

**PHILANTHROPY AND
INDEPENDENT HIGHER EDUCATION:
TRENDS AND OPPORTUNITIES
IN A TIME OF CRISIS**



CIC Conversation between
Foundation Officers and
College and University Presidents



The Council of
Independent Colleges

Welcome



Elizabeth Davis, President
Furman University, and Vice Chair for Resource
Development, CIC Board of Directors



Christina Cutlip, Senior Managing Director and
Head of Client Engagement and National Advocacy
TIAA



Richard Ekman, President
Council of Independent Colleges



CIC gratefully acknowledges the support of TIAA over the years for the Conversation between Foundation Officers and College and University Presidents.

Program

| | |
|------------|---|
| 9:30 a.m. | Welcome |
| 9:40 a.m. | Keynote Address |
| 10:15 a.m. | Break |
| 10:20 a.m. | Opportunities for Private Colleges and Universities |
| 10:55 a.m. | Trends in Philanthropy for Independent Higher Education |
| 11:30 a.m. | Break |

continues

Program *(continued)*

- | | |
|------------|--|
| 11:45 a.m. | The Role of Regional Foundations in Philanthropy for Independent Higher Education |
| 12:20 p.m. | Acknowledgements and Roundtable Transition |
| 12:30 p.m. | Roundtable Discussions |
| 1:15 p.m. | Roundtable Discussions End |

Keynote Address



Introduction: **Richard Ekman**, President
Council of Independent Colleges



Elizabeth Alexander, President
Andrew W. Mellon Foundation



Moderator: **Elizabeth Davis**, President
Furman University, and Vice Chair for Resource
Development, CIC Board of Directors

Opportunities for Private Colleges and Universities



Na'ilah Suad Nasir, President
Spencer Foundation



Mariko Silver, President
Henry Luce Foundation



Moderator: **Suzanne Mellon**, President
Carlow University



Mariko Silver, President
Henry Luce Foundation





SPENCER FOUNDATION

The Council of Independent Colleges

Na'ilah Nasir, President

October 2020

The Spencer Foundation

Investing in Education
Research that
Cultivates Learning
and Transforms Lives

What Makes Spencer Unique:

- Big fish; tiny pond
- We fund research on education
- We are deeply field-initiated
- Not large grants, but highly prestigious
- Known for scholarly rigor; our vetting process is gold standard
- Our funding is career-making
- Our dissertation and postdoctoral fellowships is especially career-making

Our Goals

1

Invest in education research that is transformative, methodologically rigorous, and helps create a better society.

2

Support high-quality education research training.

3

Broaden the diversity of scholars and scholarship in education research.

4

Strengthen the impact of education research for improving educational practice.

5

Make education research more accessible.

What We Fund

Field-Initiated Research

- Lyle Spencer Grants to Transform Education (\$1M)
- Research Grants on Education (Large and Small) (up to 500k)
- Research-Practice Partnerships (400k)

Training Fellowships

- The National Academy/Spencer Postdoctoral Fellowship
- The National Academy/Spencer Dissertation Fellowship

Field-Building Activities

- Conference Grant Program (50k)
- Special funding opportunities & initiatives
- Institutional Challenge Grants (with WT Grant)
- Mentor Grants

Deep Dive: Research Practice Partnerships & Institutional Challenge Grants

Research partnerships
between university
researchers and practitioners

Many types of practitioners

Funds for partnership infrastructure

Transformative research methods
for impact

400k

Research Practice Partnerships

Research partnerships that
include transforming the
higher ed institutions

Large-scale partnership for
reducing inequality

Transformation to the department,
school, or university

650k

Institutional Challenge Grants

Deep Dive: NAEd/Spencer Dissertation and Postdoctoral Fellowships



Our Equity Goals: Process, Programs, Investments

- ❖ Feedback for all viable proposals
- ❖ Diversifying review panels
- ❖ Attending to multiple dimensions of diversity
 - ❖ PI ethnicity/race
 - ❖ PI gender
 - ❖ PI rank
 - ❖ Institutional Diversity
 - ❖ Geographical diversity
- ❖ Data driven review meetings
- ❖ Additional course buy-outs for non R1's
- ❖ Visual branding & website
- ❖ Outreach and field-engagement
- ❖ ESG & Investments



Core Commitments



Rigorous.

Intellectually ambitious, innovative, and methodologically sound.



Relevant.

Touching on the most pressing questions and opportunities in education.



Equitable.

Representing a diversity of scholars and scholarship contributing to just learning environments grounded in justice.



Transformative.

Reaching beyond academic audiences and leading to lasting improvement in education and learning.



Collaborative.

Engaging expertise and perspectives across disciplinary boundaries, institutions, practitioners, families and communities.



SPENCER
FOUNDATION

Thank You



The Spencer Foundation
625 North Michigan Ave, Suite
1600
Chicago, IL 60611



www.spencer.org



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312-337-7000

Questions?



CIC Conversation between Foundation Officers and
College and University Presidents

Thank you to our presenters



Na'ilah Suad Nasir, President
Spencer Foundation



Mariko Silver, President
Henry Luce Foundation

Trends in Philanthropy for Independent Higher Education



Amy Holmes, Director
Rockefeller Philanthropy Advisors



Michael Murray, President
Arthur Vining Davis Foundations



Moderator: **Elizabeth Paul**, President
Nazareth College



Trends in Philanthropy for Independent Higher Education

October 19, 2020

Goals of the Research: Key Questions

- How have levels of giving to higher education institutions and programs changed over the past decade?
 - Are there trends that warrant further examination to help higher education leaders engage the philanthropic sector in new and more productive ways?
 - How do those trends vary across institution type (e.g., two- versus four-year schools) or foundation type (large, small, national, local, regional)?
-
- New question: How can colleges and universities build financial sustainability and serve today's students effectively?
-

Approach

- Quantitative and qualitative analysis of giving trends from private foundations to higher education institutions:
 - Interviews with foundation leaders & program officers
 - Analysis of data from Council for Aid to Education & the Foundation Center
 - Survey of foundation giving to higher education
 - Interviews with higher education leadership and networks of schools
 - Two rounds of research on philanthropy trends: 2017 & 2019
 - Ongoing research on financial sustainability: 2020
-

Interviewees

2017

- Bill & Melinda Gates Foundation
- Ford Foundation
- Lumina Foundation
- Kresge Foundation
- Andrew W. Mellon Foundation

2019

- Anne E. Casey Foundation
 - Arthur Vining Davis Foundation
 - The Boston Foundation
 - Ascendium Education Philanthropy
 - Lilly Endowment
 - Michael & Susan Dell Foundation
 - MJ Murdock Charitable Trust
 - Raikes Foundation
 - The Teagle Foundation
 - Anonymous (local foundation in major city)
-

The background is a solid orange color with a pattern of white-outlined hexagons of varying sizes scattered across it. The text 'Key Findings' is centered in a white serif font.

Key Findings

Qualitative Trends

- **Access and Success, plus Careers**
 - Especially for low-income, first-generation students, students of color
 - Growing interest in launching successful careers
 - **Donor-Driven Giving**
 - Priorities identified by foundations, rather than campus leadership
 - **Scale Matters but Varies by Foundation Type**
 - National funders tend to give to networks of schools
 - Place-based funders more likely to give to individual campuses
 - **Pathways from 2-year to 4-year schools**
 - Reducing barriers at transition points
 - **Price and Affordability**
 - Reducing economic stress and student debt, supporting strong business models
-

Quantitative Trends

- Top focus remains support for **low-income, first generation student success**
 - **Capital and Endowment giving is down**, Current Operations giving is rising
 - **Giving to two-year colleges is still small** but growing
 - **Growing interest in scholarships**, internships, and financial aid for students
 - Increasing interest in **career opportunities**
-

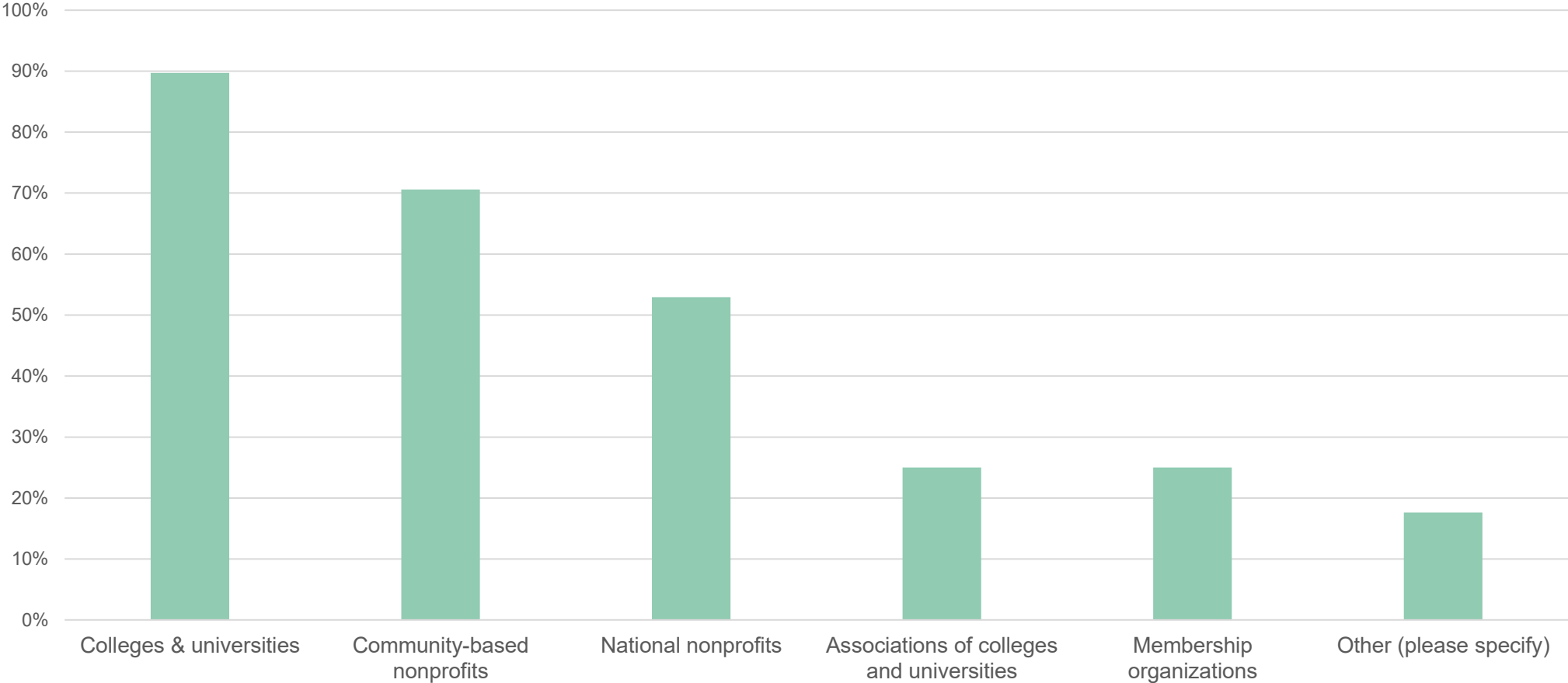
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Giving Snapshot

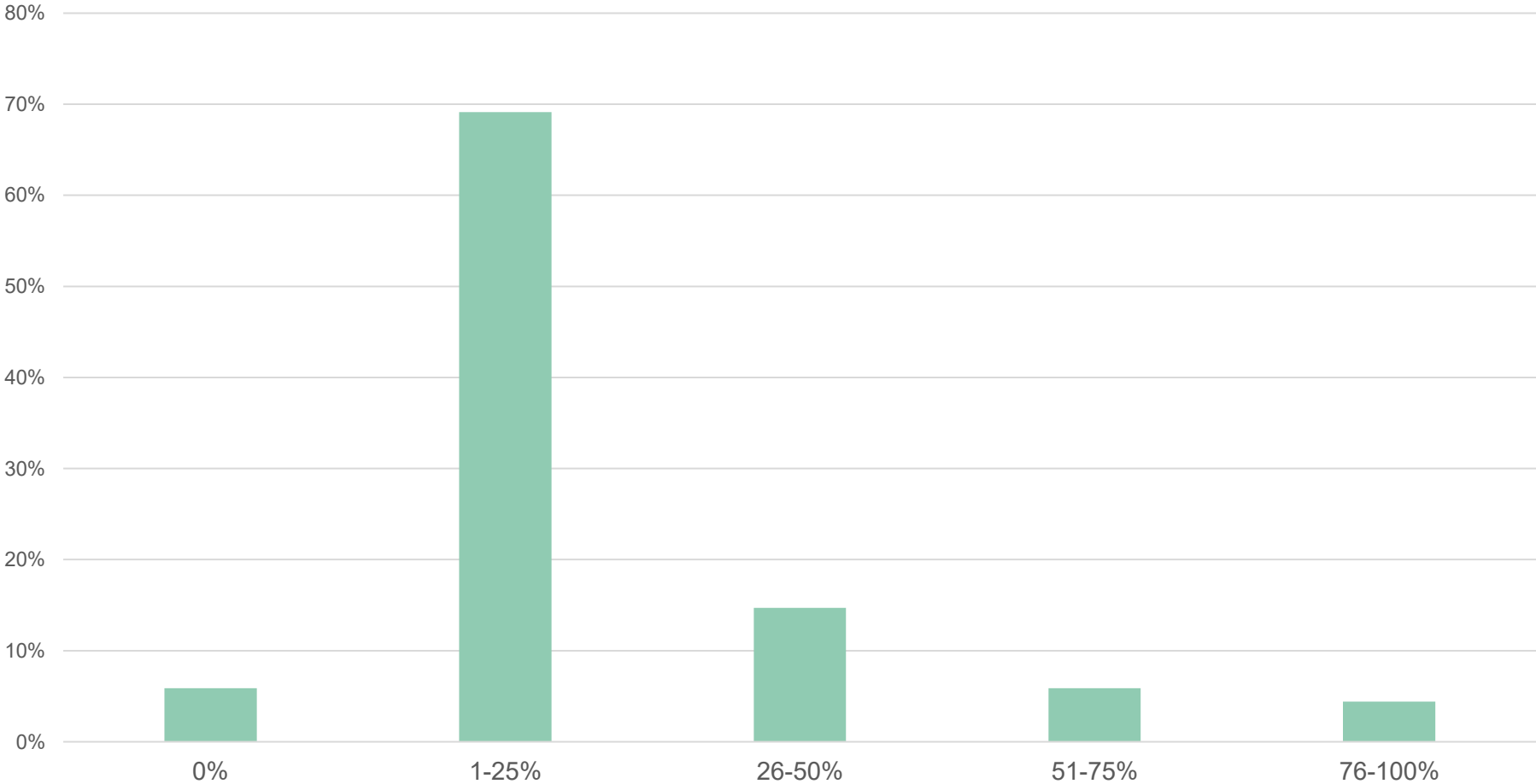
2019 survey

Grantmakers for Education members

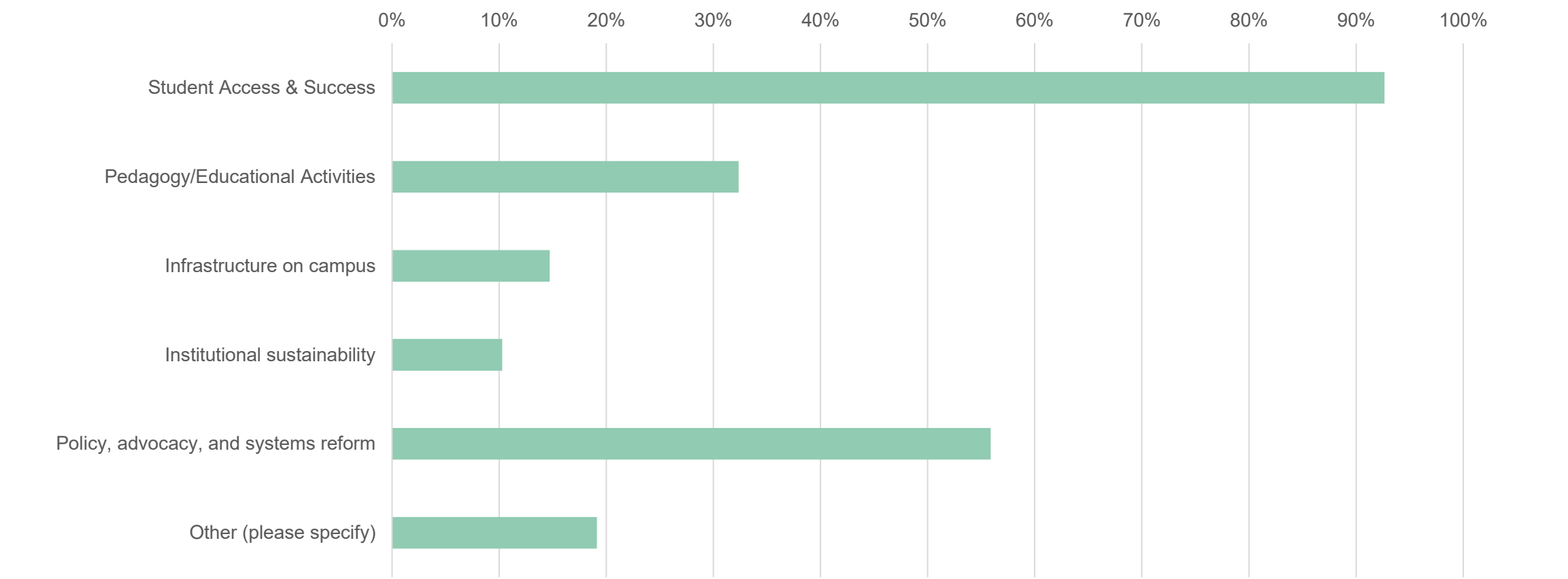
Types of Institutions Foundations Support in Postsecondary Strategy



Percentage of Foundations' Postsecondary Dollars Given to Colleges and Universities



Focus Areas of Postsecondary Giving





Financial Sustainability

Ongoing research

Aligning Sustainability with Student Success

- Covid-19 intensified financial challenges already facing colleges and universities
 - Demographic trends and attainment gaps for students create urgency to make student access and success equitable
 - Low-income and BIPOC students already the least likely to attend and complete college; during Covid-19, most likely to postpone higher ed or drop out
 - How can schools that don't have deep pockets align financial sustainability with access and success for today's students?
-

Aligning Sustainability with Student Success

Research Questions for Higher Ed leaders:

- How do you assess your own ROI for student access and success?
 - How do student access and success factor into your institution-level decision-making?
 - How do you keep equity at the center in times of financial strain?
 - How can we identify shared wins for your institution's finances, mission, and low-income and BIPOC students?
-
- Institutional examples:

Iowa Wesleyan University, Linfield University, Trinity Washington University

Aligning Sustainability with Student Success

Initial Recommendations

- Ensure your CFO and CAO work together to identify benefits and costs of investing in access and success, look beyond individual programs that have that label
 - Use the data you have to answer key questions:
 - How much money do you save on recruiting for each student retained?
 - How much did you spend to retain them?
 - How much do you spend per completed degree, and on what? Could investing in what students need for completion reduce net costs?
 - Consider how financial decisions will affect key student populations
-

Aligning Sustainability with Student Success

What can funders do?

- Reframe the conversation about financial sustainability (ask the kinds of questions above)
 - Support promising innovations *and* proven approaches to help today's students graduate
 - Campus-wide, sustained leadership efforts to narrow equity gaps in enrollment and completion, serving both financial sustainability and mission
 - Support strategy development as well as implementation, so intended culture and system changes take hold
 - Identify and share effective examples on the ground to inform the field in the short and long terms
-



Trends in Philanthropy for Independent Higher Education

Michael J. Murray, President
Arthur Vining Davis Foundations

VIRTUAL/OCTOBER 19, 2020

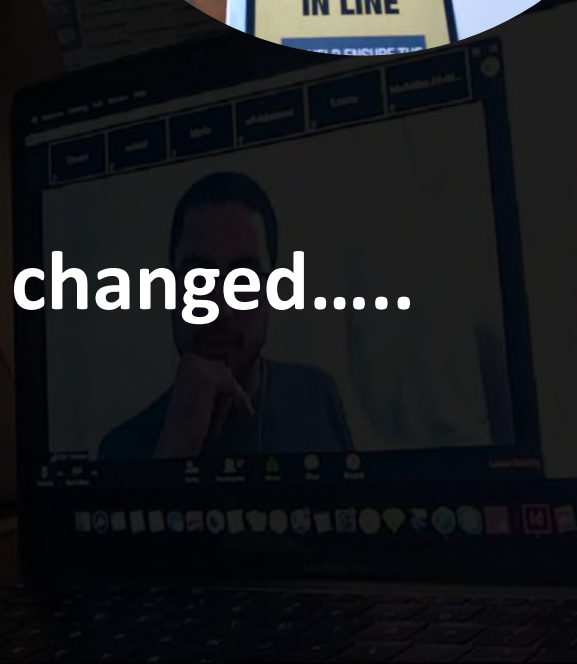
Trends in Philanthropy and Federal Grants

Council of Independent Colleges

2020 Presidents Institute

Monday, January 6, 2020 from 10:15–11:30 a.m.

Things have changed.....



Things have changed.....



THE BATT
@THEBATTONLINE

COVID related changes

1. Enhanced attention to remote infrastructure, content, and training.
2. Deeper worries about institutional long-term stability.
3. Greater consumer price consciousness/skepticism.
4. Increased student mental health demands

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Amber Duncan, *Strategy Director*
Haley Glover, *Strategy Director*



Amy Kerwin, *Vice President*



Elizabeth Gonzalez, *Chief Program & Strategy Officer*



Farhad Asghar *Program Officer*



Angela DeBarger, *Program Officer, Education*



Brennan Brown, *Director of Education Partnerships*



Peter Taylor, *President*



Michael Murray, *President & CEO*
John Churchill, *Director of Programs*



Kumar Garg, *Managing Director*

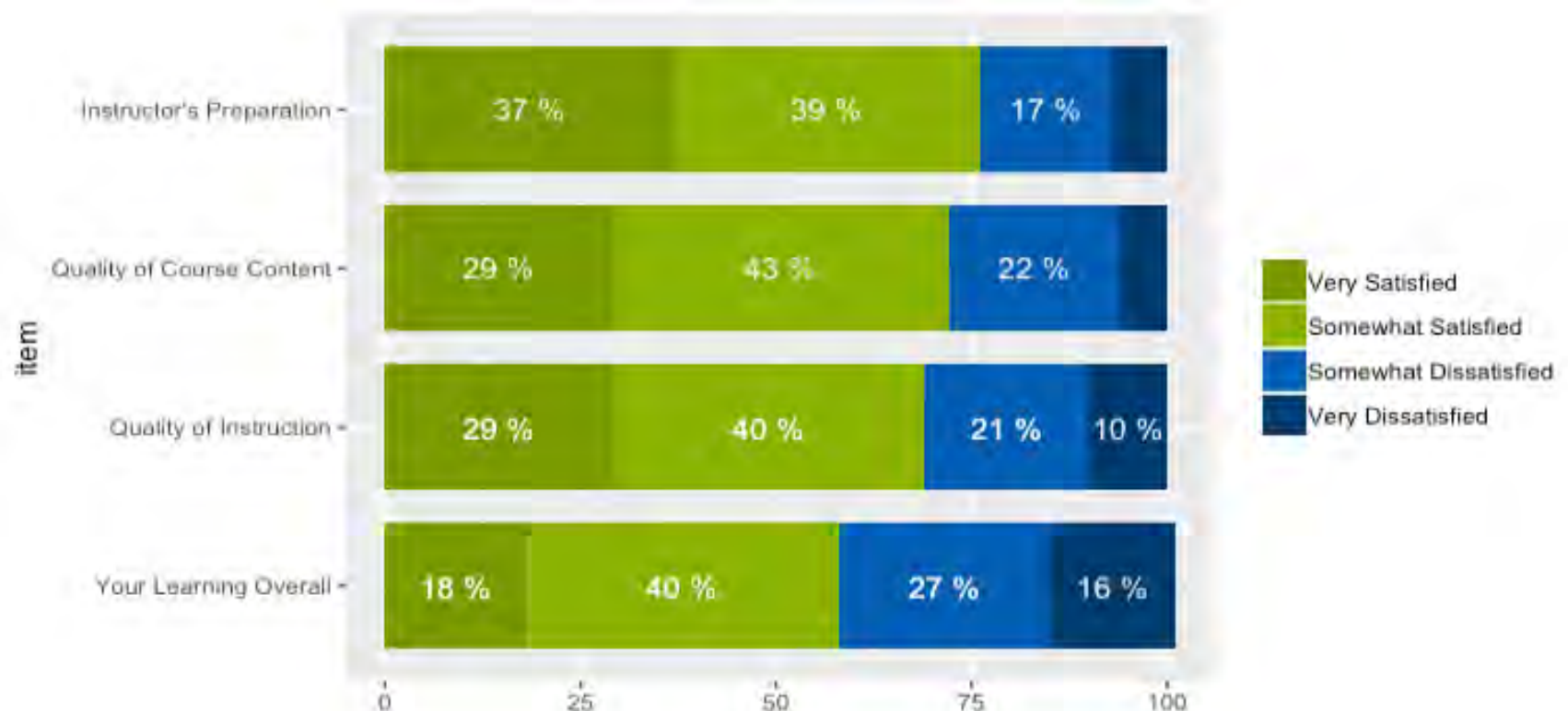


Rahim Rajan, *Deputy Director, Solutions*
Alison Pendergast, *Sr. Program Officer, Digital Learning*
Rory O'Sullivan, *Sr. Program Officer, Policy & Advocacy*
Nazeema Alli, *Program Officer, P-16*
Esther Hyun, *Program Officer, Strategy Execution*

Course Satisfaction Dropped After COVID



Satisfaction with Various Aspects of the Course



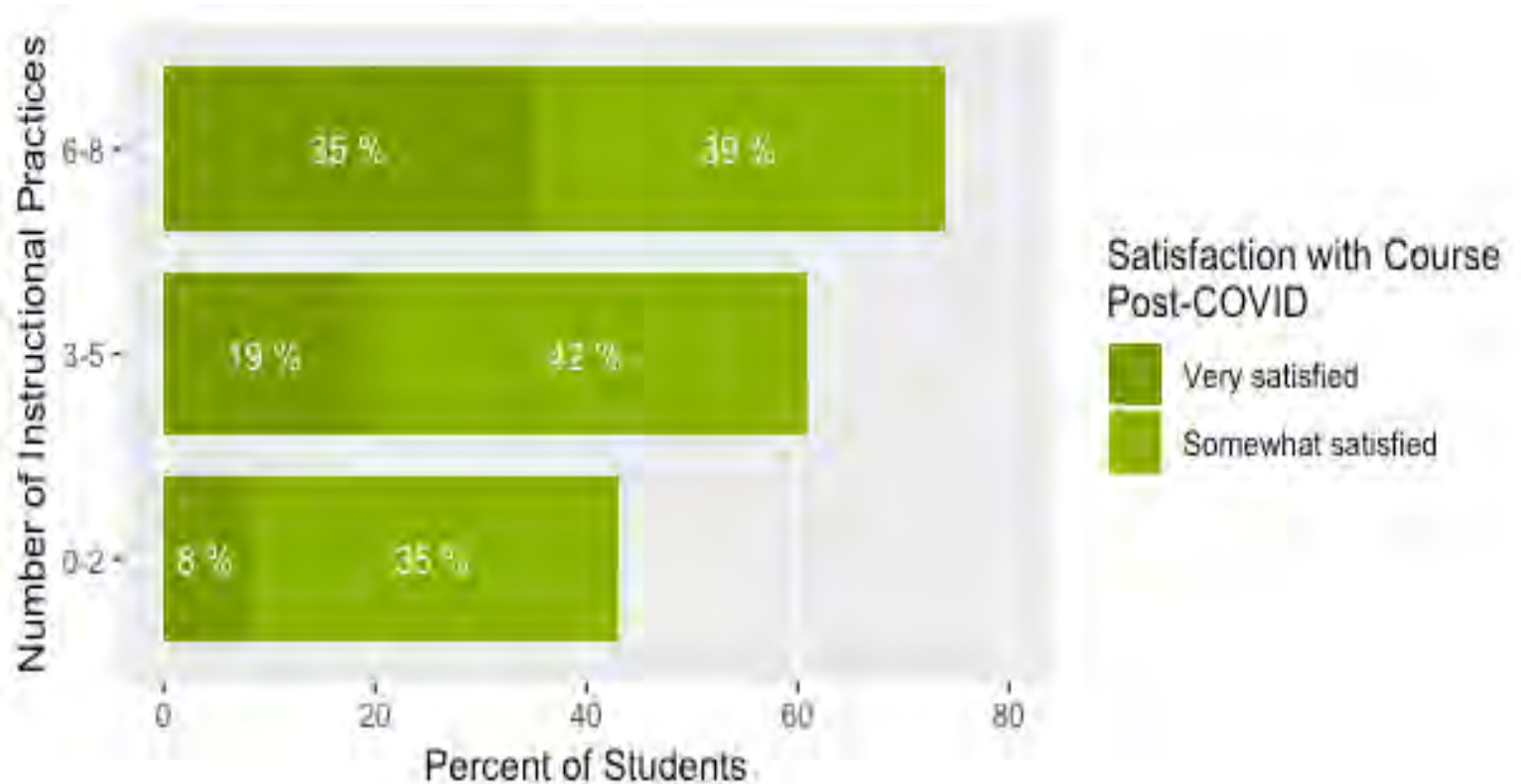
Students Felt Many Aspects of their Course Worsened



Recommended Online Instruction Practices

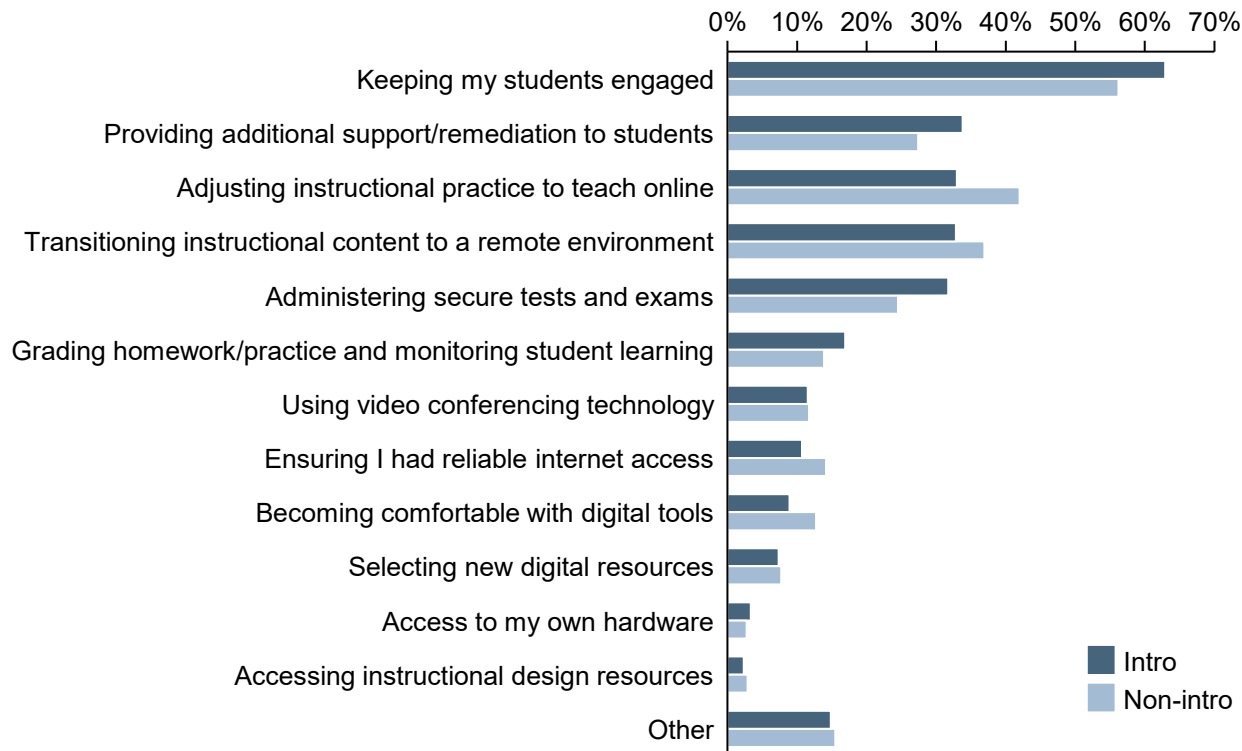
- * Assignments that ask students to express what they have learned and what they still need to learn
- * Breaking up class activities into shorter pieces than in an in-person course
- * Frequent quizzes or other assessments
- * Live sessions in which students can ask questions and participate in discussions
- * Meeting in “breakout groups” during a live class
- * Personal messages to individual students about how they are doing in the course or to make sure they can access course materials
- * Using real world examples to illustrate course content
- * Work on group projects separately from the course meetings

Use of Instructional Practices and Student Satisfaction



Faculty primarily struggled to keep students engaged; first-time online, low-distance and 4-yr faculty report greater challenges adjusting instructional practice

Top faculty challenges during the transition to remote



Segment Insights and analyses



The **secure administration of tests and exams** was most acute for faculty teaching introductory courses (32%); and intro math and physics faculty (60%)



Faculty teaching for the first time online reported a higher rate of challenge in **adjusting instructional practice** to teach online (43%) than faculty with prior online teaching experience (27%)



Faculty at low-distance institutions struggled to **adjust their instructional practice** to an online environment more than their peers at high-distance institutions (38% v. 30%)



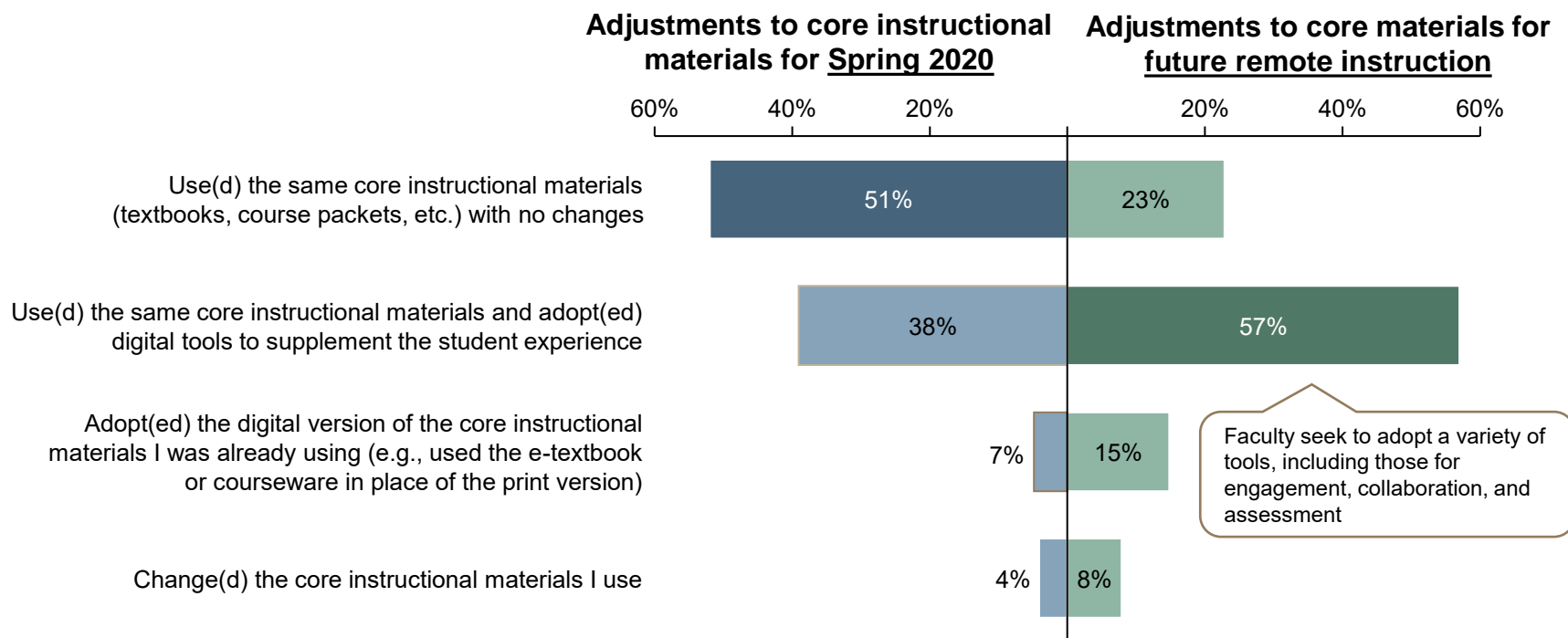
Faculty from ICL institutions found **providing additional student support** more challenging than those outside of ICL (34% v. 28%)

Survey question: "What was most challenging for your transition to teaching remotely? Please choose up to three."

Intro N = 3,404, Non-intro N = 1,383

Sources: Faculty Sentiment Spring 2020, Tyton Partners analysis

Though most faculty used the same core instructional materials to teach this spring, most plan to adopt digital tools to supplement going forward



**Survey questions: "What adjustments, if any, did you make to the instructional materials used in your course? Please select the answer closest to your experience." N = 4,438;*

"If you were to teach this course again in a remote environment, how do you plan to change the materials used?" N = 4,270

Sources: Faculty Sentiment Spring 2020, Tyton Partners analysis

[Product Index](#) > [Post-Secondary](#) > [Courseware](#)

Courseware Product Index

Use these filters to create a shortlist of courseware products that fit your unique instructional goals.

Filters inspired by the [CWiC Framework](#)

62 Products



[Reset All Filters](#)

REFINE BY FEATURE

► ADAPTIVITY

The content can be adjusted in relation to a learner's knowledge

► CUSTOMIZATION

Educators and course designers can alter learning or assessment content

► LEARNER AUTONOMY

Learners can impact or augment instruction based on their choices

► SOCIAL-EMOTIONAL

Use of feedback and interventions based on a learner's social-emotional state

YOUR REQUIREMENTS

LMS compatibility ▾

Accessibility ▾

Content Sources ▾

Disciplines ▾

Modality ▾

Use Cases ▾



Toolwire Games

by **Toolwire, Inc.**

Pre-made, supplemental courseware modules in the form of simulations and games

[MORE INFO](#)



Smartwork5

by **W.W. Norton and Company**

Pre-made, supplemental courseware focused on sciences and economics

[MORE INFO](#)



Boundless Courseware

by **Boundless**

Pre-made open educational resource-based textbooks with analytics and study tools

[MORE INFO](#)



DELIVERING HIGH-QUALITY INSTRUCTION ONLINE IN RESPONSE TO COVID-19

Created By:

The Online Learning Consortium, the Association of Public and Land-grant Universities, and Every Learner Everywhere, with support from the Bill & Melinda Gates Foundation

May 2020



Delivering High-Quality Instruction Online in Response to COVID-19 Faculty Playbook

Delivering High-Quality Instruction Online in Response to COVID-19 is a faculty-focused playbook intended to improve course design, teaching, and learning in online environments. With special attention to the needs of instructors teaching online for the first time, the guide offers strategies for getting started and improving over time.

The playbook provides a path for continuous improvement of instruction along a quality-oriented continuum.

- **Design** guides immediate and basic needs for moving a course online. It is useful for translation of face-to-face or blended courses for fully-online delivery.
- **Enhance** provides options to strengthen the student learning experience. It is useful for improving face-to-face course elements that do not translate easily to online modalities.
- **Optimize** offers ideas and resources for online teaching that aligns with high-quality, evidence-based instructional practices. It is useful for continuous improvement of the online learning experience and student outcomes.

COVID related changes

1. Enhanced attention to remote infrastructure, content, and training.
2. Deeper worries about institutional long-term stability.
3. Greater consumer price consciousness/skepticism.
4. Increased student mental health demands

Assessing Financial Health

THE HECHINGER REPORT *Covering Innovation & Inequality in Education* TOPICS ABOUT DONATE Q

COLLEGES IN CRISIS

Analysis: hundreds of colleges and universities show financial warning signs

Federal data shows higher education troubles long before coronavirus struck



Forbes

DAILY COVER | 173,598 views | Nov 27, 2019, 06:00am EST

Dawn Of The Dead: For Hundreds Of The Nation's Private Colleges, It's Merge Or Perish

Edmit Why Edmit? Partner With Us Learning Center Sign In Get Started

College Financial Health Center

Resources to help you factor a school's financial health into your decision.



The Boston Globe WGBH NBC wbur NEW AMERICA

An official website of the United States government.

FederalStudentAid AN OFFICE OF THE U.S. DEPARTMENT OF EDUCATION UNDERSTAND AID APPLY FOR AID COMPLETE AID PROCESS

Home > Data Center > School Data > Financial Responsibility Composite Scores


Financial Responsibility Composite Scores

COVID related changes

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LOCAL & STATE >

Posted September 26 | Updated September 26

INCREASE FONT SIZE 

UMaine students sue for refunds over coronavirus shutdown

They are seeking tuition refunds over the UMaine System's decision to move online during the coronavirus pandemic this past spring.

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DEI and Anti-Racism Efforts

Increased attention to:

1. Student Support Efforts
2. Curricular Interventions
3. Training
4. Consciousness-raising

DEI and Anti-Racism Efforts

- Pre-matriculation academic and non-academic programming
- First or multi-year cohort programs
- Peer or faculty mentoring
- Undergraduate research opportunities, in both STEM and humanities
- Paid internships or support otherwise unpaid internships
- Research on teaching practices or campus climate the boost retention

Cuomo rolls out 'COVID Alert' app that notifies users if they've been in contact wit...



'No, he did not misspeak': White House spokeswoman's fiery response after multipl...



Here we go again: COVID spikes are happening because politicians let ultra-Orthodo...



Indigenous woman dying in Quebec hospital films staff insulting her in final moments



NYC fight pros

University of Pittsburgh introduces mandatory anti-racism course for incoming freshmen

By THERESA BRAINE
NEW YORK DAILY NEWS | AUG 20, 2020 AT 10:59 PM



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RECOMMENDED ON DAILY NEWS



Why Doesn't Diversity Training Work?

The Challenge for Industry
and Academia

Frank Dobbin and Alexandra Kalev

Starbucks' decision to put 175,000 workers through diversity training on May 29, in the wake of the widely publicized arrest of two black men in a Philadelphia store, put diversity training back in the news. But corporations and universities have been doing diversity training for decades. Nearly all Fortune 500 companies do training, and two-thirds of colleges and universities have training for faculty according to our 2016 survey of 670 schools. Most also put freshmen through some sort of diversity session as part of orientation. Yet hundreds of studies

in offering training to faculty and students, and even mandate it (29% of all schools require faculty to undergo training), is particularly surprising given that the research on the poor performance of training comes out of academia. Imagine university health centers continuing to prescribe vitamin C for the common cold.

Corporate antibias training was stimulated by the civil rights movement of the 1950s and 1960s and legal reforms that movement brought about. Federal agencies took the lead, and by the end of 1971, the Social Security Administration had put 50,000 staffers through racial bias training. By 1976, 60 percent of big companies offered equal-opportunity training. In the 1980s, as Reagan tried to tear down affirmative action regulations and appointed Clarence Thomas to run the Equal Employment Opportunity Commission, trainers began to make a business case for what they called "diversity training." They argued that women and minorities would soon be the backbone of the workforce and that employers needed to figure out how to better



The Council of Independent Colleges

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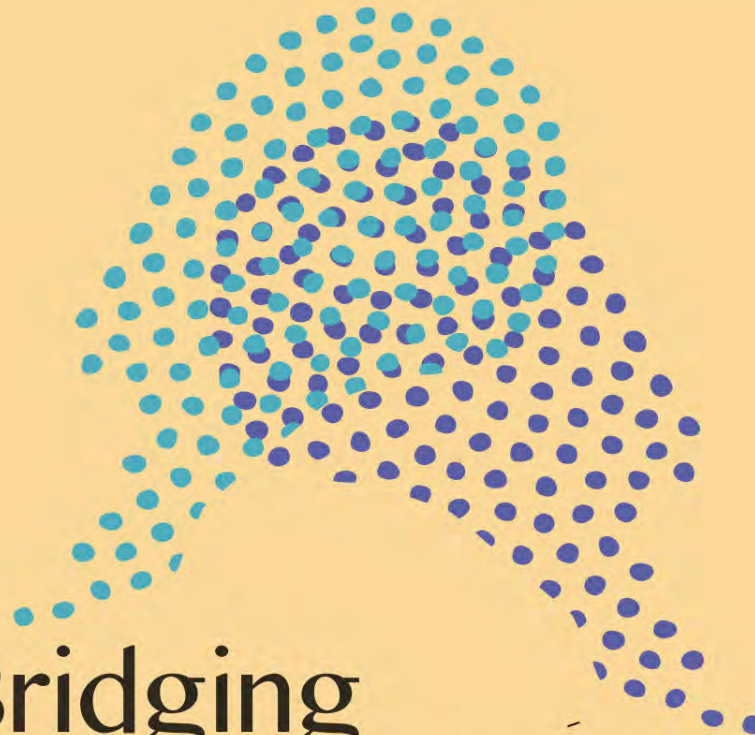
⚠ To support efforts to slow the spread of coronavirus, CIC employees are working remotely until further notice. You can [contact staff by email](#) or leave a voicemail for any staff member by calling (202) 466-7230.

Digest of Recent Research

[Share](#)

Published periodically, the *Digest of Recent Research* highlights timely research from scholarly journals and other publications with a focus on findings relevant to presidents and other leaders of independent colleges and universities. Edited by Matthew J. Mayhew, William Ray and Marie Adamson Flesher Professor of Educational Administration at Ohio State University, each *Digest* offers a brief summary of selected articles that includes a discussion of the findings and implications for action by the leadership of independent colleges and universities. John M. Braxton, professor of higher education at Vanderbilt University, served as editor for the first three issues. CIC is grateful to the Spencer Foundation for its support of this new series.





Bridging Differences Playbook

Learn research-based strategies to promote
positive dialogue and understanding

BridgeUSA 

 Braver Angels




About Us Programs

GATHER WITH A COMMON PURPOSE
CIVIC SATURDAY



 BEN
FRANKLIN
CIRCLES

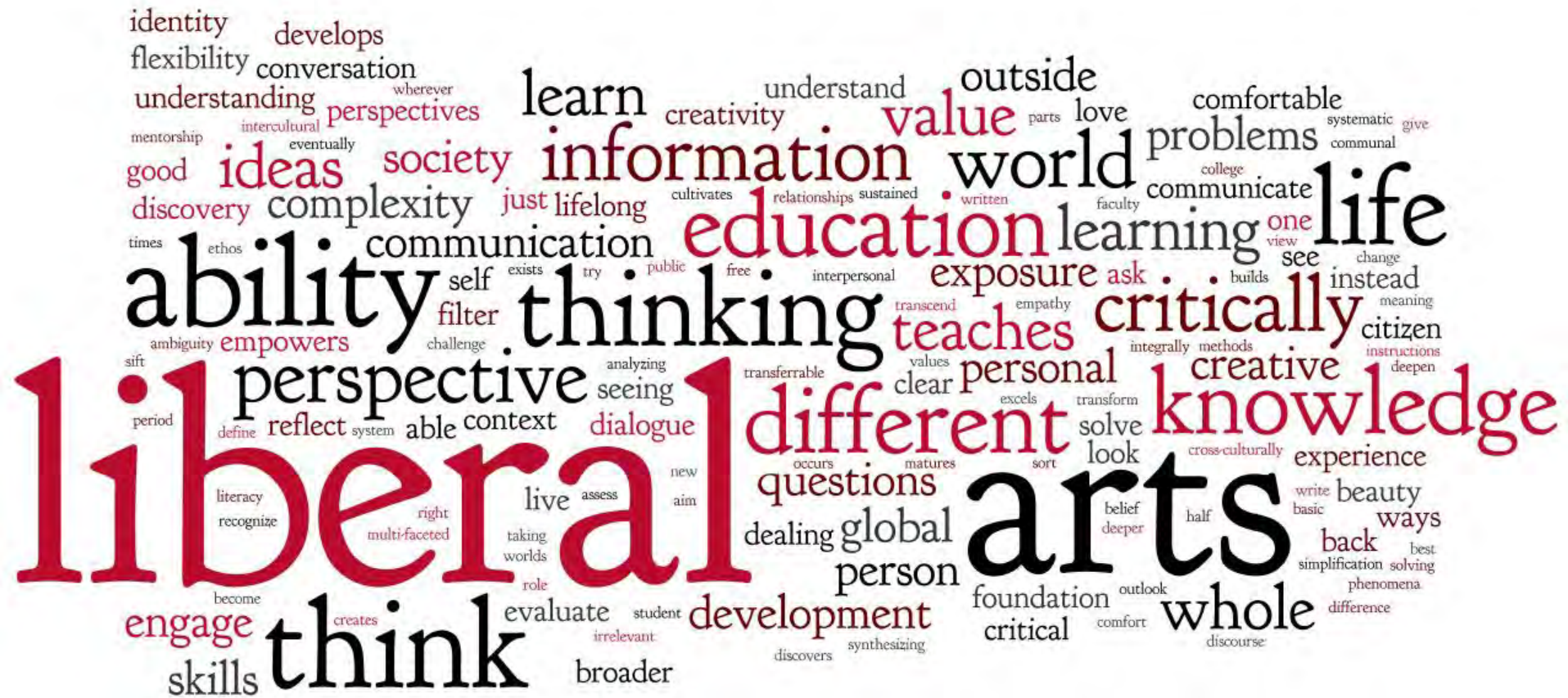
The Hidden Common Ground Initiative

A photograph of the Oberlin College campus in winter. The ground is covered in snow, and the trees are bare. In the background, there are several large, historic stone buildings with red roofs. A maroon directional sign is in the foreground, listing various campus locations with arrows indicating their directions.

Oberlin College

- ↑ Allen Memorial Art Museum
- ↑ Hall Auditorium
- ➔ Conservatory of Music
- ← Carnegie Building
- ← Athletic Facilities
- ↔ Residential Facilities

Value of Liberal Arts Education



Questions?



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Thank you to our presenters



Amy Holmes, Director
Rockefeller Philanthropy Advisors



Michael Murray, President
Arthur Vining Davis Foundations

Break

A blue-tinted photograph of a cup of coffee with steam rising from it, sitting on a wooden table next to a laptop and a spoon.

CIC Conversation between Foundation Officers and
College and University Presidents

The Role of Regional Foundations in Philanthropy for Independent Higher Education



Amelia Bond, President
St. Louis Community Foundation



Edward Burger, President
St. David's Foundation



Moderator: **William (Bill) Spiker**, President
Ohio Foundation of Independent Colleges



The Role of Community Foundations in Regional Philanthropy for Higher Education

A Foundation for the Future

stlgives.org

October 19, 2020

Presentation Overview

Context and Understanding:

- What is a community foundation?
- What types of funds are available?

Community Foundation Role:

- Promoter of local philanthropy and nonprofits
- Offer and holder of scholarship funds, designated funds, donor advised funds and endowments
- Convener of and partner in local priority initiatives

Ways to Partner with YOUR Community Foundation



What is a Community Foundation?

- A public charity that focuses on supporting a geographical area
- Facilitates the pooling of donations used to address community needs and support local nonprofits
- Offers numerous types of grantmaking funds such as: donor-advised funds, endowments, scholarships, designated funds, field-of-interest funds, giving circles and more
- Funded by donations from individuals, families, businesses and sometimes government grants



Our Mission



The St. Louis Community Foundation inspires purposeful philanthropy that connects community and donors to build and preserve a more equitable and vibrant region, now and forever.



stlgives.org

PRICE \$6.99

DEC. 8, 2014

THE NEW YORKER



stlgives.org



Together ► **STRONGER**



stlgives.org



Charitable Fund Options

| Fund Types | Reason for Selection | Fund Specifics |
|-------------------------------------|---|--|
| Legacy Advised Fund | Donor establishes fund during lifetime and designates family/friends to make grants in the future. STLCF can work with you and your family to explore your values and interests to ensure they are reflected in your philanthropic legacy. | Advisor(s) selected by donor may recommend grants locally, nationally, or internationally to any nonprofit that is a registered 501(c)(3). |
| Scholarship Fund | Donor supports students by crafting a unique scholarship program that reaches the students you want to encourage. STLCF can assist you in establishing the scholarship criteria and can fully administer the scholarship process and distribution of funds. | Donor determines scholarship parameters such as areas of study, size of awards, number of awards per year, renewability or term, academic level: K-12, trade school, undergraduate, postgraduate. |
| Field of Interest Fund | Donor creates a resource to address issues related to a specific cause, population, or geography. | Donor states an area of charitable interest and/or type of support—such as the arts, education, health and human services, or the environment. You define the area—as broad or narrow as you choose. |
| Designated Fund | Donor supports one or more favorite charitable organization(s) in perpetuity or over a term of years. STLCF monitors each selected organization to ensure that grant dollars are used as you intended. | Donor names charitable organization(s) and type of support. STLCF ensures your philanthropic legacy by redirecting grant dollars if a chosen organization closes or changes its mission. |
| Discretionary Endowment Fund | “Highest and best use” of philanthropic assets is an objective met when you establish an endowed discretionary fund at STLCF. | Grants are applied to the community’s most pressing needs. No matter how circumstances and organizations may change in the future, discretionary funds never become obsolete or misappropriated. |
| Donor Advised Fund (DAF) | Donors make charitable giving easier by making grants to their favorite nonprofits from one fund. | Donor recommends grants of interest for general or specific purposes. |



Donor Advised Funds: How Do They Work?



1

Give

To your donor advised fund and receive a tax deduction using:



Cash



Stock



Illiquid Assets



2

Grow

Your charitable fund by investing with:

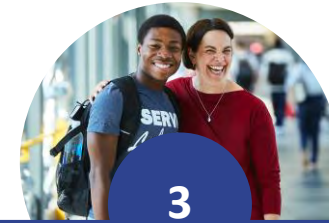


Your Investment Advisor

- Or -



St. Louis Community Foundation
Investment Pools



3

Grant

To your favorite 501(c)(3) public charities at your convenience:



Education



Racial
Equity



Human
Services



Religious



Animal
Welfare



Favorite
Causes



stlgives.org

"I want to expose my students to things and opportunities outside of their neighborhoods and give them a chance to see the larger community in which they live," Dr. Williams says. "For children to have a growth mindset, they must see possibilities and have access and exposure – as an educator I can help make that happen."

- Dr. Shawn Williams

Bertha Black Rhoda Scholarship Recipient



 Washington
University in St. Louis

 SAINT LOUIS
UNIVERSITY™

Webster
UNIVERSITY

UMSL

 St. Louis
Community
College

 MARYVILLE
UNIVERSITY

SOUTHERN ILLINOIS UNIVERSITY
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BARNES JEWISH
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Community Investment Priorities



Building a stronger St. Louis by building stronger neighborhoods. Invest STL is a regional initiative that aligns investment, technical assistance, and community organizations to build healthy neighborhoods that are thriving, resilient, and livable for everyone.



ST. LOUIS GRADUATES

St. Louis Graduates works to make the postsecondary education system more equitable, so all students can benefit from education beyond high school.

Center for Civic Research and Innovation

The Center for Civic Research and Innovation (CCRI) provides independent objective research and analysis designed to fuel informed civic dialogue. CCRI cuts through the noise to probe for the right questions while delivering a sustained, data-driven, and action-oriented approach to the community issues that matter most.



A collective of close to 100 nonprofits, the Regional Response Team's (RRT) purpose is to identify and prioritize the critical needs of vulnerable populations; share effective solutions and approaches between providers in different areas of need; deploy critical resources in an efficient and coordinated manner; and highlight needs and opportunities to funders, decision makers and the broader community.



Created by the St. Louis Community Foundation, this 24-hour online day of giving raised \$4.5 million in May 2020 for the 977 participating nonprofits. Since 2014, these efforts have raised a total of \$17.5 million.



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Connect and Partner with YOUR Local Community Foundation

1. Meet regularly to build a partnership relationship
2. Awareness and understanding of endowment and grantmaking opportunities, specifically designated funds and scholarship funds
3. Align and partner on systems level regional priority initiatives
4. Align and partner for the advancement of Equity
5. Participate in donor education and communications





Contact us.

#2 Oak Knoll Park | St. Louis, MO 63105



Edward Burger, President
St. David's Foundation

St. David's
FOUNDATION

**WE'RE WORKING HARD TO MAKE CENTRAL TEXAS THE
HEALTHIEST COMMUNITY IN THE WORLD.**



CIC Conversation between Foundation Officers and
College and University Presidents

Questions?

CIC Conversation between Foundation Officers and
College and University Presidents



Thank you to our presenters



Amelia Bond, President
St. Louis Community Foundation



Edward Burger, President
St. David's Foundation

Thank you to all of our presenters





CIC gratefully acknowledges the support of TIAA over the years for the Conversation between Foundation Officers and College and University Presidents.