without intercultural understanding and cooperation," she says.

To further those goals of understanding and cooperation, the center will support research and develop, implement and disseminate practical methods for progress among women around the globe in a variety of disciplines, including science, religion, politics, health care, the arts and other fields.

St. Mary's College will select national and international fellows for the center, based on the impact of their teaching, ideas and research on women's issues. Each summer community leaders from around the globe will gather for a seminar to discuss topics such as health and culture or business and economic development.

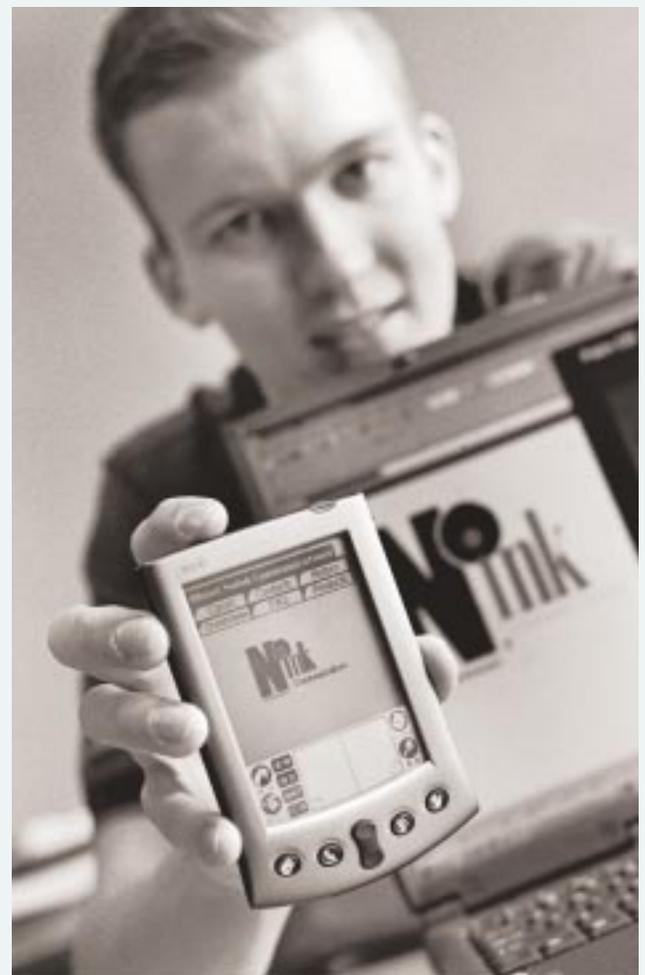
The center also will expand the college's outreach to young women in high school through summer programs serving African American, Native American, Asian American, Latina and rural white women from across the nation. A residence hall will be transformed into the Intercultural Leadership Residence, an intentional intercultural environment. Individual student and faculty travel also will be supported through the grant.

"At the center, women (and men) from many cultures and communities will create new partnerships, new models of interaction and new ways of thinking," Eldred says. "The knowledge and insight we're sure to gain and the replicable practices we'll develop through the center will benefit us all, whether we've been on the front lines of international business or have had little opportunity for intercultural exchanges."

IU and Rose-Hulman: an update

Competing in a global economy where sophisticated knowledge and technology are essential is no easy task, but with Lilly Endowment grants totaling nearly \$60 million, Indiana University and Rose-Hulman Institute of Technology are working to help put Indiana on the high-tech map.

The grants, announced in 1999, established the Indiana Pervasive Computing Research (IPCRES) initiative at IU and Rose-Hulman Ventures (RHV) at Rose-Hulman.



Aaron Nelson, a computer engineering major at Rose-Hulman, also is co-founder of NoInk Communications, an "incubator client" of Rose-Hulman Ventures. RHV supports new high-tech ventures with space and expertise.



Myles Brand, IU president, sees IPCRES and INGEN as instrumental players in a bright future for Indiana.

Both have emerged as critical players in efforts to leverage Indiana onto the nation's high-tech playing field. And the high-stakes game is being played on a shifting field where enormous change can come in a nanosecond.

Neither is operating in a vacuum but in a whirlwind of activity. Both are recruiting topnotch talent to their programs, forging local and national relationships and collaborations with academic, civic and

industry partners, building academic programs and attracting new students.

IPCRES is a major research effort focused on fundamental technologies in the pervasive computing environment. IU has established the first two of six IPCRES laboratories: the IPCRES Advanced Network Management Laboratory and the IPCRES Open Systems Laboratory. Both will be operational in early 2001.

"We are delighted to have already established two labs because recruiting distinguished scientists is both time consuming and extremely competitive in a 'seller's market,'" says Michael A. McRobbie, IU vice president for information technology and chief information officer, as well as chief executive officer of IPCRES.

Genetic codes and partnerships

IPCRES also will play an integral part in the work of the groundbreaking Indiana Genomics Initiative (see page 25) as the complex world of information technology brings vital resources to bear on understanding how the human genetic codes work and what the genetic sequences mean for understanding disease and health.

But even before its six laboratories are fully staffed or fully furnished at IU Bloomington and Indiana University-Purdue University Indianapolis, IPCRES is contributing to a culture in Indiana that supports technology-based growth,

according to Bill Stephan, IPCRES economic development director. "IPCRES offers Hoosier high-tech firms a working relationship with IPCRES laboratories and faculty, as well as special recruiting opportunities to hire IU's best and brightest students," Stephan says.

As an example of one such successful partnership, Stephan points to Real-Med Corp., an Internet-based, business-to-business, health-care technology provider. Last July the company named IU, Purdue University and Rose-Hulman as important factors in its decision to remain in central Indiana. In the next 10 years, Real-Med intends to create some 1,800 new jobs and make capital investments of approximately \$82.5 million.

"Incubator clients"

Rose-Hulman Ventures also is a busy work in progress, according to its president, James R. Eifert. The once-empty facility at Aleph Park, a 180-acre technology park south of the campus, now has 18 employees, in addition to six "innovation fellows" who add special expertise.

The RHV business incubator and product-development center provides cutting-edge professional opportunities for Rose-Hulman students and faculty, while encouraging students to apply their engineering and entrepreneurial skills in Indiana. It hosts resident clients like Nolnk Communications, which is borrowing space and expertise to help develop software for wireless devices.

RHV also provides business support to nonresident, affiliate clients that present opportunities for student and faculty growth, such as Maddock Industries, a Bloomington-based company developing products for road construction.

So far, RHV has about a half-dozen incubator clients, but Eifert expects that number to grow. He also expects RHV to increase in size and scope with additional grants from other sources. The National Science Foundation and Indiana's 21st Century Research and Technology Fund have made grants since the Endowment grant in 1999.

"The investments that Lilly Endowment and Rose-Hulman have made give us tremendous leverage in looking for additional grant funding," says Eifert, who is also a professor of mechanical engineering. "We can say to other grantmaking organizations, 'You, too, can be part of this major effort in Indiana.'"

Communities bridge education gap



One reward of Judy Stabelli's job as executive director of the Three Rivers Literacy Alliance is fielding positive comments from participants in the alliance's book-distribution programs. "I hear parents talking about their sudden need to buy a bookcase to hold all the books that their children are accumulating," says Stabelli, who also is chairman of the recently created Allen County Literacy Council.

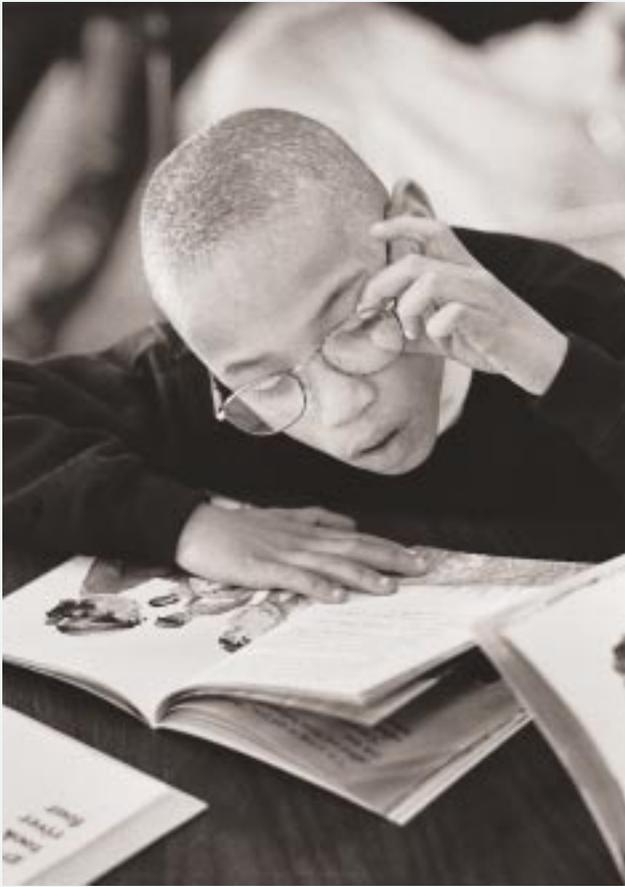
Promoting family reading programs in the Fort Wayne, Ind., area hasn't been difficult for Stabelli and her colleagues, "because the community is aware of the importance of early childhood education." Then she adds, "And we intend to create even more awareness."

Her goal, shared by literacy proponents across Allen County, received a boost in December when a plan they designed to strengthen children's reading skills earned a \$5 million implementation grant from Lilly Endowment. The project, called "Everybody Reads," was among nine proposals

that successfully competed in the Community Alliances to Promote Education (CAPE) initiative.

Announcement of the \$68 million awards program capped a year in which community foundations throughout Indiana responded to an Endowment invitation to convene public forums, seek advice and create proposals to address their communities' most compelling education needs.

The successful projects so effectively complemented the goal to improve education in Indiana that Endowment officials approved a second round of the initiative to unfold in



previous page and left: *Volunteer Jacqueline Newmon gives Lavonte Paige some one-on-one attention. Oartel Jones concentrates on his own. All participate in a program at the Southeast Family YMCA in Fort Wayne, a literacy site of the Allen County Local Education Fund.*

2001. CAPE II will distribute funds totaling up to \$115 million to community foundations or qualified charitable recipients endorsed by the foundations. As in CAPE I, up to \$5 million will be awarded for each county served.

If the proposals resemble the first round, they will include detailed plans to boost parental involvement in children's education, improve literacy, expand teacher training, promote technology use, provide job training for displaced workers, enhance math programs and create distance-learning opportunities. All should increase public awareness of the importance of education.

The "lightbulb effect"

"We heard from our business leaders that they were having a hard time finding qualified employees," explains Pam W. Acton, executive director of the Community Foundation of Switzerland County. The southeast corner of the state had lost two key industries, and when a new riverboat did not provide the job opportunities that resi-

dents had anticipated, "a lightbulb went on," says Acton.

People concluded that they couldn't depend on one employer to carry the local economy; to build a skilled workforce, they needed to expand local education opportunities. "That's where our project came in," Acton says.

Research indicated that Switzerland County had one of the lowest educational attainment levels in Indiana, that students lagged behind the nation on standardized tests, and that the majority of teens did not continue their education after high school graduation.

In its role as convener, the foundation conducted round-table discussions, hosted informational meetings and circulated surveys to update statistics and determine how the community wanted to address the situation.

The resulting plan, supported by a \$5 million grant from the Endowment, will upgrade classrooms, provide training that will lead to technology certifications and bring "college" to a remote section of the state.

The two-pronged initiative in Switzerland County contains provisions for a technology-rich curriculum within the local schools and diverse postsecondary options for adults.

Working with Ivy Tech State College at Madison and Indiana University Southeast at New Albany, the local high school will award dual credits to students enrolled in certain business and technology classes. The credits will count toward high school graduation and simultaneously give them a running start toward a college degree.

"We're very isolated down here," explains Acton. "We have some students who have never left the county and have a great deal of fear about going away to school. But if they've already earned 15 college credits while still in high school, the fear factor is greatly reduced."

Another part of the initiative is geared to adults and provides for faculty members from Ivy Tech and IU Southeast to come on site at local schools to offer courses or provide instruction through distance-learning technology.

A regional approach

Getting residents excited about education also is the goal in the opposite corner of Indiana where three counties collaborated on a proposal that earned a \$15 million award. The regional approach made sense because “what affects Porter County also affects Lake and LaPorte counties,” says Barbara A. Young, president of the Porter County Community Foundation. “We aren’t isolated. Our economy and our opportunities are so interwoven we thought we could most effectively help our area if we cooperated.”

Crown Point Community Foundation and Legacy Foundation (both in Lake County), Unity Foundation of LaPorte County and Porter County Community Foundation created the Discovery Alliance. The organization will implement a comprehensive plan for boosting educational attainment and building human capital.

“It might have been easier to work separately and create three grant proposals,” admits Linda M. Woloshansky, member of the Porter County Community Foundation board and president of the Center of Workforce Innovations, the organization that will administer the grant.

“Whenever you convene people from different communities, it takes more time to reach consensus, but we believe the results will be more promising,” she says.

Central to the plan are at least three Discovery Centers, which will be located throughout the region. They will serve as clearinghouses and referral agencies. The facilities also will offer on-site classes described as

“just-in-time training.” Modeled after the Park 100 Workforce Advancement Center in Indianapolis (see page 16), the centers will create opportunities custom designed to meet needs of local employers.

Other components of the project address literacy skills, create mentoring programs and strengthen links between schools, homes and community resources. “One thing we discovered in our research was that many folks in north-west Indiana feel that a high school education is enough,” says Woloshansky. “What we hope to do is make people aware that education is a lifelong pursuit.”

Ambitious hopes

Evaluation plans are important parts of all CAPE proposals and are as unique as the projects they assess. For example, Allen County’s proposal set forth goals that are clearly measurable and admirably aggressive for its literacy program. Only 63 percent of the county’s third-grade students currently pass the language arts portion of Indiana’s required standardized test (ISTEP+).

The CAPE proposal sets an ambitious goal of boosting that number to 90 percent. “We know that 90 percent is not out of the question if everything goes well. We believe our goal is reachable,” says David J. Bennett, executive director of the Fort Wayne Community Foundation.

Crown Point (Ind.) High School students in a design masters course take advantage of CAD-CAM technology.



Scholars strive as program grows

Promoting Interest in Higher Education

After visiting 13 college campuses, Jennings County High School senior Emily Abernathy finally set her heart on Hanover College, but paying the tuition at the private school would be a struggle for her and her mother, a teacher in North Vernon, Ind.

“I wanted to major in pre-med,” Abernathy says, “but paying tuition at a fine private college seemed just a dream” – until the day she was summoned to the principal’s office.

A trip to the principal’s office is usually not high on a student’s “to-do” list, but when Abernathy arrived there, she heard great news: She had been selected as one of the first 117 recipients of the Lilly Endowment Community Scholarship. Suddenly her “dream” to attend Hanover had turned into a reality.

Now, more than halfway through her undergraduate career, Abernathy is still delighted with her choice and grateful to the Jennings County Community Foundation. “Being chosen to be an Endowment scholar is an honor that motivates me to do well,” she says.

When she graduates, Abernathy plans to attend medical school – in Indiana, she hopes – and knows she will encounter steep tuition fees. Finishing her undergraduate years debt-free makes Abernathy less fearful about the years ahead.



above and opposite: *Emily Abernathy, Hanover junior, and Brian Schmutzler, Notre Dame freshman, are Lilly Endowment Community Scholars. Selected by their local foundations, they are among almost 600 such scholars in the state. The program will expand in 2001.*

A piece of the plan

The Lilly Endowment Community Scholarship Program, first offered in 1997, is just one piece of the Endowment's plan to improve the quality of life and raise the level of educational attainment in Indiana.

The scholarship program (with grants now reaching \$30 million and earmarked for an additional \$21 million for 2001) has direct ties to the Endowment's GIFT initiative (begun in 1990), a plan to help build community foundations across Indiana. These foundations establish their own criteria and selection procedures for awarding the Endowment-funded scholarships.

All 92 Indiana counties are allotted scholarships based on their population. The scholarship provides full tuition for four years at any four-year, accredited Indiana college or university, including required fees and up to \$700 per year for required books and equipment.

This year community foundations selected 240 scholarship recipients from their local communities. Beginning in 2001, they will choose 360, at least three scholarships per county.

The program, run by the Indianapolis-based Independent Colleges of Indiana, is part of a multiyear, focused effort to address the persistent problem of low educational attainment in Indiana.

Empowered to choose

For college-bound students, scholarships often mean the difference between attending *any* college and attending *the* college or university of their choice. That was true for Brian Schmutzler of Zionsville, whose goal was to attend the University of Notre Dame, but like Abernathy, he did not think his family would be able to afford the tuition at the private university.

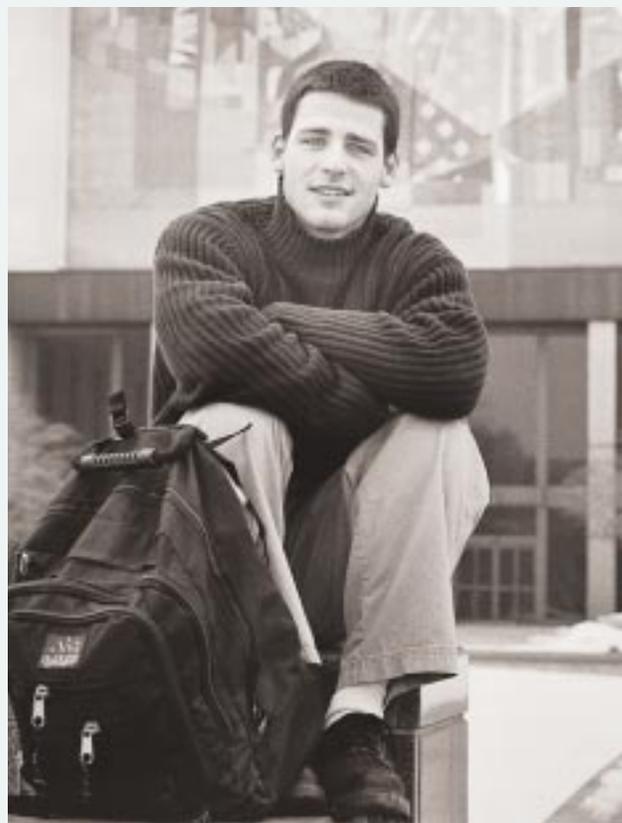
When the Community Foundation of Boone County awarded Schmutzler a Lilly Endowment Community Scholarship, he knew he was on his way. As a member of the 2000 freshman class at Notre Dame, Schmutzler juggles courses in biology and politics. And he couldn't be happier. "It's a perfect fit for me," he says. "The extra financial help made all the difference."

Today, Abernathy and Schmutzler are among nearly 600 young people attending 33 colleges and universities in Indiana with the help of the scholarship program.

Since the program's inception, only a few recipients have dropped out of college; more than 99 percent of them are thriving. All the while, they are studying to be doctors, veterinarians, teachers, engineers, pharmacists, nurses, architects and computer scientists. Others have declared majors in the liberal arts, music, art and business.

At Indiana University in Bloomington, sophomore Lara Kalwinski is studying political science, with an emphasis on urban development. The Hammond native was awarded her scholarship through the Legacy Foundation in Lake County. Her future plans include law school and a career in public service and politics. She already is serving as an elected member of IU's student government.

Interest in the program continues to grow, too. In 2000 more than 4,000 scholarship applications arrived at the state's community foundation offices. Some applicants not chosen for a scholarship did not go away empty-handed. Thirty-seven of the community foundations in Indiana awarded additional scholarships totaling \$450,000 to students who applied but did not receive an Endowment scholarship.





Mastering the art of fund-raising at black colleges

For all colleges, even public institutions, fund-raising is crucial for sustaining growth, educating students and attracting talented faculty and staff. For historically black colleges and universities (HBCUs), both private and public, fund-raising is critical.

Consider: The 44 public HBCUs across the United States serve more than 215,000 students, of whom 90 percent receive some form of financial aid. The institutions struggle with inconsistent and inadequate state and federal aid, less-than-ideal facilities and high faculty turnover.

Yet despite the hardships, public HBCUs achieve an impressive level of success. African American students who attend those schools are more than four times as likely to graduate with a baccalaureate degree than those who attend other public colleges and universities.

Since the 1940s, Lilly Endowment has consistently provided assistance to HBCUs through grants to the United Negro College Fund (UNCF), which supports the nation's private HBCUs. In 2000 the Endowment awarded a \$636,675 grant to the Thurgood Marshall Scholarship Fund (TMSF), the UNCF's counterpart for public HBCUs. Through programs at the Indiana University Center on Philanthropy's Fund Raising School, the grant will strengthen the HBCUs' success in the increasingly sophisticated business of raising money.

Connecting at the center

The TMSF grant fits neatly into the Endowment's long-standing efforts to encourage charitable fund-raising in America. Since 1987 the Endowment has provided sustaining support to the IU Center on Philanthropy, now recognized as one of the preeminent national resources for research, teaching and public service in charitable giving and volunteering. Its Fund Raising School is dedicated to raising the professionalism and public accountability of development officers across the country.

TMSF will create a path for tapping into the proved strategies at the center. "The goal is to build our capacity to raise funds for our educational missions and also build the capacity of TMSF's national operations," according to Dwayne Ashley, president of TMSF.

Besides a special program for CEOs at the Fund Raising School, development staffs will participate in a three-year "capacity-building" training program leading to professional certification in fund-raising. During the next three years, at least 160 people from the 44 schools will each participate in two to four classes.

Since its inception in 1987, TMSF has provided more than \$14.2 million in scholarship aid and programmatic support for its 44 public member institutions.

"Our members struggle because they don't have the large development budgets that most majority institutions have; we simply don't have the kind of funding that allows it," says Ashley. "As a result, the annual campaigns at historically black public colleges tend to have low goals.

"Alumni often don't participate because there is no research or tracking of their careers after college. There is often no travel budget for visiting foundations or potential donors and no resources to cultivate alumni," he says.

The educational opportunities for development staff provided by the grant are a "godsend" for Medgar Evers College in Brooklyn, N.Y., according to its president, Edison Jackson. The 30-year-old college, located in central Brooklyn, is a cultural center for the community and has 5,000 degree-seeking students and an equal number of

opposite and below: *Edison Jackson, president of Medgar Evers College in Brooklyn, N.Y., sees fund-raising education as key to the school's future. One of the school's 5,000 students hugs Jackson in impromptu appreciation.*

continuing-education students enrolled.

"People believe that because we are a public institution, we should have no financial worries, but nothing could be further from the truth," Jackson says. "Government aid doesn't begin to cover the school's budget, and traditional fund-raising efforts haven't yet borne fruit.

"The grant to the Thurgood Marshall Scholarship Fund comes at a critical time for us. As a relatively young college, we can't yet count heavily on alumni for major gifts. The whole notion of development for Medgar Evers is essential as we move into the next century," says Jackson.

Diversifying the legacy of philanthropy

"The grant is not only a coup for development staff at TMSF schools, but potentially for a whole new generation of development officers," says Eugene R. Tempel, executive director of the Center on Philanthropy. "We're delighted to participate in a program to help diversify fund-raising. We hope to make a difference in the careers of the development officers who participate, but we also hope these individuals can go back and put a new fund-raising infrastructure in place at their institutions."

