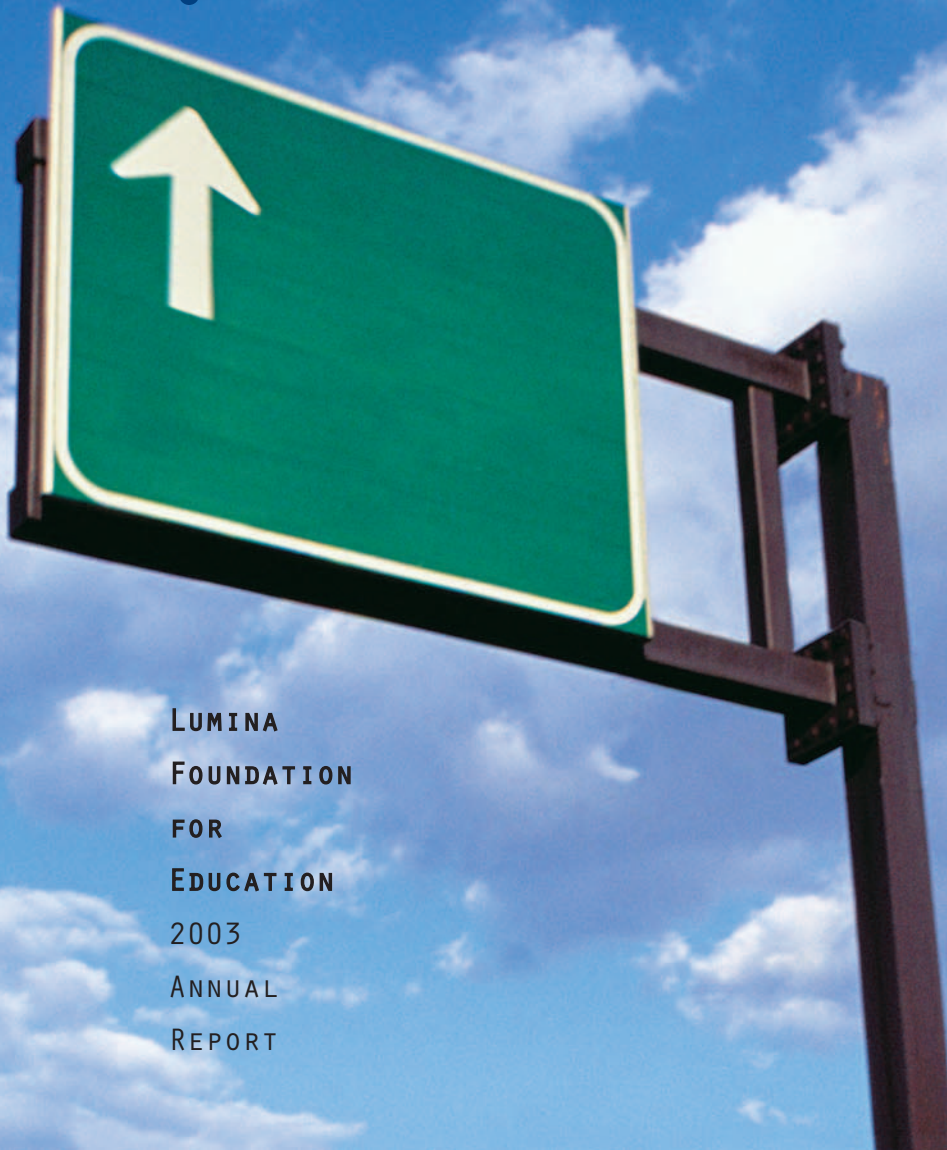


The Future.



LUMINA
FOUNDATION
FOR
EDUCATION
2003
ANNUAL
REPORT

SAY THOSE

WORDS TO

YOURSELF:

• • • • *The Future.* • • • • •



IT SOUNDS LIKE A BIG PLACE,
DOESN'T IT? A VAST EXPANSE JUST
WAITING TO BE FILLED — A LITTLE
SCARY, MAYBE, BUT STILL ... IT'S
LIKE THE SKY. IT'S BOUNDLESS, A
PLACE WITH SPACE FOR EVERY PERSON,
EVERY DREAM.

Dream





AND YET, THE FUTURE ISN'T THE
SAME SIZE FOR EVERYONE. IN
TODAY'S WORLD, AND ESPECIALLY
IN TOMORROW'S WORLD, THE
FUTURE WILL OPEN WIDEST FOR
THOSE WHO ARE BEST *prepared.*



Glimpse

HIGHER EDUCATION
IS THE KEY. IT'S THE
DOORWAY TO THE EXPANSIVE
FUTURE WE ALL HOPE FOR —
THE WINDOW THAT ALLOWS
US TO GLIMPSE SUCH
A FUTURE.



SUCCESS

AT LUMINA
FOUNDATION FOR
EDUCATION, WE BELIEVE
DEEPLY IN THE POWER OF
POSTSECONDARY EDUCATION.
EVERYTHING WE DO IS AIMED AT
EXPANDING STUDENT ACCESS
AND SUCCESS.

WE SUPPORT EFFORTS TO
BREAK DOWN THE BARRIERS
THAT SEPARATE PEOPLE FROM
THEIR POTENTIAL — BARRIERS
OF INCOME, OF COLOR OR
ETHNICITY, OF AGE, OF
INEXPERIENCE WITH HIGHER
EDUCATION.

YOU CAN SEE OUR FOCUS AT
THE BACK OF THIS REPORT,

WHERE WE LIST THE GRANTS
WE MADE IN 2003. IT WAS
A GOOD YEAR, ONE WE'RE
PROUD OF. BUT OUR EMPHASIS
ISN'T ON WHERE WE'VE BEEN;
IT'S ON WHERE WE WANT
TO GO.

IT'S ON THE FUTURE.

WE WANT IT TO BE BIG ...
FOR EVERYONE.



EV

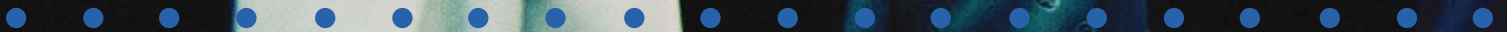




TABLE OF CONTENTS

8. Chairman's message

9. President's message

10. Financial highlights

11. Guidelines for grant seekers

12. Research

13. Communication

14. Evaluation

16. Grants in 2003

24. Board and officers

everyone



Chairman's message

Embracing accountability to serve our mission

We aim high at Lumina Foundation for Education. As the words on the preceding pages point out, we want the future to be big for *everyone*, and we believe postsecondary education is the best way to make that happen.

Big goals are good. In fact, one might argue that small goals can lead only to small achievements. But big goals can also present problems, especially in today's post-Enron world – a world that demands immediate, measurable results and insists (loudly, persistently and quite correctly) on organizational and personal accountability.

These days, the emphasis on accountability isn't limited to the corporate sector.

Foundations and other nonprofit organizations – and the board members and executives who lead them – also are being held to high standards of performance and ethics.

That's as it should be. As a private, independent foundation, Lumina

Foundation enjoys a special, tax-exempt status. The Foundation's assets (now more than \$1 billion) are held as a public trust, an endowment set aside to serve the public good, to benefit society. Those of us who lead or work for the Foundation are simply stewards of the funds entrusted to us. It's a role we are honored to play.

Aware of our charge as trustees, we embrace our responsibility to be accountable to the public good. We want to be sure that our grants are made wisely, that they support efforts that will truly help us reach our goal of enhancing access and success, particularly among those traditionally underserved by postsecondary education.

That's a big goal – a goal affected by dozens of interrelated and ever-changing factors, and one that may take decades to reach, if it's ever fully reached. And even if we achieve our goal – if postsecondary access and success increase significantly among underserved populations – the credit certainly won't be ours alone. The issue is far too complex for us to be able to draw a straight line from our actions to the result.

How, then, do we measure our success? How can we say that we are accomplishing our mission? This year at Lumina Foundation, we faced those questions squarely, and we worked hard to create a method of measuring our performance and effectiveness that is both meaningful and manageable.

Knowing that no single yardstick can measure our progress toward such a complex goal, we identified seven "proxies" that, taken together, illustrate our performance as a foundation.

Three of the proxies are independently conducted surveys – one of our employees, one of our grantees, and a third that gathers feedback from a wide range of stakeholders in our program fields (university presidents, community leaders, public policy advocates, etc.).

Other proxies use benchmarking to evaluate our efforts against those of other organizations, particularly the 23 foundations we have identified as members of our "peer group."

These foundations are similar to Lumina Foundation in size, structure and commitment to making an impact in a specific area. We use three benchmarking proxies to help us assess our communication efforts, the returns on our investment portfolio, and our management of administrative expenses.

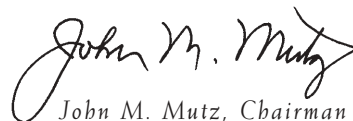
Finally, there is a seventh proxy: evaluations of the programs we fund. We structure these evaluations, not as a test for grantees, but as a tool to create partnerships with them. The lessons we learn in these partnerships improve our grant making, and we share them with the field to inform everyone's work.

We continue to use these seven proxies as lenses through which we view our efforts. For instance, in 2003, the Foundation made a major commitment to a new, multi-year initiative aimed at assisting the nation's community colleges and the students they serve. That initiative, called Achieving the Dream: Community Colleges Count, will be assessed almost continuously. This assessment will help us learn what works, what mid-course corrections are called for, and how to increase the impact of the initiative.

Additional information about our self-assessment efforts is provided in the Evaluation section of this report (Page 15). As you review this material, keep in mind that we measure our performance, not to prove that our work is good, but to *improve* it. Our mission – helping American students of all ages realize their potential – is far too important for us to do otherwise.



We measure our performance, not to prove that our work is good, but to improve it.


John M. Mutz, Chairman

President's message

A conscious commitment to creating change

"The future isn't something we enter. The future is something we create."

These words from noted theologian and futurist Leonard Sweet convey a message that is vital for our nation and central to our work at Lumina Foundation for Education.

Certainly the message is hopeful. If we hold the power to create our own future, then that future can encompass "every person, every dream," as the introductory pages of this report point out.

Besides conveying hope, this message also imparts a sense of responsibility, even urgency. After all, if the future is ours to create, we must be serious – and swift – about the business of creating it.

At Lumina Foundation, we consider postsecondary education the first order of this business. We feel it's the most important investment that individuals can make in themselves and that society can make in its people. And the numbers back us up.

According to the Bureau of Labor Statistics, the number of American jobs requiring just a high school education will increase by only 12 percent between 1998 and 2008, a rate much lower than comparable growth rates for jobs requiring a two-year degree (31 percent) or a bachelor's degree (22 percent). Also, recent data show that the United States has slipped from its traditional spot atop the list of countries whose citizens are best educated. According to the Organization for Economic Cooperation and Development, only 39 percent of U.S. citizens aged 24 to 35 had earned a postsecondary degree in 2001 – a figure that puts the United States fifth on the list, behind Canada, Ireland, Japan and Korea.

Clearly, global competition has raised the standard in all fields – business, government, academia and the nonprofit sector. If we hope to meet this challenge, as Federal Reserve Chairman Alan Greenspan said recently, the nation must provide "rigorous education and ongoing training to all members of our society."

To further complicate matters, a growing number of today's students – particularly those in traditionally underserved populations (low-income students, students of color, first-generation students, etc.) – face formidable barriers as they try to reach this new level of excellence.

More students, and more diverse students, are going to college today. However, even by the most optimistic estimates, one of every three students will fail to earn a four-year degree

even after six years. Many will drop in and drop out because of personal or financial pressures. Some will reconsider their original goals and seek other programs or institutions that fit their individual needs. Sadly, many will never overcome the barriers and finish their quest.

Lumina Foundation remains focused on identifying and addressing those barriers. In 2003, we paid out nearly \$28 million in grants to support access and success in postsecondary education, particularly for traditionally underserved students.

This year, we made a special commitment to the nation's community colleges, which serve the majority of postsecondary

students who are low-income and students of color. Our new initiative, Achieving the Dream: Community Colleges Count, is aimed directly at these students.

Although this multi-year initiative is just getting under way, Lumina Foundation and its partner organizations expect

If the future is ours to create, we must be serious – and swift – about the business of creating it.



Achieving the Dream to assist tens of thousands of students by helping community colleges better understand and meet their challenges. The initiative is designed to help each institution use its own data to craft programs and curricula that will improve the chances of success for the underserved students it serves.

We continue to inform the field of higher education through an active program of research and publication. Our research has explored such topics as tuition discounting, the development of better ways to follow and assess the progress of transfer students, and policy issues that affect access and success.

Fortunately, last year's rebound in the financial markets enhanced our ability to support our mission. Assets rose from about \$876 million at the end of 2002 to \$1.09 billion at the end of 2003, an increase of nearly 25 percent. That puts us in good position to continue our work – in 2004 and beyond.

And we can't wait. The work is exciting and important. It's our future – as individuals and as a nation – and it begins today.

A handwritten signature in black ink that reads "Martha D. Lamkin".

Martha D. Lamkin, President and CEO

Financial highlights

A year of asset growth and purposeful self-evaluation

In many ways, 2003 was a year of significant growth for Lumina Foundation, as well as a year of reflection.

In terms of asset performance, 2003 provided welcome relief from recent downturns and unsettling volatility. In fact, Lumina Foundation's portfolio took advantage of a significant market upswing to post sizable gains. Based on preliminary figures, the market value of our total assets stood at \$1.09 billion at year's end – up 24.7 percent from 2002's year-end total of \$876 million. According to the most recent figures provided by the Foundation Center, Lumina Foundation remains among the nation's top 50 foundations in asset size.

In addition to the overall upward trend in the market, asset-allocation decisions helped drive the increase in the Foundation's portfolio in 2003.

Ongoing efforts to diversify the Foundation's portfolio have helped our investments outperform various market indices. In accordance with our asset-allocation policy, we have regularly rebalanced our portfolio – generally moving funds from cash or from overperforming assets to underweighted asset classes. Interest and dividend rates were very low throughout 2003; this fact prompted us to liquidate some investments, realize capital gains and losses, and thereby generate cash flow.

Throughout 2003, Lumina Foundation carefully evaluated its administrative and operating expenses. As stewards of more than \$1 billion in assets, we believe it is important that we reflect purposefully on our performance – to look closely and carefully at how Lumina Foundation compares with its peer

organizations. To that end, we studied 23 foundations whose work, size and structure are similar to ours. As a result of this study, we made operational and structural changes that will help Lumina Foundation be more efficient in 2004 and beyond.

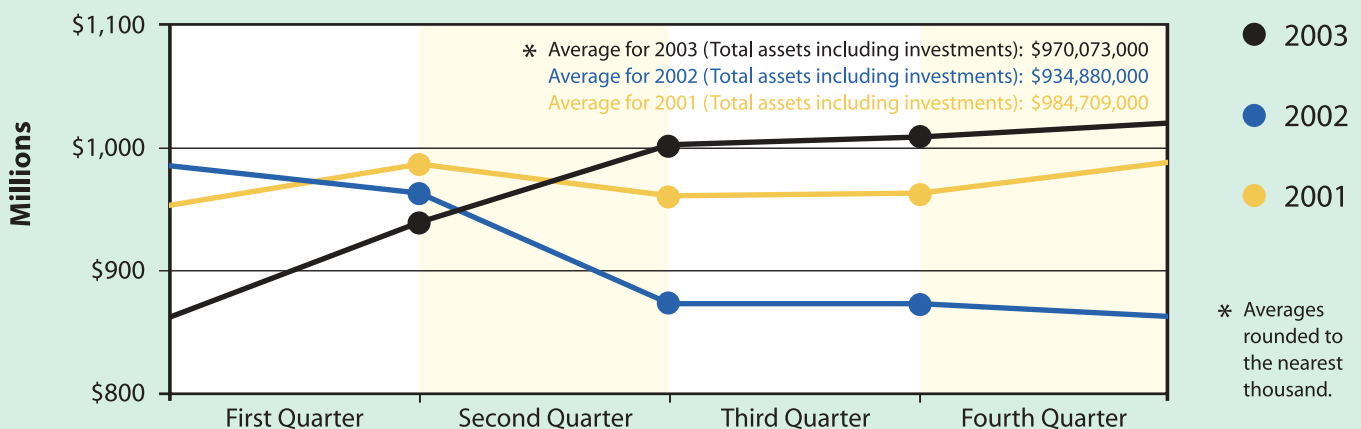
All of these efforts helped us reach a grant-payout total of \$27.5 million for 2003. We approved 132 grants this year for a total commitment of nearly \$30.7 million. These grants ranged in size from \$7,500 to \$3 million. The median size of typical grants was about \$75,000, and the average was about \$200,000.

The overwhelming majority of Lumina Foundation grants support projects in one or more of our three theme areas: access to postsecondary education, success in postsecondary education (retention of students and students' goal attainment), and adult learning. In 2003, 106 of our 132 grants, representing 94 percent of our \$30.7 million in grant approvals, fit into one or more of these themes. Twenty-five of the remaining 26 grants (accounting for \$1.8 million, or 6 percent of grant approvals) funded Indiana initiatives, most of which also supported higher education access and success.

In sum, our financial stewardship and grant-making activity this year have set the stage for 2004 to be another strong year in service of our mission to improve access and success in postsecondary education.

This summary is based on preliminary, unaudited financial information. Copies of Lumina Foundation's complete, audited financial statements for 2003 will be available upon request after May 1, 2004.

Market value of assets



Guidelines for grant seekers



What we do

Lumina Foundation firmly believes that education is the best way to help people achieve their potential and improve our nation's future. Therefore, we address issues that affect access and attainment in postsecondary education in the United States – particularly among underserved student groups. These students include 18- to 24-year-olds and adult students who face barriers to an education by virtue of their income, preparation or family background. Lumina Foundation has a deep interest in communication, public policy and leadership development as means to accomplish its goals.

What we fund

Lumina Foundation supports the following types of endeavors, working diligently to ensure that all funded projects promote access, attainment and adult learning:

- **Research** that expands knowledge and improves practices that affect students' access and success in postsecondary education.
- **Innovative programs**, guided by research, that present practical approaches to access and attainment among underserved students and adult learners.
- **Activities** that enhance the impact of Foundation-funded research and programs, such as leadership development, communication, evaluation and public-policy analysis and education.

From time to time, Lumina Foundation identifies special initiatives that have the potential to improve postsecondary access and success. For example, Achieving the Dream: Community Colleges Count is an initiative that seeks to improve access and learning outcomes among underserved students in our nation's community colleges.

Other special clusters of grants include the McCabe Fund, which supports direct pre-college access services to young people in their communities; College Goal SundaySM, which assists states and their communities in providing access to information about postsecondary enrollment and financial assistance; Indiana programs; and new work that will examine the college-cost issue and its implications for policy and practice.

Who we fund

Lumina Foundation makes grants to organizations that are classified as tax-exempt under section 501(c)(3) of the Internal Revenue Code and as public charities under section 509(a)(1), (2), or (3) of the Code, or to public organizations that are designated under section 170(c) of the Code. Convinced that society itself has an important stake in all students' success, we also encourage eligible grant recipients to propose projects and activities that involve communities, families and/or students in promoting educational access and success.

For more information about our grant-making program – including information on how to apply for a grant – please visit the “Grants” section of our Web site (www.luminafoundation.org/grants/).

A longstanding commitment to data-driven change

Research has been at the core of our work since the Foundation's inception, and it remains central to our mission. As the Foundation has evolved, however, some changes have occurred in how we fund, conduct and publish our research.

Research grants

We funded most of our research projects this year – 28 out of 40 – as program grants, awarding more than \$9 million to research institutes and research universities. These grants supported research about a variety of topics that promise to inform us about such vital topics as parental understanding of college costs, effective state policies affecting higher education finance, and baseline data about adult learning in the United States.

Research contracts

The Foundation entered into contracts with six research entities in 2003 to study subjects as varied as college presidents' knowledge about financial aid and the effectiveness of workforce-contingent loan programs. As these projects are completed, research contracts will likely diminish further as we continue to make grants the primary means of fulfilling the research portion of our mission.

Internal research

Lumina Foundation staff members include a small cadre of researchers, each of whom brings to the Foundation a record of publications and research skills. These staff members also serve as program officers and thus help the Foundation assess requests for grants. They also evaluate and manage our portfolio of research grants, as well as conducting their own research projects. We undertook six internal research projects in 2003; some resulted in publication, and some are ongoing.

Publications

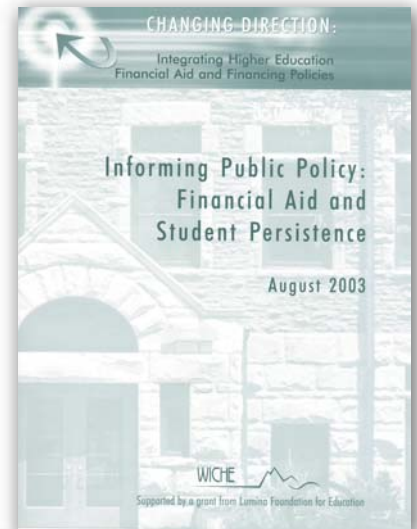
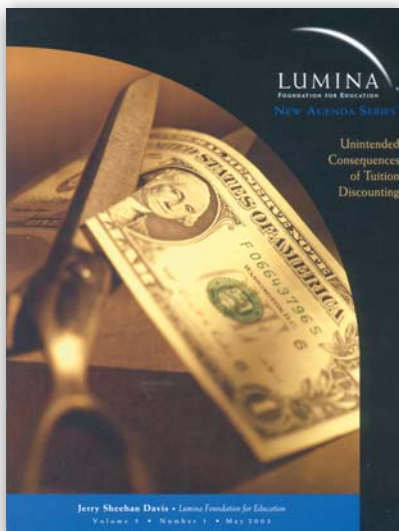
Several Lumina Foundation-supported projects resulted in publications that were issued in 2003. Among them:

- *Reauthorizing the Higher Education Act: Issues and Options* (Institute for Higher Education Policy). March 2003.
- *Following the Mobile Student: Can We Develop the Capacity for a Comprehensive Database to Assess Student Progression?* (Research Report, Illuminations). April 2003.
- *Policies in Sync: Appropriations, Tuition, and Financial Aid for Higher Education* (Western Interstate Commission for Higher Education). April 2003.
- *Unintended Consequences of Tuition Discounting* (New Agenda Series, Illuminations). May 2003.
- *Informing Public Policy: Financial Aid and Student Persistence* (Western Interstate Commission for Higher Education). August 2003.

Spin-off articles from these reports have appeared in higher education publications such as *Trusteeship* and *National Crosstalk*, and the research has been cited in other national publications such as *University Business* and *The New York Times*.

Sharing expertise

Members of the Foundation's research staff often present papers and serve as national panelists at state, regional and national professional meetings. Staff members also have published numerous articles in professional and trade journals and have responded to media inquiries about issues that affect higher education access, success and adult learning. Finally, the Lumina Foundation Web site has been a valuable resource for researchers and other individuals worldwide seeking more information about the research topics we have pursued.



Communication

New vehicles carry the access and success message

Lumina Foundation strives to be a credible and useful source of information about issues affecting postsecondary education access and success. We do this by sharing information about our grant making and research with educational leaders, policy-makers, the news media and the public.

Research monographs and summaries have always been central to our communication efforts, and details of those publications are provided on the previous page. In addition, the Foundation developed three new vehicles this year that are sure to become increasingly important tools in our communication program:

- First among these was a newly designed Web site, which we launched in July. The site (www.luminafoundation.org) features the latest news about our grantees' work, printable versions of all of our publications, guidelines for potential grantees, and links to recent and relevant material from other organizations interested in issues affecting postsecondary access and success.
- Also in July, we published the premier issue of *Lumina Foundation Focus*, a magazine-style periodical that provides a detailed look at college access and success issues through the experiences of today's students. We hope that these real-life stories, coupled with the insights offered by national experts, will deepen our collective understanding of the issues and, therefore, aid efforts to help students succeed.

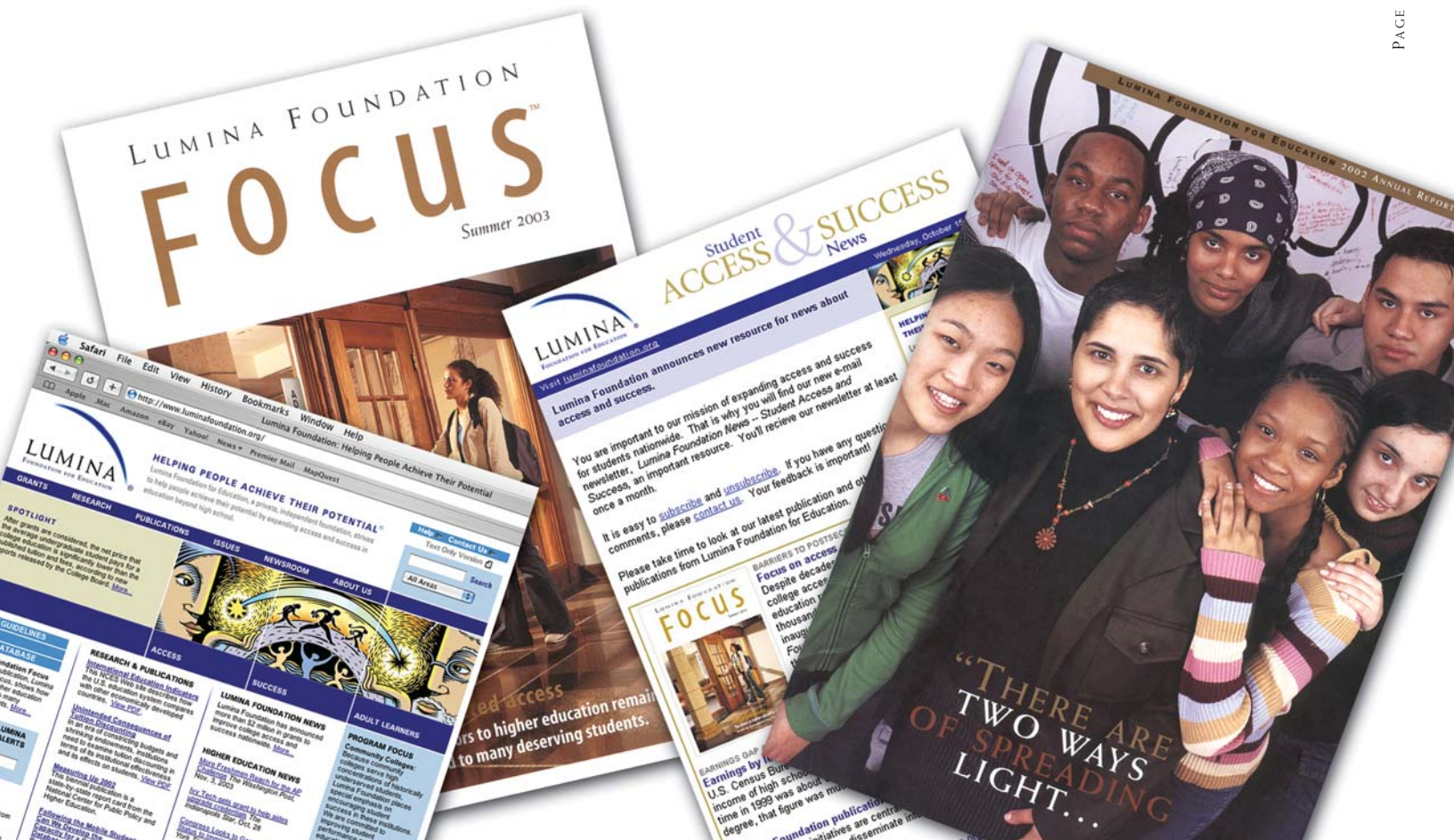
- Third, in November, we launched *Student Access & Success News*, a monthly electronic newsletter that disseminates news about our work and that of our grantees via e-mail. The e-newsletter, which was sent to more than 5,500 subscribers when launched, now reaches nearly 7,000 subscribers all over the nation.

In all of our print and electronic communication efforts, we strive not just for editorial and design quality, but also for impact. To that end, we regularly seek feedback on our work – both from internal evaluation staff and from independent evaluators.

Finally, in addition to producing our own publications and supporting others through our grants, we also occasionally fund and form partnerships with organizations that disseminate information about issues that affect our mission.

For instance, we provided support this year to the Education Writers Association and to National Public Radio so that reporters and key national media organizations could enhance their coverage of postsecondary education. We also try to serve as a reliable source of information about access and success issues to our professional colleagues in the media and in higher education.

As a result of all of these efforts, Lumina Foundation hopes to make a positive contribution by raising the issues and elevating the quality of discussion and decision-making in the public arena.



Instituting a structured approach to help us learn from our work

Lumina Foundation for Education decided at its founding that evaluation would be an important part of our work. Program evaluation is a tool for accountability for grantees and for the Foundation. More important, evaluation helps grantees learn and improve, and it provides a means of transferring that learning to the collective body of knowledge about access and success in postsecondary education.

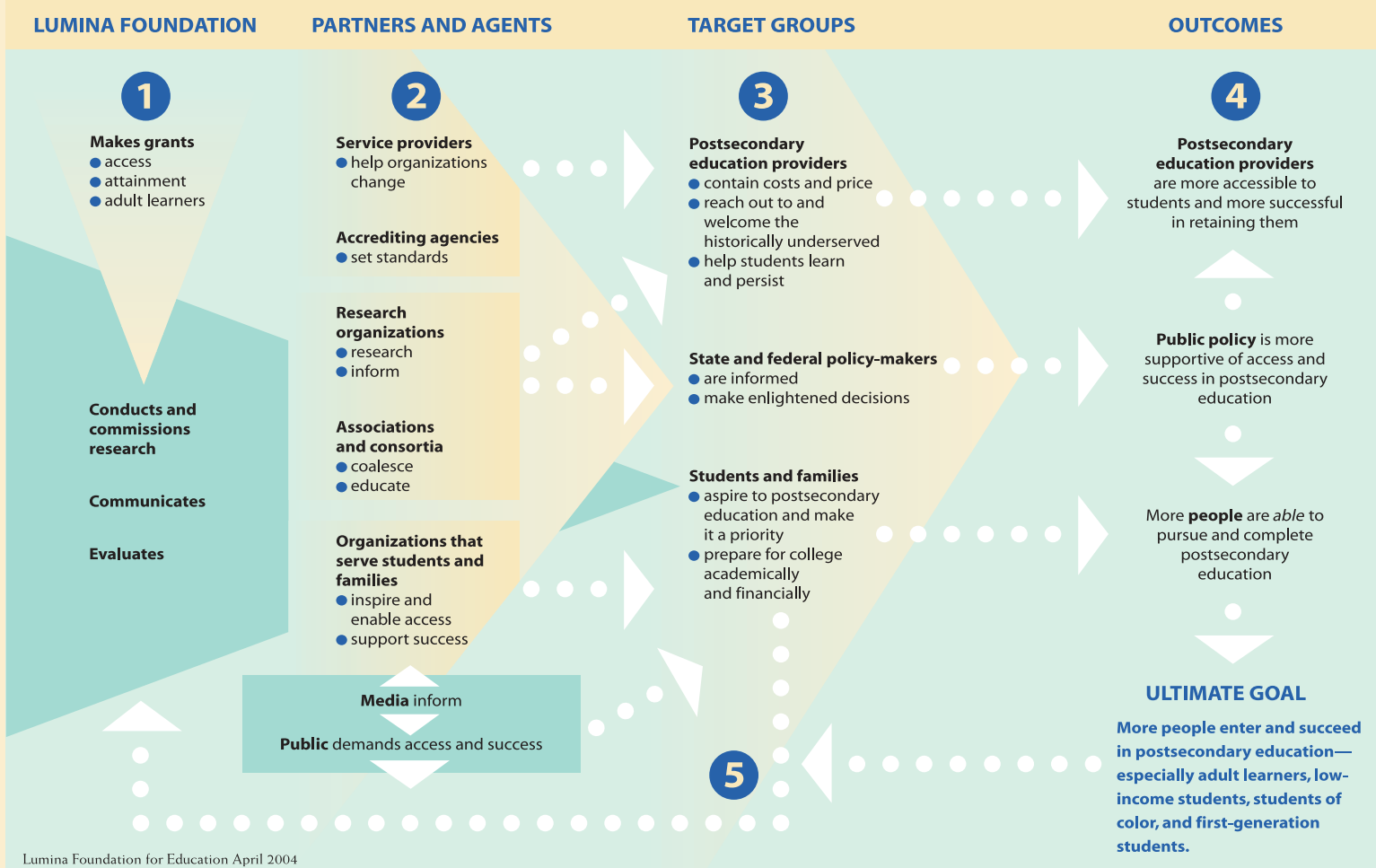
Program evaluation is accomplished in several ways. All grantees are expected to track and report on a handful of performance and outcome indicators; these are tailored to each grant and negotiated along with other terms of the grant agreement. Grantees are encouraged to go beyond performance measurement – for example, by gathering systematic feedback as their work progresses or by testing their models’ effectiveness against others. We happily underwrite grantees’ evaluation

costs, whether for self-evaluation or outside evaluation services.

In some cases, we commission third-party evaluations ourselves: if the grant is especially large, or if external validation of the findings will be key to their utility. We also contract directly with independent evaluators where we have a number of similar grants (i.e., College Goal SundaySM and the McCabe Fund) or where the primary evaluation questions concern *Foundation strategy*.

For example, our community college initiative, Achieving the Dream: Community Colleges Count, will be evaluated not only as a way of improving student success, but as a way of spawning a national movement. As another example, we plan a crosscutting evaluation of the various approaches to informing state policy represented by many of our grants. From this work we expect to build Lumina Foundation’s skills in leveraging our

Lumina Foundation for Education Program Logic



ork and from our grantees

resources for the greatest public good – and to share what we learn with the larger field of philanthropy.

In building the Foundation's evaluation program, we decided we should lead by example. If we ask grantees to take evaluation seriously, we must do the same. In 2003 we initiated systems for evaluating the Foundation as an enterprise, as outlined in the chairman's letter on Page 8. Previously, we built Lumina Foundation's logic model, or theory of change. The heart of our work, our program logic, is shown below.

By clarifying the outcomes we seek and our principal strategies for achieving them, the logic model helps us stay focused on Lumina Foundation's mission and strategy. We use it in planning, in evaluating proposals, and in balancing our grant portfolio. We hope that the logic model also helps others in finding the best connections between their work and ours.

Lumina Foundation's mission is clear: We want more students to pursue and succeed in postsecondary education. To accomplish this goal, we must work simultaneously in different ways with many different partners to bring about change in our three target groups: postsecondary institutions, state and federal policy-makers, and students and their families.

1

We make grants, conduct and commission research, communicate and evaluate. These efforts help us assess the factors that affect access and success in postsecondary education, create plans to address those factors, and build relationships with those who can assist our work. To some extent, we work directly with our target groups.

2

More often, we support "partners and agents" who serve, educate and influence our target groups. And we work through the media, which in turn touch all of our audiences, both directly and via the public.

3

We encourage postsecondary institutions, state and federal policy-makers, and students and families to take actions that will improve access and success.

4

Finally, we believe that all of our efforts will ultimately lead to achieving our mission-level outcome: "More people enter and succeed in postsecondary education, especially adult learners, low-income students, students of color and first-generation students."

5

The evaluation feedback loop provides a flow of lessons learned from the activities we conduct or fund. We share this information with the field and use it to inform and improve our own future efforts.

Purposeful self-assessment

To learn from our past and improve for the future, Lumina Foundation embarked on a series of evaluative studies in 2003. We commissioned the Center for Effective Philanthropy (CEP) to ask grant recipients for their critical comments on our performance. In cooperation with Walker Information, Inc., another independent research firm, we sought feedback from other stakeholders in higher education. We also solicited three outside reviews of our communication efforts, and we engaged an outside evaluation expert to help assess our evaluation plans. Here are the highlights of what we learned:

- **Grant recipients.** Lumina Foundation rated second among 28 foundations in the CEP's survey of grant recipients for the nonfinancial services it provides to its grantees. Lumina Foundation's grantees posted the highest response rate – 74 percent – of the 28 foundations. Grantees perceive Lumina Foundation to have an average understanding of its field of focus and rated it fourth among the 28 in impact on advancing knowledge of the field. The Foundation, which was just 3 years old at the time of the survey, still rates below average in its impact on the field. Clearly, demonstrated impact is our opportunity for improvement.

- **Stakeholders.** The survey of 139 stakeholders – including government institutions, foundations and professional organizations relevant to Lumina Foundation's work – rated the Foundation positively on 12 characteristics. Four of five respondents said the Foundation's mission to expand access and success is distinctive, and more than 80 percent affirmed the Foundation as a source of research and information.

- **Communication.** The Foundation commissioned outside communication experts to critique its publications and compare them to similar publications of 23 peer foundations. The evaluator rated the Foundation's first full-scale annual report (2002) fourth among the 17 foundations that published such reports. (More recently, the Council on Foundations named the 2002 report as the winner of the Bronze Award in the Wilmer Shields Rich Awards competition for annual or biennial reports from the nation's largest private foundations.) The publication evaluator also rated the premier issue of *Lumina Foundation Focus* magazine No. 1 among its peers. An authority in electronic communication rated the Foundation's newly designed Web site second among the peer group of 23. Yet another outside evaluator gave the Foundation high marks for its overall communication strategy and its media-outreach efforts, comparing them favorably to those of much larger nonprofit organizations. Evaluators provided a number of suggestions to improve the Foundation's work products.

- **Evaluation.** A leading expert on evaluation use in learning organizations reviewed the Foundation's evaluation readiness. Her conclusions: The Foundation is substantially using 16 evaluation tools and products and has built a participatory, data-driven culture among employees. Evaluation of the Foundation's own work has taken top priority to date; evaluation of grant programs needs to accelerate.

Increased giving for greater impact

In 2003, Lumina Foundation staff considered more than 600 proposals and approved 132 grants for a total commitment of more than \$30.6 million. Payout on current and prior years' grants was \$27.5 million in 2003, an increase of \$10.3 million – or 60 percent – over our 2002 payout. In addition to our regular grants, we made \$99,700 in program-related administrative grants, and we paid out nearly \$627,000 in special gifts to stimulate the charitable donations and volunteer activities of our board members and staff.

The following summary lists all of our 2003 grant approvals, grouped in five separate categories. The first three categories correspond to the Foundation's three main theme areas: access to postsecondary education, success in postsecondary education (retention of students and students' goal attainment), and adult learning.

The fourth category is for community college grants, reflecting our decision to make these institutions and their students a focal point of our work. Finally, we include a list of Indiana initiatives – grants made specifically to honor the Foundation's commitment to its home state. This year, the dollar amounts of our grants ranged from \$7,500 to \$3 million. The median amount of our typical grants was about \$75,000, and the average was about \$200,000.

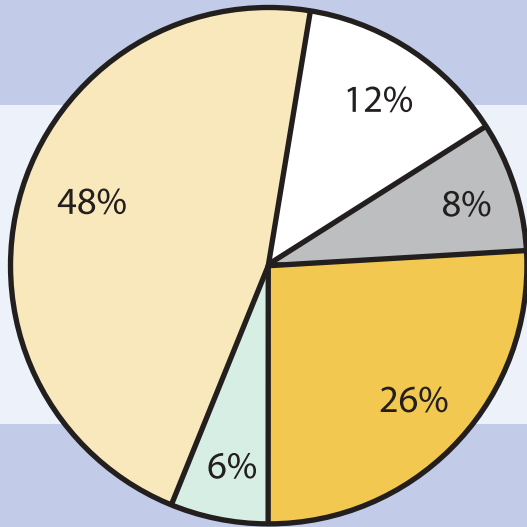
Nearly all Lumina Foundation grants support projects in one or more of our three main theme areas. For 2003, we approved:

- Seventy-eight grants totaling nearly \$15 million to improve student **access**.
- Ten grants totaling nearly \$3.6 million to improve student retention and **success**.
- Six grants totaling more than \$2.3 million to address issues affecting **adult learning**.
- Twelve grants totaling more than \$8 million to address issues related specifically to the nation's **community colleges** and their students.
- Twenty-five grants totaling nearly \$1.8 million to support **Indiana initiatives**. (Of these Indiana-specific grants, only five, for a total of \$72,400, went to support civic or community projects unrelated to higher education.)

All of our grants are listed on the following pages, grouped according to theme. Each grant summary includes: the name of the grantee, its location, the grant amount, a brief purpose statement and the term of the grant (in parentheses).

Grants in 2003

Grants approved in 2003, by theme area



- **Access – 48%**
(\$14,866,690)
- **Community colleges – 26%**
(\$8,022,500)
- **Success – 12%**
(\$3,584,225)
- **Indiana initiatives – 6%**
(\$1,774,300)
- **Adult learning – 8%**
(\$2,342,030)
- **Special – 0%**
(\$75,000)

	Number of grants	Dollar value	Percent
Access	78	\$14,866,690	48%
Success (attainment/retention)	10	3,584,225	12%
Adult learning	6	2,342,030	8%
Community colleges	12	8,022,500	26%
Indiana initiatives*	25	1,774,300	6%
Special	1	75,000	0%
Total	132	\$30,664,745	100%

* Of these Indiana-specific grants, only five, for a total of \$72,400, went to support civic or community projects unrelated to higher education.

Student access

Academy for Educational Development

Washington, D.C.

\$3,000,000 – To develop sustainable partnerships among community colleges, four-year institutions, schools, businesses and community organizations to ensure that they address local issues that affect postsecondary access and success. (Two years)

American Council on Education (ACE)

Washington, D.C.

\$28,700 – To support the opening session of the Educating All of One Nation conference on student access and success. (Six months)

American Institutes for Research (AIR)

Washington, D.C.

\$90,400 – To print, publish and promote the AIR report, *Workforce-Contingent Financial Aid: How States Link Financial Aid to Employment*. (Three months)

American Youth Policy Forum (AYPF)

Washington, D.C.

\$187,600 – To help policy-makers better understand the effective structures and student outcomes of programs that link secondary and postsecondary education. (Two years)

The Brookings Institution

Washington, D.C.

\$212,000 – To explore how federal tax and financial aid policies interact to make college affordable, and to help policy-makers understand how to assist students and families. (One year)

Grants in 2003

College Goal Sunday grants

\$877,800 total – A total of 10 grants, all aimed at expanding the scope of College Goal SundaySM. The program provides information and hands-on help to low-income students and families in filling out the paperwork to obtain student financial aid. Both planning and implementation grants are included in this list; generally, the smaller grants are planning grants.

- **Coalition of Alaskans Supporting Higher Education**
Anchorage, Alaska
\$7,500 (Nine months)
- **Finance Authority of Maine**
Augusta, Maine
\$194,200 (Three years)
- **Hawaii Association of College Admission Counselors**
Honolulu, Hawaii
\$57,400 (Thirty months)
- **Illinois State University**
Normal, Ill.
\$237,300 (Three years)
- **Massachusetts Association of Student Financial Aid Administrators**
Auburndale, Mass.
\$7,500 (One year)
- **Missouri Association of Student Financial Aid Personnel**
Kirkville, Mo.
\$150,000 (Three years)
- **Partnership for Learning**
Lansing, Mich.
\$201,400 (Thirty-one months)
- **Student Assistance Foundation of Montana**
Helena, Mont.
\$7,500 (One year)
- **Texas A&M University**
College Station, Texas
\$7,500 (Eight months)
- **University and Community College System of Nevada**
Las Vegas, Nev.
\$7,500 (Six months)

Daniel Murphy Scholarship Foundation *Chicago, Ill.*

\$207,300 – To expand the capacity of the Daniel M. Murphy Scholarship Foundation to raise scholarship funds and provide outreach services for low-income, inner-city students who wish to attend college-preparatory high schools in the Chicago area. (Twenty-two months)

The Education Resources Institute, Inc. *Boston, Mass.*

\$116,750 – To develop a research plan to improve student aid program design, operations and marketing so that it enhances low-income students' access and success. (Eight months)

Educational Policy Institute, Inc. *Stafford, Va.*

\$67,300 – To gain a better understanding of key stages in the personal academic development of Latino students as compared with students from other groups. (Seven months)

The Finance Project *Washington, D.C.*

\$10,000 – To develop a plan that will guide Lumina Foundation's long-term grant investment in projects to increase postsecondary access and success for emancipated foster youth. (Seven months)

Illinois Student Assistance Commission *Springfield, Ill.*

\$92,500 – To study the effects of Illinois' need-based Monetary Award Program on student access and retention. (Five years)

Institute for Higher Education Policy *Washington, D.C.*

\$252,500 – To better understand the nature, extent and distribution of private scholarship aid. (One year)

McCabe Fund grants

\$2,837,800 – A total of 42 grants, all to nonprofit organizations that work directly with students — particularly first-generation college students, low-income students and students of color — to help them gain access to postsecondary education.

• **ACCESS**

Boston, Mass.

\$75,000 – To expand to 1,000 high school sophomores, juniors and their parents a pre-college access program currently serving seniors. (One year)

• **Aid for College Opportunities**

Springfield, Ohio

\$49,600 – To expand pre-college awareness and access information to 5,000 first-generation high school students. (Two years)

• **American University**

Washington, D.C.

\$74,800 – To develop partnerships between universities and minority high school students, modeling and expanding a successful annual computer science conference, and giving students the opportunity to present their work in a professional-style forum and publish papers. (Two years)

• **Augusta State University**

Augusta, Ga.

\$75,000 – To bring students from two predominantly African-American high schools to campus during the spring semester and for a special four-week summer program. (Eighteen months)

• **AVID-Region 8**

San Luis Obispo, Calif.

\$71,900 – To prepare Advanced Placement students to tutor peers from underserved populations, thereby encouraging college enrollment. (Two years)

• **Boys & Girls Clubs of Indianapolis**

Indianapolis, Ind.

\$75,000 – To expand the All Access Teen Program with more hours of operation, monthly academic preparation seminars and career exploration. (One year)

• **Calumet College of Saint Joseph**

Whiting, Ind.

\$50,000 – To provide pre-college awareness services to low-income, first-generation students through a summer bridge program. (Two years)

Grants in 2003

- **Center for Leadership Development**
Indianapolis, Ind.
\$75,000 – To establish a College Prep Institute for African-American and minority youth. (Two years)
- **Center Pole Foundation**
Garryowen, Mont.
\$50,000 – To help 100 Native American middle school and high school students gain access to postsecondary education. (Two years)
- **Cleveland Scholarship Programs**
Cleveland, Ohio
\$75,000 – To provide enrichment activities and college access services outside the classroom for Cleveland's low-income urban youth in grades six through nine. (Two years)
- **College Bound**
Washington, D.C.
\$75,000 – To prepare urban public school students for college by matching them with adult professionals in one-to-one mentoring and tutoring partnerships. (Eighteen months)
- **Community Education Coalition**
Columbus, Ind.
\$75,000 – To offer pre-college access programs to 200 ninth- and tenth-grade, first-generation students. (Two years)
- **Consortium of Universities**
Washington, D.C.
\$75,000 – To develop a workshop series for parents that includes basic financial literacy and early college planning. (Two years)
- **Emmanuel Gospel Center**
Boston, Mass.
\$75,000 – To develop the skills and motivation of underrepresented students to successfully enter and complete college. (Two years)
- **Father Resource Center**
Indianapolis, Ind.
\$75,000 – To help 70 teen parents prepare for college. (Two years)
- **Foundation for a College Education**
East Palo Alto, Calif.
\$25,000 – To extend the academic and college guidance provided by the Foundation for a College Education to an additional 10 to 20 students of color. (One year)
- **Fulfillment Fund**
Los Angeles, Calif.
\$75,000 – To expand pre-college awareness and access information to 75 first-generation, African-American high school students. (Two years)
- **Gallaudet University**
Washington, D.C.
\$75,000 – To provide pre-college awareness and access services through a summer residential program to high school students who are deaf. (Eighteen months)
- **I KNOW I CAN**
Columbus, Ohio
\$75,000 – To expand access and support services offered to first-year students at 10 central Ohio colleges. (Two years)
- **Japanese Community Youth Council**
San Francisco, Calif.
\$75,000 – To offer pre-college access programs to an additional high school serving 250 first-generation Latino youth. (Two years)
- **Jefferson County Public Schools**
Louisville, Ky.
\$74,700 – To initiate an intensive effort to assist recent GED graduates who are entering postsecondary education by providing counseling, remedial education and direct payments for initial courses. (One year)
- **Larkin Street Youth Services**
San Francisco, Calif.
\$46,200 – To enhance educational programs for 60 homeless, runaway and foster care youth with a new component to increase access to postsecondary education. (Eighteen months)
- **Learning Network of Clinton County**
Frankfort, Ind.
\$63,100 – To promote the potential of low-income students to pursue postsecondary education, career exploration and leadership opportunities. (Two years)
- **Lund Family Center**
Burlington, Vt.
\$47,200 – To provide a high school college-preparatory curriculum and online college classes for pregnant teens and teen parents. (Two years)
- **Marin Education Fund**
San Rafael, Calif.
\$50,000 – To increase higher education access for 50 low-income, first-generation students through mentoring and training. (One year)
- **Oklahoma State Regents for Higher Education**
Oklahoma City, Okla.
\$75,000 – To provide pre-college access information to 15,000 middle school and high school Hispanic students and their families through the federal GEAR UP program. (Two years)
- **On Point for College**
Syracuse, N.Y.
\$75,000 – To provide higher education access for low-income and academically challenged youth through direct support services at inner-city neighborhood centers. (One year)
- **Orleans Dollars for Scholars**
New Orleans, La.
\$59,700 – To prepare motivated public high school students to meet the challenges of standardized testing and higher education. (Two years)
- **Philadelphia Futures for Youth**
Philadelphia, Pa.
\$50,000 – To expand academic preparation and pre-college access for 60 low-income high school students. (One year)
- **Saint Louis University**
St. Louis, Mo.
\$63,200 – To form school-parent-student partnerships that create pre-college action plans for middle school students. (One year)
- **The Starfish Initiative/Cathedral High School**
Indianapolis, Ind.
\$75,000 – To help 22 low-income high school students obtain a rigorous college-preparatory education and get pre-college access services. (One year)

Grants in 2003

- **Trinity College**

Hartford, Conn.

\$75,000 – To enhance pre-college access tutoring and academic awareness among students of color in Hartford's public schools. (Two years)

- **University of California-Irvine**

Irvine, Calif.

\$73,600 – To expand a pre-college access program for Latino middle and high school students and their families. (Two years)

- **University of Colorado Foundation**

Boulder, Colo.

\$72,300 – To introduce first-generation high school students to the rigors of higher education by academic preparation, including enrollment in a preview college course. (Two years)

- **University of New Mexico**

Albuquerque, N.M.

\$75,000 – To provide pre-college awareness and access services to middle school students at three new family centers in Albuquerque. (Two years)

- **University of Portland**

Portland, Ore.

\$75,000 – To enhance a tutoring and mentoring program for 100 African-American male teens. (Two years)

- **University of Rio Grande**

Rio Grande, Ohio

\$74,200 – To encourage rural Appalachian eighth-graders and their parents to prepare for postsecondary education. (Two years)

- **University of South Florida**

Tampa, Fla.

\$75,000 – To enhance educational programs for 150 first-generation Latino youth with a new component to increase access to postsecondary education. (Two years)

- **University of Texas at Brownsville**

Brownsville, Texas

\$75,000 – To increase higher education access for low-income Hispanic high school students by providing college mentors to offer guidance and academic advising. (One year)

- **University of Wisconsin-Milwaukee**

Milwaukee, Wis.

\$75,000 – To expand individualized postsecondary access services to two inner-city Milwaukee high schools and a community youth leadership program. (Two years)

- **University of Wisconsin-Parkside**

Kenosha, Wis.

\$74,700 – To expand the Precollege Program to include at-risk minority middle school students. (One year)

- **The Villages**

Indianapolis, Ind.

\$42,600 – To expand the services provided to foster care youth to include awareness and preparation for postsecondary education. (Two years)

Midwestern Higher Education

Commission

Minneapolis, Minn.

\$55,200 – To set the stage for improved public policy in the 10 states served by the Midwestern Higher Education Commission. (Thirteen months)

National Association of State Student Grant & Aid Programs (NASSGAP)

Olympia, Wash.

\$87,000 – To make the NASSGAP survey and reports more accessible and promote their widespread use. (Five years)

National Association of State Student Grant & Aid Programs (NASSGAP)

Olympia, Wash.

\$10,000 – To support convening activities and expand outreach efforts at NASSGAP. (Three months)

National Association of Student Financial Aid Administrators (NASFAA)

Washington, D.C.

\$75,000 – To continue the funding of NASFAA's Sponsored Research Grant Program. (Three years)

National College Access Network

Cleveland, Ohio

\$1,891,200 – To implement a plan that will expand successful models of college access services to underserved students and families in high-need communities. (Three years)

National Public Radio (NPR)

Washington, D.C.

\$237,300 – To raise the awareness of policy-makers and higher education leaders about issues of postsecondary access and success by supporting increased NPR coverage of Lumina Foundation's theme areas. (One year)

New England Foundation for the Arts

Boston, Mass.

\$401,700 – To support a multi-city public-engagement campaign and community-outreach initiative linked to a documentary television series – all aimed at increasing college access for low-income and first-generation college students. (Twenty-one months)

Scholarship America

Minneapolis, Minn.

\$1,500,000 – To design and administer an emergency financial aid program for community college students. (Three years)

State Higher Education

Executive Officers

Denver, Colo.

\$60,940 – To provide a planning grant for exploring a knowledge-management system for policies that relate to access, retention and adult learners among the 50 states. (Ten months)

University of Illinois

Champaign, Ill.

\$212,600 – To examine new curricular models that extend from high school to college. (One year)

University of Maryland

College Park, Md.

\$323,800 – To produce usable knowledge around diversity and equity in public higher education for state policy-makers in the 19 Southern and border states. (Two years)

University of Southern California, Rossier School of Education

Los Angeles, Calif.

\$902,000 – To better understand the perceptions of and access to financial aid information by low-income urban youth and their families. (Three years)

Grants in 2003

Western Cooperative for Educational Telecommunications

Boulder, Colo.

\$32,300 – To support WCET's development of research questions that will help determine the effectiveness of e-learning. (Six months)

Western Interstate Commission for Higher Education

Boulder, Colo.

\$1,000,000 – To encourage policy-makers to integrate state and federal financing policies and practices to increase participation, access and success in postsecondary education. (Three years)

Women in Government

Washington, D.C.

\$97,000 – To assist state policy-makers in understanding issues of access to postsecondary education by creating a task force of 12 legislative leaders, conducting a workshop on access issues and providing policy feedback to Lumina Foundation. (Ten months)

Number of student access grants: 78

Total: \$14,866,690

Student success

(Retention/goal attainment)

Council of Independent Colleges

Washington, D.C.

\$18,000 – To convene officials from private colleges that successfully attract and graduate low-income students, identify best practices that can be shared with other institutions, and plan for a consortium of colleges that serve low-income students. (Four months)

The Education Trust

Washington, D.C.

\$888,700 – To raise awareness about disparities in degree attainment and make reliable information about the relative effectiveness of colleges and universities more widely available. (Eighteen months)

Harvard University

Cambridge, Mass.

\$215,000 – To study the impact of remedial education on student postsecondary attainment and labor market outcomes. (Two years)

Indiana University

Bloomington, Ind.

\$1,202,400 – To increase retention and graduation rates of all college students in Indiana by improving the effectiveness of student-support programs. (Three years)

The National Association for Equal Opportunity in Higher Education

Silver Spring, Md.

\$315,000 – To create a leadership training and support program for academic and student services administrators at historically black colleges. (Twenty months)

National Center for Higher Education Management Systems

Boulder, Colo.

\$268,000 – To conduct a pilot program that will test the feasibility of a voluntary, interstate system to track students' progress and improve recordkeeping on the educational attainment of mobile students. (Nineteen months)

The National Center for Public Policy and Higher Education

San Jose, Calif.

\$71,000 – To better understand the background characteristics of students who borrow but do not complete their educational programs. (One year)

Prep for Prep

New York, N.Y.

\$75,000 – To help minority college students succeed by enhancing and expanding the support services of one of the nation's most successful pre-college access organizations. (Ten months)

Rhodes College

Memphis, Tenn.

\$155,625 – To redesign student work to make student jobs more meaningful as a way to reduce costs and improve retention. (Seventeen months)

Social Science Research Council

New York, N.Y.

\$375,500 – To promote applied research and policy solutions that respond more directly to the issues affecting the transition to higher education and student success. (Eighteen months)

Number of student success grants: 10

Total: \$3,584,225

Adult learning

Council for Adult and Experiential Learning

Chicago, Ill.

\$150,000 – To extend the development of the Adult Learning Focused Institution (ALFI) project. (One year)

Council for Advancement of Adult Literacy

New York, N.Y.

\$87,000 – To support the work of a blue-ribbon panel that will improve the understanding and strengthen the role of community colleges in adult education and literacy. (One year)

Ivy Tech State College

Indianapolis, Ind.

\$75,000 – To help adult learners and promote partnerships between two- and four-year institutions through a program that will upgrade the skills of Indiana's teacher aides and enable them to comply with new federal mandates. (Ten months)

Recruiting New Teachers, Inc.

Belmont, Mass.

\$255,930 – To give teachers' aides and the institutions that support them more systematic information to meet the educational requirements of the No Child Left Behind Act. (Twenty-six months)

Regis University

Denver, Colo.

\$747,700 – To establish a self-sufficient network of colleges and universities with accelerated degree programs to collaborate and enhance the learning, persistence and degree completion of working adults. (Fifty-one months)

Grants in 2003

Southern Regional Education Board

Atlanta, Ga.

\$1,026,400 – To establish a regional campaign to increase the participation of adult learners in postsecondary education in the South. (Two years)

Number of adult learning grants: 6
Total: \$2,342,030

Community colleges

Achieving the Dream grants

\$1,334,800 – A total of three grants, all to support Achieving the Dream: Community Colleges Count, a multi-year, research-driven initiative aimed at helping the nation's community colleges better serve their students.

• **MDC**

Chapel Hill, N.C.

\$900,000 – To lead the initiative and manage the work of partner organizations and institutions. (One year)

• **Teachers College of Columbia University**

New York, N.Y.

\$248,000 – To conduct an audit examining state policies that affect access to and success in community colleges. (Twenty-three months)

• **Teachers College of Columbia University**

New York, N.Y.

\$186,800 – To provide data tools and background information on community colleges to support the implementation of the initiative. (Six months)

American Council on Education (ACE)

Washington, D.C.

\$905,600 – To support the ACE Fellows Program and to help develop the pool of leaders for community college presidencies at two-year, minority-serving institutions. (Forty-three months)

American Indian Higher Education Consortium

Alexandria, Va.

\$785,000 – To benchmark tribal college student success indicators and to assess data-collection and data-analysis efforts at 34 tribal colleges. (Two years)

Bard College

Annandale-on-Hudson, N.Y.

\$387,400 – To improve transfers of Bard High School Early College graduates to four-year institutions and expand college officials' understanding of hybrid high school/college programs. (Three years)

Brown University

Providence, R.I.

\$100,000 – To conduct a "listening tour" among policy-makers and community college stakeholders in six states about policies to improve community college access and success. (Eight months)

City College of San Francisco

San Francisco, Calif.

\$2,550,400 – To produce a three-tiered articulation and transfer system that transforms current policies and practices in higher education, fosters a seamless system of program and course transfer, and provides electronic access and support for students and professionals through a Web-based system called CollegeStepz. (Three years)

League for Innovation in the Community College

Phoenix, Ariz.

\$246,000 – To conduct a one-year pilot to test and finalize the materials and procedures of the Certificate of College Competencies Program before its national rollout in fall 2004. (One year)

MDRC

New York, N.Y.

\$1,200,000 – To increase adult student success and persistence by testing innovative financial aid and student support service programs at selected community colleges. (Twenty months)

University of Massachusetts-Boston

Boston, Mass.

\$163,800 – To enhance the capacity of community college administrators to conduct effective evaluations of campus-based programs that promote student success. (One year)

University of Southern California, Rossier School of Education

Los Angeles, Calif.

\$349,500 – To improve and effectively

measure African-American and Hispanic students' progress toward transferring between two-year and four-year institutions. (Twenty-seven months)

Number of community college grants: 12
Total: \$8,022,500

Indiana grants

Advancing Academic Excellence grants

\$60,000 – A total of three grants, all aimed at helping public high schools in the Indianapolis area increase their ability to offer college-level curriculum programs to their students.

• **Beech Grove City Schools**

Beech Grove, Ind.

\$20,000 (Two years)

• **Broad Ripple High School**

Indianapolis, Ind.

\$20,000 (Two years)

• **Lawrence Central High School**

Indianapolis, Ind.

\$20,000 (Two years)

Breaking the Cycle grants

\$403,300 – A total of three grants, all aimed at improving the quality of pre-college access programs and activities for foster care youth and youth making the transition out of the Indiana foster care system.

• **Ball State University**

Muncie, Ind.

\$208,000 (Two years)

• **Encouragement Services, Inc.**

Bloomington, Ind.

\$73,500 (One year)

• **IARCCA Institute for Excellence, Inc.**

Indianapolis, Ind.

\$121,800 (Two years)

Cathedral High School

Indianapolis, Ind.

\$65,000 – To help develop the Starfish Initiative, an organization devoted to enhancing the pre-college preparation of low-income Marion County students by helping them attend college-preparatory high schools. (Six months)

Grants in 2003

Center on Philanthropy at Indiana University

Indianapolis, Ind.

\$10,000 – To underwrite capacity-building activities at the Center on Philanthropy for 2003-2004. (Fifteen months)

Center on Philanthropy at Indiana University

Indianapolis, Ind.

\$12,400 – To explore Indianapolis' role as a philanthropic center. (One year)

Indiana Black Expo, Inc.

Indianapolis, Ind.

\$73,500 – To fund college access programs through the Circle City Classic Youth Educational Outreach Initiative. (One year)

Hispanic Education Center

Indianapolis, Ind.

\$200,000 – To support the Center's pre-college access program, El Puente. (Two years)

Indiana Grantmakers Alliance

Indianapolis, Ind.

\$30,000 – To sponsor the Effective Grantmaker Series in 2003. (Nine months)

Indianapolis Downtown, Inc.

Indianapolis, Ind.

\$10,000 – To provide operating support for Indianapolis Downtown, Inc. (Seven months)

Indianapolis-Marion County Public Library Foundation

Indianapolis, Ind.

\$19,100 – To develop a plan for the Indianapolis-Marion County Public Library to help current and prospective postsecondary students pursue and achieve educational goals. (Eight months)

Ivy Tech Foundation

Indianapolis, Ind.

\$10,000 – To help students persist at Ivy Tech by providing emergency funds for students in crisis. (One year)

Keep Indianapolis Beautiful, Inc. (KIBI)

Indianapolis, Ind.

\$10,000 – To provide operating support for KIBI. (One year)

Presidents' Fund II grants

\$871,000 – A total of nine grants, all aimed at helping selected Indiana campuses improve their effectiveness in fostering student success during the first and second years of postsecondary education. These grants fund various programs and strategies on the individual campuses, but all seek to assist underrepresented students. The term of the grant to the University of Southern Indiana is 14 months. Each of the others has a four-year term.

• **Indiana University-East**

Richmond, Ind.

\$71,100

• **Indiana University-Kokomo**

Kokomo, Ind.

\$100,000

• **Indiana University-Northwest**

Gary, Ind.

\$100,000

• **Indiana University-South Bend**

South Bend, Ind.

\$100,000

• **Indiana University-Southeast**

New Albany, Ind.

\$100,000

• **Indiana University Purdue University-Fort Wayne**

Fort Wayne, Ind.

\$100,000

• **Purdue University-Calumet**

Hammond, Ind.

\$100,000

• **Purdue University-North Central**

Westville, Ind.

\$99,900

• **University of Southern Indiana (USI)**

Evansville, Ind.

\$100,000

Number of Indiana grants: 25

Total: \$1,774,300

Special grant

The Carnegie Foundation for the Advancement of Teaching

Stanford, Calif.

\$75,000 – To examine the strategic and practical connections among foundations, higher education and schools. (Twenty-eight months)

Number of special grants: 1

Total: \$75,000

Grand totals
Number of grants
approved: 132
Dollar value:
\$30,664,745

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Board of directors

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Academic Advisory Council

When Lumina Foundation was formed, its officers convened a panel of experts in post-secondary education to help refine the Foundation's mission and shape its initial work. As we near our fourth year, that formative work is finished, and the council has been dissolved as a formal body.

We thank all members of the council for their valuable contributions to our work. We also look forward to continued cooperation with many of the talented individuals listed here, all of whom share our commitment to the important mission of enhancing postsecondary access and success.

Trudy Banta, vice chancellor for planning and institutional improvement at Indiana University-Purdue University Indianapolis.

J. Herman Blake, director of African-American studies and professor of sociology,

educational leadership and policy studies at Iowa State University in Ames, Iowa.

David W. Breneman, dean of the Curry School of Education at the University of Virginia in Charlottesville, Va.

Augustine (Augie) P. Gallego, chancellor of the San Diego Community College District in San Diego, Calif.

John N. Gardner, executive director and distinguished professor of educational leadership for the Policy Center on the First Year of College at Brevard College in Brevard, N.C.

Natala (Tally) K. Hart, director of student financial aid at Ohio State University in Columbus, Ohio.

Thomas J. Kane, professor of policy studies and economics for the School of Public

Policy and Social Research at the University of California at Los Angeles.

Lucie Lapovsky, president of Mercy College in Dobbs Ferry, N.Y.

Christine W. Letts, Rita E. Hauser Lecturer in the practice of Philanthropy and Nonprofit Leadership and associate director of the Hauser Center for Nonprofit Organizations at Harvard University in Cambridge, Mass.

Michael McPherson, president of The Spencer Foundation, Chicago, Ill.

Vincent Tinto, chair of the higher education program and distinguished professor of education at Syracuse University in Syracuse, N.Y.

Omer E. Waddles, president and chief operating officer at ITT Educational Services Inc. in Carmel, Ind.

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