



INDEPENDENT COLLEGES  
AND UNIVERSITIES

*A National Profile*



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Independent, or private, colleges and universities are **diverse** in their depth and variety — in students, faculty, academic offerings, tuition levels. We will tell their story briefly in the pages that follow through facts and numbers, but also through profiles of a few of the people who are part of these extraordinary institutions.

Surprising to many is just how **affordable** a quality private college education can be. It's an attainable dream for students from every social and economic segment of the nation. Through generous student financial aid programs, which often include sizeable grants from the institution's own funds, students from every walk of life can attend a private college or university. Today more than ever, these institutions strive to reduce costs and improve efficiencies so that finances need not be a barrier to any student.

A private college education is a highly **personal** experience. It is marked by faculty who care about students as individuals, a wide array of counseling and guidance services, and a warm community of students, faculty, and staff who respect and support each other.

Independent colleges and universities are **involved** in the world beyond the classroom and campus in countless ways — as major employers, sources of a ready pool of volunteers, and leaders in research to benefit all of society.

Today, many private colleges and universities also have joined with their neighbors beyond campus in innovative and ambitious partnerships to revitalize the local community.

The nation's 1,600 independent colleges and universities are **flexible** enough in their programs and convenient enough in their locations to meet the needs of virtually everyone pursuing higher education — whether coming directly out of high school, returning as an older degree student, or improving career skills part-time while continuing to work. Students can select a private college close to home, or get away to the kind of campus setting they prefer — whether urban, suburban, or rural. The flexibility at private colleges also extends to their hours and their offerings, as well as to the creation of satellite campuses close to where students live or work.

Whatever the expectations and needs of individual students, the real measure of a college education is how **successful** those students become. That means more than salaries and status. The greatest success for private college graduates may lie in the social, ethical, and reasoning skills they acquire through the caring and supportive environment they find on campus. In learning to think critically and communicate effectively, and by appreciating learning as a lifelong journey, private college students develop the abilities that will serve them well wherever life may take them.



**SAJDA NURIDDIN, SOPHOMORE**

SYRACUSE UNIVERSITY  
SYRACUSE, NEW YORK

**Hometown:** Cranston, Rhode Island

**Major:** Environmental and Mechanical Engineering

**Student Activities:** Muslim Student Association, National Society of Black Engineers, Society of Hispanic Professional Engineers

**Favorite Engineering Activity:** Working on the university's Mini-Baja all-terrain vehicle

**On Going into Engineering:** It can be intimidating and hard to break away from what everyone expects you to do, and then to do what's right for you.

**Favorite Pastimes:** I'm *slowly* learning how to play the guitar, and last year a friend taught me how to knit.

**Future Plans:** I want to go into the automotive field, probably automotive design.

Sajda is excelling with the help of SU's financial and academic assistance — including a summer program aimed at student retention. “Coming to college is tough,” Sajda says, and being in a traditionally male-dominated field, “I’ve had to work as hard or harder than anybody.” She especially wants to succeed for her mother, “the most amazing person I know. I don’t want to strive for the bare minimum. I want her to be proud of me.”

D

*“I’m more sure of myself now, more confident in my ability as a person, as a student, because I’ve found a lot of support here — academic, social, religious. To grow, you need people of all different types, from all different places.”*



# LIVERSE





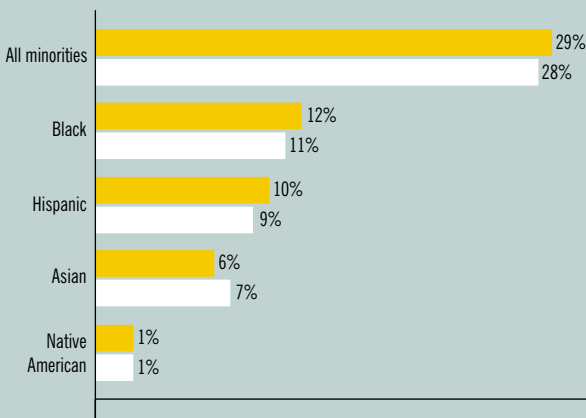
# diverse

Independent colleges and universities are as diverse as the nation itself. They include traditional liberal arts colleges, major research universities, church and faith-related institutions, historically black colleges and universities, women's colleges, two-year colleges, and schools of law, medicine, engineering, art, business, and other professions.

The 1,600 independent colleges and universities in the United States enroll 3.1 million students. The number of students at these institutions ranges from fewer than 100 to more than 30,000, averaging 1,920.

This variety offers students a choice in the type of educational experience that will best serve their interests, needs, and aspirations. As a result, the students attending independent colleges and universities come from a broad array of family backgrounds, ethnicities and age groups, and have a wide ranging set of academic and career interests.

## INDEPENDENT COLLEGES AND UNIVERSITIES EDUCATE STUDENTS FROM DIVERSE BACKGROUNDS

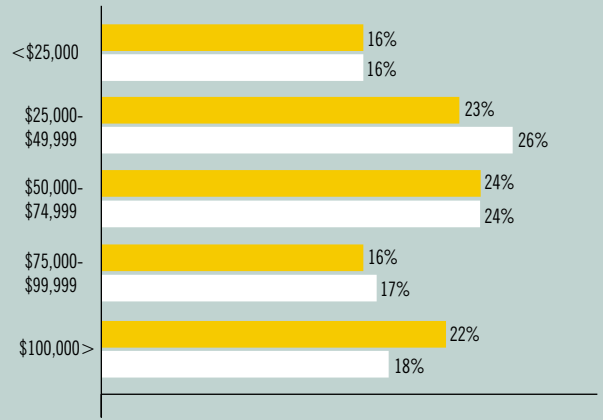


 Independent four-year  
 State four-year

Source: U.S. Department of Education, National Center for Education Statistics, 2002. Analysis by the National Association of Independent Colleges and Universities.

Independent colleges and universities offer degrees in more than 760 fields of study.

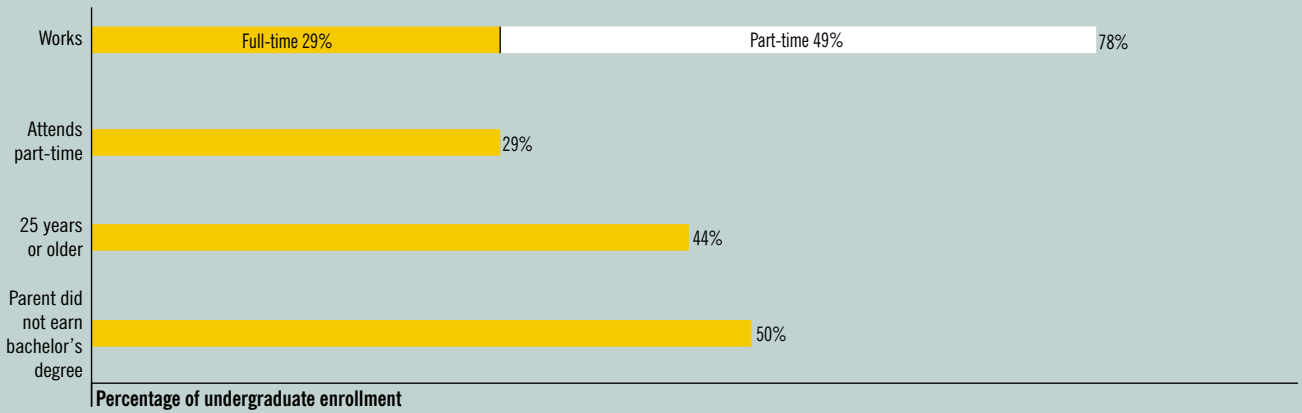
### INDEPENDENT COLLEGES AND UNIVERSITIES EDUCATE STUDENTS FROM ALL FAMILY INCOMES



**Independent four-year**  
**State four-year**

Source: U.S. Department of Education, National Center for Education Statistics, NPSAS: 1999-2000. Analysis by the National Association of Independent Colleges and Universities.

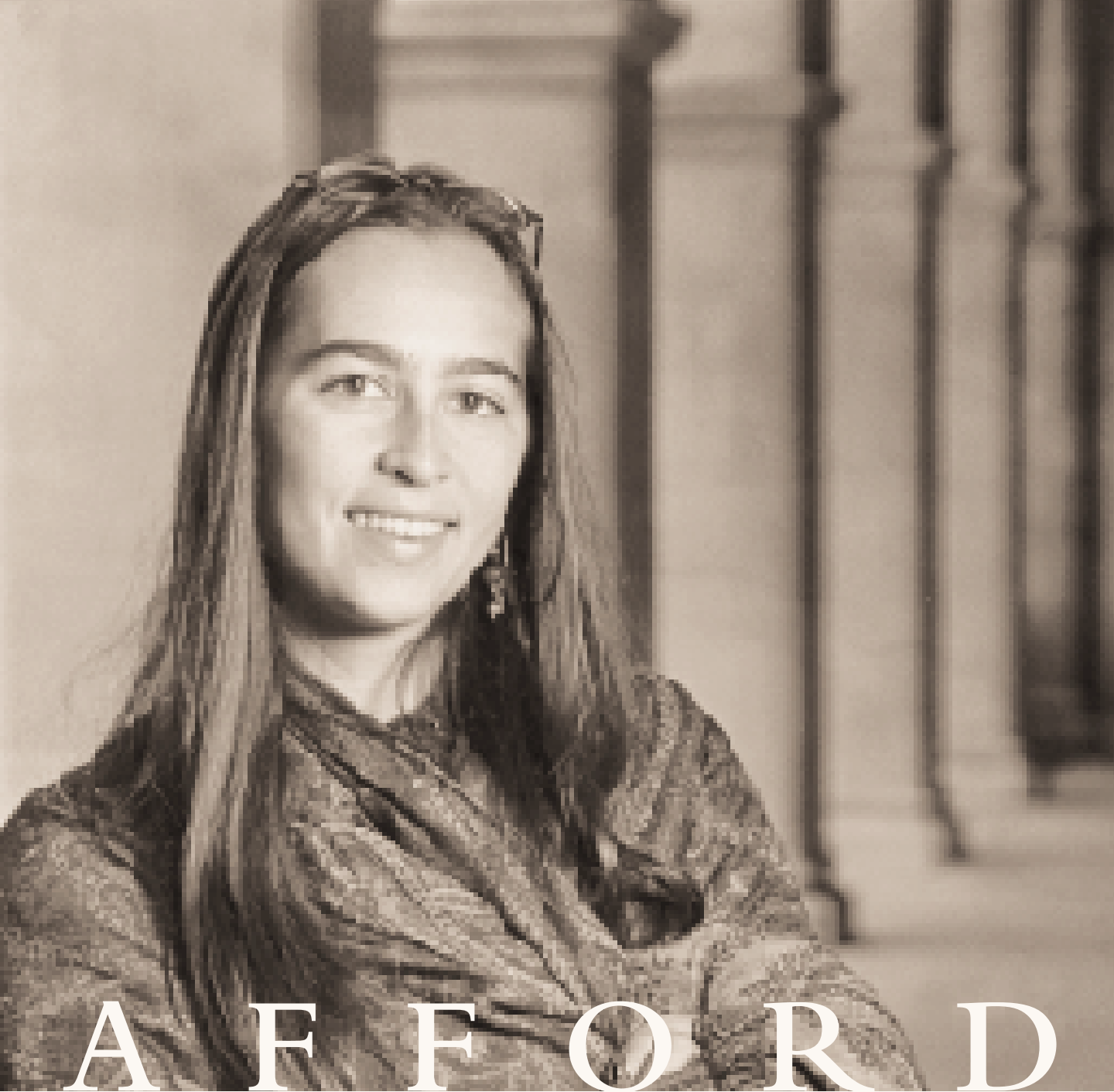
### INDEPENDENT COLLEGES AND UNIVERSITIES EDUCATE “NON-TRADITIONAL” STUDENTS



Source: U.S. Department of Education, National Center for Education Statistics, NPSAS:1999-2000. Analysis by the National Association of Independent Colleges and Universities.



Regardless of background and academic preparation, students are as likely to earn their degree in four years at an independent college or university as they are in six years at a state institution.



AFFORD







“With one income going toward seven mouths and seven dreams,” Anna says “I knew that if I didn’t get a lot of financial aid, I wouldn’t be able to go to college.” The university awarded her a humanities scholarship which underwrites full tuition for all four years. In 2003-04, Wash U undergraduates received more than \$47 million in university scholarships and grants.

### **ANNA SWANK, SENIOR**

WASHINGTON UNIVERSITY  
ST. LOUIS, MISSOURI

**Hometown:** St. Cloud, Minnesota

**Major:** French and Comparative Literature

**Favorite Activity:** Director of The Amateurs, an award-winning a cappella group on campus composed of 16 very different people. We tour, give concerts, record CDs, and take wild family vacations to Branson, Missouri.

**Most Important Discoveries About Myself:** I’ve learned to see the value in the time I have, and have discovered that happiness is a process, a habit.

**Role Models:** Other than my mother and the Beatles, I can’t think of any.

**Favorite Pastimes:** I’m a runner, enjoy cooking, tutor beginning students in French, and babysit. I’ve found you need to do at least six things a day at Wash U.

**Future Plans:** I had a semester abroad in France, and once I graduate I plan to go back there to teach English with the French Culture Organization. Then I’ll return to the U.S. to get my Ph.D.

# A B L E

*“As the oldest of seven children in a single-income family, I still can’t believe that I was able to benefit from such a wonderful education. I’ve taken advantage of this place to the fullest.”*

# affordable

A quality education at an independent college or university is affordable to students of all family incomes. Eighty-four percent of full-time dependent undergraduate students at private institutions received some form of financial aid in 1999–2000, averaging \$13,700.

Much of the aid to students comes from the institutions' own resources. In 2002–03, independent colleges and universities provided more than \$11 billion in financial assistance, mostly in the form of grants, compared with \$1.4 billion in 1984–85.

Published tuition and fees at four-year independent colleges and universities averaged \$19,710 in 2003–04, ranging from zero (no tuition charges) to \$30,800.

Undergraduate students who receive grant aid pay an average of 60 percent of the published tuition at

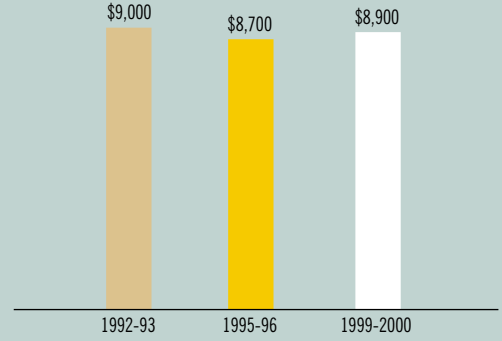
independent institutions. The amount varies according to each student's financial resources. Families who demonstrate the greatest financial need pay an average of 40 percent of the published tuition.

Even students who may not qualify for financial aid still pay less than what it actually costs institutions to provide the buildings, books, computers, laboratory equipment, services, and other expenses for educating students. Subsidies from state governments ranging from \$3,600 to \$11,200 per student, depending upon the state, help public colleges and universities cover the cost of education. Independent institutions must rely upon their existing capital, endowment, annual gifts, and other sources to cover educational costs because on average, published tuition covers only 62 percent of the expenses that comprise the full cost of educating a student.



**AVERAGE NET TUITION (AFTER ALL GRANT AID) AT PRIVATE COLLEGES AND UNIVERSITIES DECREASED SLIGHTLY BETWEEN 1992-93 AND 1999-2000**

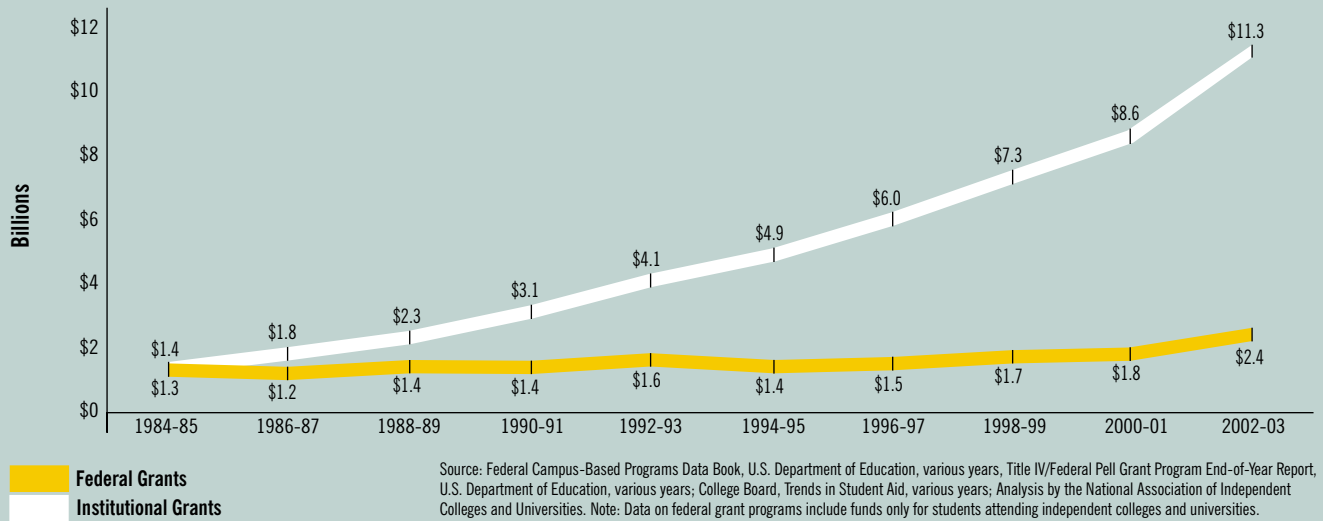
Adjusted for inflation



Sources: U.S. Department of Education, National Center for Education Statistics, *What Students Pay for College: Changes in Net Price of College Attendance Between 1992-93 and 1999-2000*; National Postsecondary Student Aid Study (NPSAS): 1992-93, NPSAS: 1995-96, and NPSAS: 1999-2000. Analysis by the National Association of Independent Colleges and Universities.

The average debt of students graduating from state four-year and independent four-year colleges and universities is similar — \$15,400 and \$17,300, respectively in 1999-2000.

**STUDENTS RECEIVE MORE GRANT AID FROM INDEPENDENT INSTITUTIONS THAN FROM FEDERAL SOURCES**



Sixty-five percent of grants awarded by independent colleges and universities consider a student's financial need.



## TOM NELSON, PROFESSOR

ELON UNIVERSITY  
ELON, NORTH CAROLINA

**Position:** Assistant Professor, School of Communications

**Degrees:** B.A., Boston College; M.S., Syracuse University

**Experience Prior to Teaching:** Reporter and news anchor at television stations in North Dakota, Pennsylvania, Maine, California, Texas, and Germany

**Recent Influential Books:** *Einstein in Berlin* by Thomas Levenson, and Stephen Ambrose's *Undaunted Courage*. I especially enjoy history.

**Most Influential Professor:** Jocelyn Hillgarth, who was professor of medieval history when I was an undergraduate at Boston College

**Mark of a Good Education:** The ability to think on your feet, and knowing at least something about many subjects. I don't believe that "dilettante" is a pejorative.

In a class on modernist vs. classicist approaches to video production, Tom deluges students with an article on modern art from the *Financial Times*, and a paper on the architectural influences of Palladio's Italian villas, then reads a Langston Hughes poem juxtaposed against a reading from Hamlet. A believer in experiential learning (though he abhors such educational jargon), he annually invites students to explore the culture of World War I through a study-abroad class to Verdun, where they sit in the still-existing trenches and write poetry on the war.

P E

*"I teach because I like the social aspects of giving and taking.*

*But there's a paternalistic aspect as well to guiding and protecting*

*students. I truly believe it's one of the most redemptive things*

*you can do on earth."*



# R S O N A L





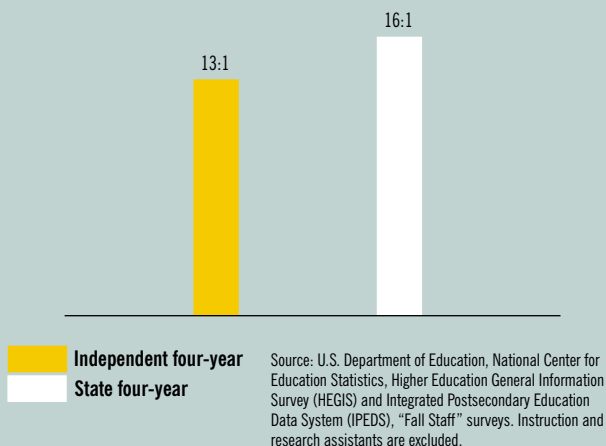
# personal

Education at a private institution is a highly personal experience. It is marked by teachers who care about students as individuals, a wide array of counseling services, and a warm community of students, faculty, and staff who respect and support each other.

Students at private colleges and universities enjoy a lower student-to-faculty ratio than at state colleges and universities. They are also more likely to interact with faculty in a variety of ways outside of the classroom.

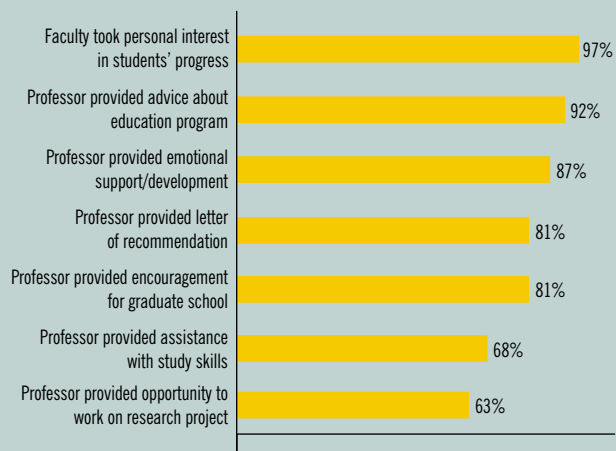
This personal attention benefits all students, resulting in higher degree-completion and student-satisfaction rates.

## STUDENT-TO-FACULTY RATIOS ARE LOWER AT INDEPENDENT COLLEGES AND UNIVERSITIES.



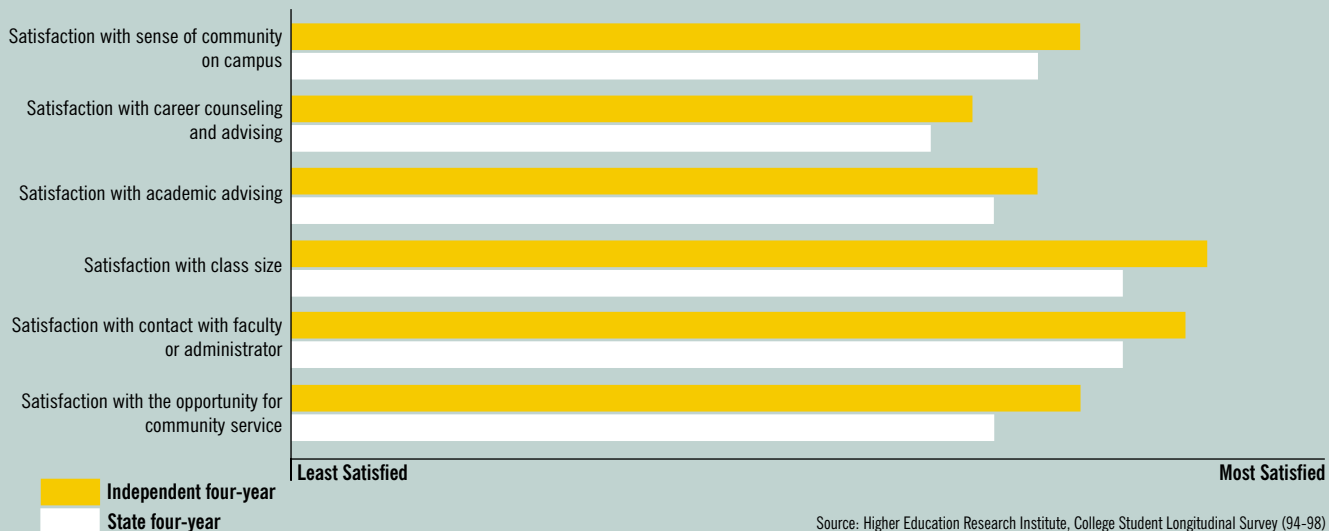
Students who earn bachelor's degrees are able to do so sooner at private colleges and universities than at state institutions, avoiding additional tuition and beginning their careers earlier.

### STUDENTS AT INDEPENDENT COLLEGES AND UNIVERSITIES BENEFIT BEYOND THE CLASSROOM



Source: Higher Education Research Institute, College Student Longitudinal Survey (94-98)

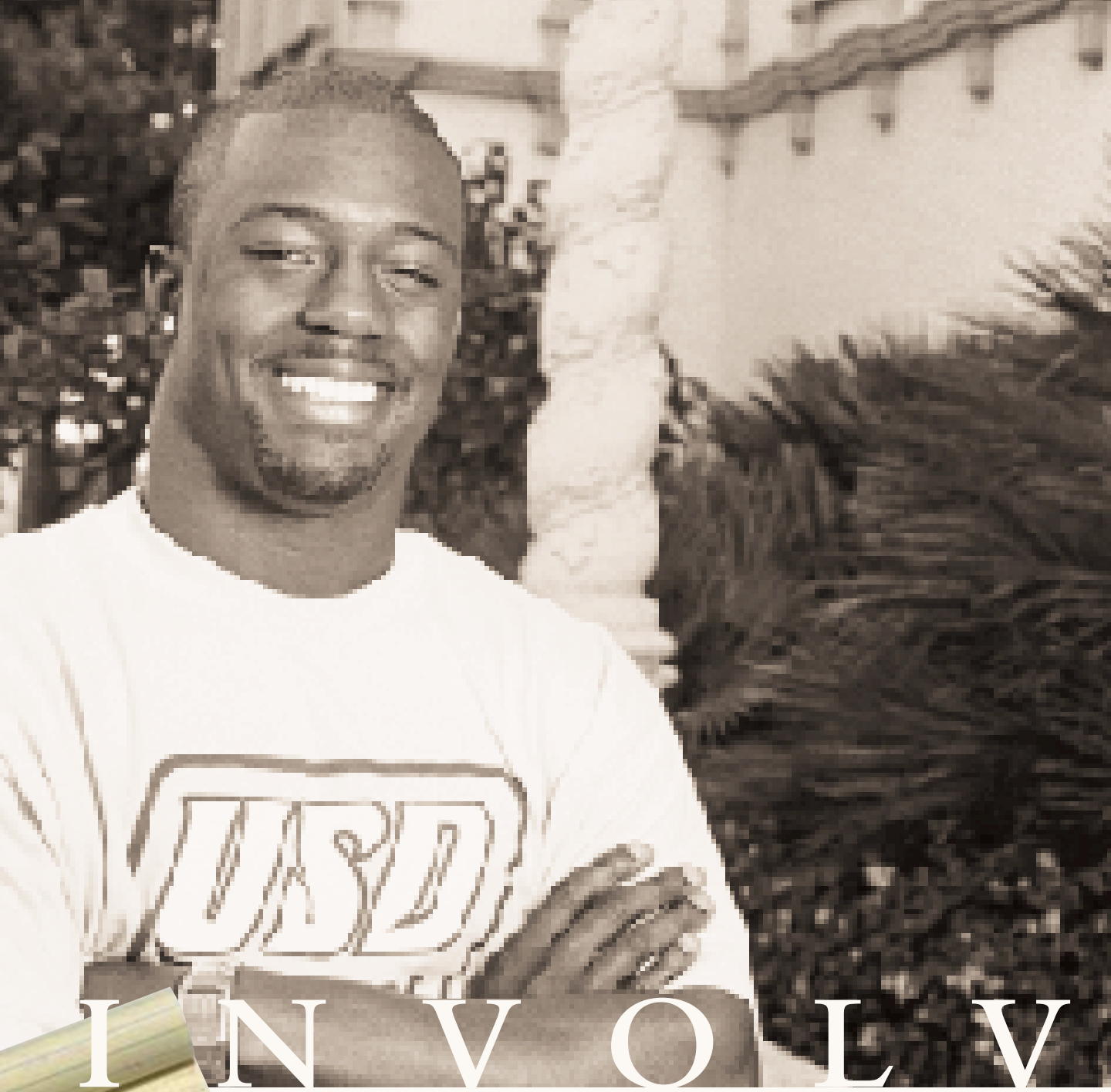
### STUDENTS ARE MORE SATISFIED WITH THE PERSONAL EXPERIENCE AT INDEPENDENT COLLEGES AND UNIVERSITIES



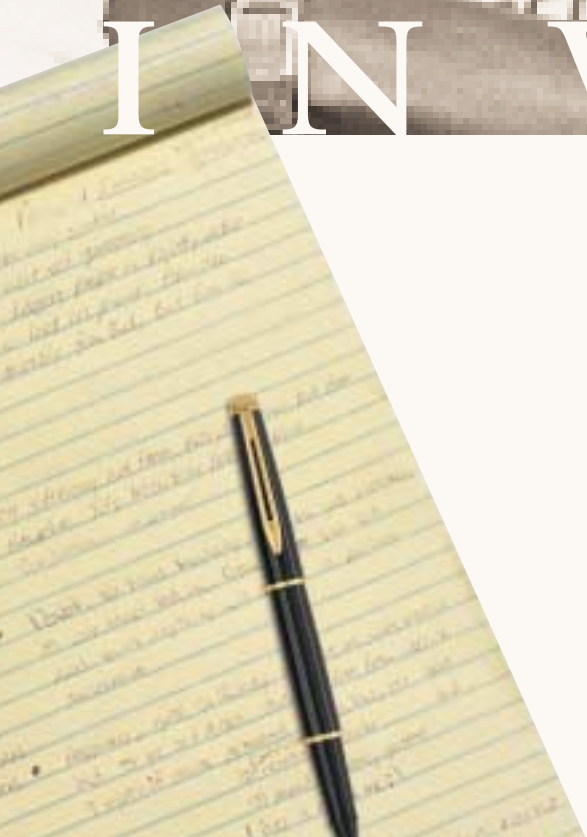
Source: Higher Education Research Institute, College Student Longitudinal Survey (94-98)



The majority of expenditures at independent colleges and universities goes for instruction, student services, and grant aid.



# INVOLV





Weekly, Marvin volunteers with an after-school program at the Bayside Community Center near campus, where he helps the children with their homework and assists with recreational activities. USD's involvement in Bayside is just one piece in a broad array of community outreach efforts supported by the university through course-based service learning, student organization projects, and faith-based initiatives. It's the kind of commitment many private colleges and universities make, both to help their communities and to educate the whole person.

E D

**MARVIN BANKS, SENIOR**

UNIVERSITY OF SAN DIEGO  
SAN DIEGO, CALIFORNIA

**Hometown:** Los Angeles, California

**Major:** Political Science, with minors in philosophy and English

**Activities:** Past President, Black Student Union; scholar-advocate with California Students for Action and Change; and student member of the San Diego Bar Association. I also played football at USD all four years

**Most Influential People:** My family — at home and at USD.

**Favorite Pastimes:** Intramural football, swimming, I'm learning to play piano, and I like to shop

**Best Places to Shop in San Diego:** Horton Plaza and Fashion Valley Mall

**Pastime I'm Least Likely to Mention:** Writing poetry — but just for myself, to get thoughts down on paper and to get feelings out

**Future Plans:** Law school, then I want to practice non-profit law. Later in my career I hope to become a judge, to help change and improve the law.

*“When I was growing up, I was helped by community centers, so I feel an obligation to give back to the kids. It’s a way for me to connect to the community, and has helped me define the kind of person I want to be.”*

# involved

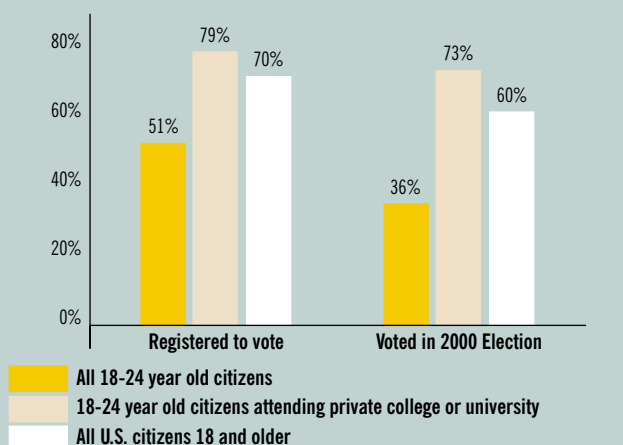
Independent colleges and universities are involved in the world beyond the classroom and campus in countless ways — as major employers, sources of a ready pool of volunteers, and leaders in research to benefit all of society. Many private colleges and universities have also joined with their off-campus neighbors in innovative and ambitious partnerships to revitalize the local community.

Independent institutions employ 858,000 people nationwide, and are frequently the single largest private employers in their areas. In 2001, independent colleges and universities had total revenues of \$120 billion. As these dollars work their way through local economies, their effect is multiplied into a cumulative economic impact of approximately \$300 billion.

More than half of students attending private institutions participate in volunteer and community service activities, averaging eight hours per week. On the cutting edge of scientific discovery, independent colleges and universities annually attract approximately \$10 billion of federal research funding while developing ways to help save lives, improve the quality of life, and keep the U. S. globally competitive.

Private higher education has long partnered with elementary and secondary schools, most commonly to prepare teachers, support at-risk students, and prepare and motivate students to attend college. In recent years, many independent institutions are also closely involved in projects to improve local economies and enhance communities.

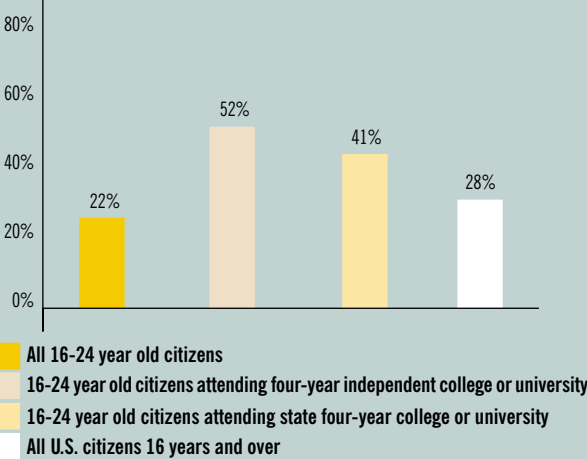
## YOUNG PEOPLE ATTENDING INDEPENDENT COLLEGES AND UNIVERSITIES ARE MORE LIKELY TO REGISTER TO VOTE AND TO VOTE THAN OTHER AMERICANS



Source: U.S. Department of Education, NCES, NPSAS: 1999 and U.S. Bureau of Labor Statistics, Current Population Survey, September 2002.



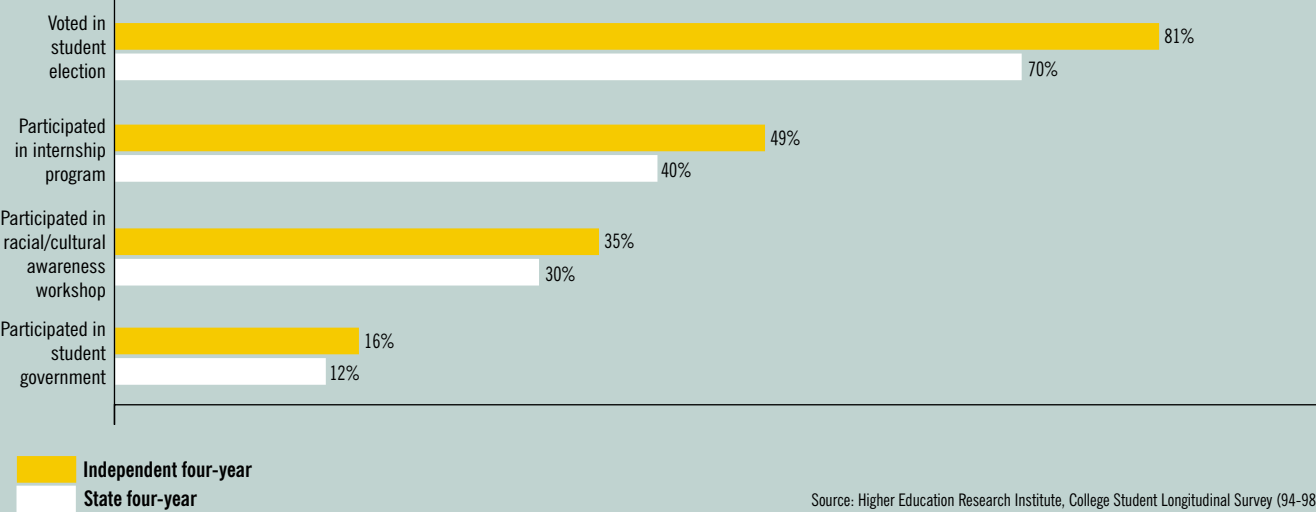
**YOUNG PEOPLE ATTENDING INDEPENDENT COLLEGES AND UNIVERSITIES ARE MORE LIKELY TO VOLUNTEER THAN OTHER AMERICANS**



Source: U.S. Department of Education, NCES, NPSAS: 1999 and U.S. Bureau of Labor Statistics, Current Population Survey, September 2002.

Sixty-five percent of independent colleges and universities have community service initiatives that involve their entire campus — students, faculty and staff.

**STUDENTS AT INDEPENDENT COLLEGES AND UNIVERSITIES ARE INVOLVED ON CAMPUS AND IN THEIR COMMUNITIES**



Source: Higher Education Research Institute, College Student Longitudinal Survey (94-98)



In a given year, more than 1.4 million students at independent colleges and universities give service to their communities, for a value of over \$4.2 billion in volunteer-time served.



FLEXIB





Like most independent colleges and universities, the University of Denver offers programs tailored to “nontraditional” students — those who are older and already in the work force. The Women’s College at DU serves working women such as Justine, returning for their degrees while juggling family and career responsibilities. And the majority of those enrolled will become the first in their families with a college degree. “The support has been tremendous, and the welcome has been warm,” says Justine. “The first time you walk through the door, you get the feeling that you’re not going to fail.”

L E

### **JUSTINE LOPEZ, STUDENT**

THE WOMEN’S COLLEGE, UNIVERSITY OF DENVER  
DENVER, COLORADO

**Hometown:** Denver, Colorado

**Employment:** Owner, Marketing A La Carte, a marketing and design company

**Major:** Communications, with a business minor

**Education Goals:** To earn my bachelor’s degree, and to develop new skills in critical thinking, writing, and public speaking as my career evolves

**Leisure Activities:** Golfing, hiking, fly fishing, and landscaping

**Notable Recent Accomplishment:** Becoming a certified SCUBA diver

**Awards:** President’s Committee on Employment of People with Disabilities; National Women’s Veterans Conference, for providing job assistance to women veterans

**Future Plans:** I haven’t told many people, but maybe a law degree. I have met women here who have gone to law school at a later age.

*“I feel like I’m doing things a little bit backward going to college now, but I also feel like I’m able to draw upon a lot of skills I’ve acquired. And I’m finding out things I didn’t know about myself. Earning this degree is a life-long ambition.”*

# flexible

The nation's 1,600 independent colleges and universities are flexible enough in their programs and convenient enough in their locations to meet the needs of virtually everyone pursuing higher education — whether they're coming directly out of high school, returning as an older degree student, or improving their career skills part-time while continuing to work. Students can select a private college close to home, or get away to an urban, suburban, or rural campus, depending on their preferences.

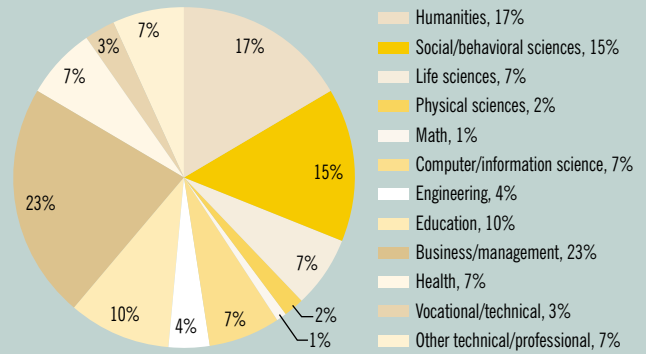
The flexibility at private colleges and universities also extends to their hours and their offerings, as well as to the creation of satellite campuses close to where students live and distance education programs that allow them to study from home.





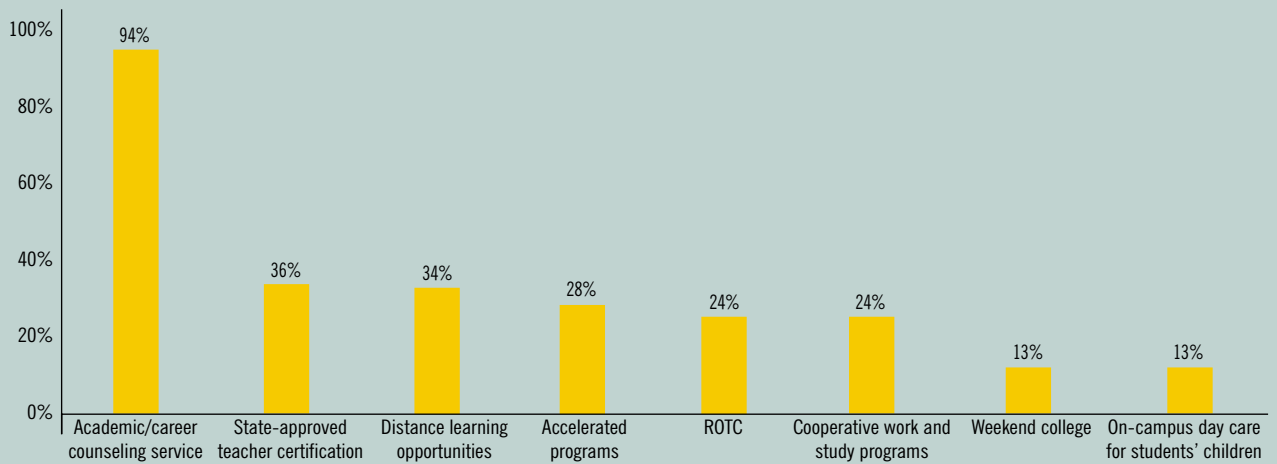
Approximately 80 percent of the U.S. population lives within 50 miles of an independent college or university.

### STUDENTS AT INDEPENDENT COLLEGES AND UNIVERSITIES PURSUE DIVERSE FIELDS OF STUDY



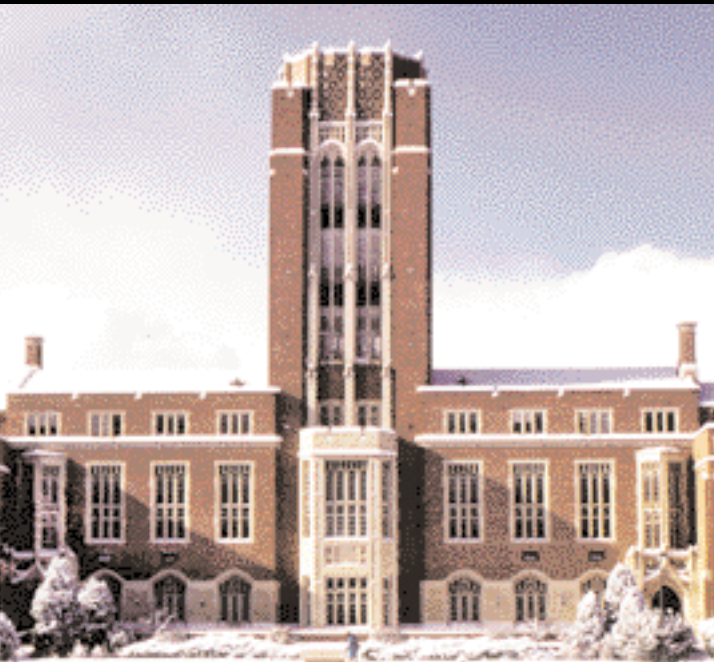
Source: U.S. Department of Education, National Center for Education Statistics, NPSAS: 1999-2000. Analysis by the National Association of Independent Colleges and Universities.

### INDEPENDENT COLLEGES AND UNIVERSITIES ADDRESS STUDENT NEEDS IN A VARIETY OF WAYS



Percentage of independent institutions offering given service or option

Source: U.S. Department of Education, IPEDS, Institutional Characteristics Survey; Analysis by National Association of Independent Colleges and Universities.



The many different types of independent colleges and universities allow students to choose which best meets their interests and needs: research universities, two-year colleges, liberal arts colleges, church- and faith-related institutions, women's colleges, seminaries, historically black institutions, professional schools, art and design schools, and many more.





**MITZI ANN WASHINGTON, ALUMNA**

HENDRIX COLLEGE  
CONWAY, ARKANSAS

**Position:** Staff Pediatrician and Internist, St. Vincent Family Clinic, Jacksonville, Arkansas; Medical Director, Hospice of Central Arkansas

**Degrees:** B.A., Hendrix College; M.D., University of Arkansas for Medical Science

**Awards:** Excellence in Primary Care, from Arkansas Children’s Hospital; Distinguished Alumnus Award, Hendrix College Students for Black Culture

**Continuing College Involvement:** Member, Hendrix College Board of Trustees; and I informally work with Students for Black Culture and the campus student pre-med group

**Most Influential Professor:** Hendrix Professor of Chemistry Tom Goodwin. I struggled with his organic chemistry course. He tutored me, and sacrificed a lot of his time for me when I was a student. *[He also was nationally recognized in 2003 — one of four faculty members named U.S. Professor of the Year by the Council for Advancement and Support of Education and the Carnegie Foundation.]*

**Favorite Course:** “Views of Man,” with Professor Francis Christie. It consisted of biblical and philosophical readings, and it was in that course that I began to learn how to think. There was no right or wrong answer.

Asked about the most rewarding aspect of her career, Mitzi quickly responds, “Helping others. Someone once asked me, if I couldn’t be a doctor, what would I be. I said, ‘Unhappy.’ You don’t save a life every day, but you frequently can change a life, and I’ve changed a lot of lives.” She credits her small-college education as being instrumental in her success. “You knew all of your professors, and they knew you — your hometown, your career goals, your aspirations,” she recalls. “They knew me, and I benefitted from that tremendously.”

S U C C

*“The education that I got in college plays a vital role in my job as a doctor. That’s when I learned to be a good thinker. I honestly believe I would not be in the position I’m in, and have the success that I’ve had, if I had gone to a different kind of college.”*



C E S S E F U L



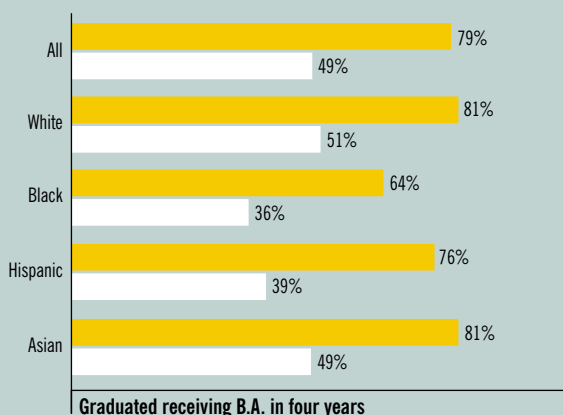
# successful

Independent colleges and universities are successful in helping students achieve their goals. Students who completed their undergraduate degrees at private colleges were more likely to do so in four years than students at public institutions. Seventy-nine percent of students who received a bachelor's degree from an independent college or university were able to complete their degrees in four years or less, compared with 49 percent of graduates of four-year state institutions. The advantage to students attending independent colleges and universities is evident for all ethnic groups as well as for students who are first in their families to attend college.

Successfully completing their undergraduate degrees on time and entering the workforce also helps graduates of independent colleges reduce the effective price of their education compared to their counterparts at state institutions.

However, the real measure of how successful these students become may lie in the reasoning, ethical, and social skills they acquire through the caring and supportive environment they find at an independent college. By learning to think critically and communicate effectively, and by appreciating learning as a lifelong journey, private college and university students develop the abilities that will serve them well, wherever life may take them.

## STUDENTS AT INDEPENDENT COLLEGES AND UNIVERSITIES COMPLETE DEGREES MORE QUICKLY

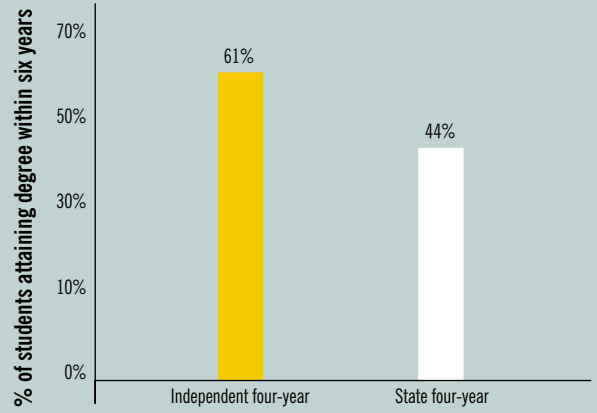


**Independent four-year**  
**State four-year**

Source: U.S. Department of Education, National Center for Education Statistics, 1995-96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01); Analysis by the National Association of Independent Colleges and Universities.

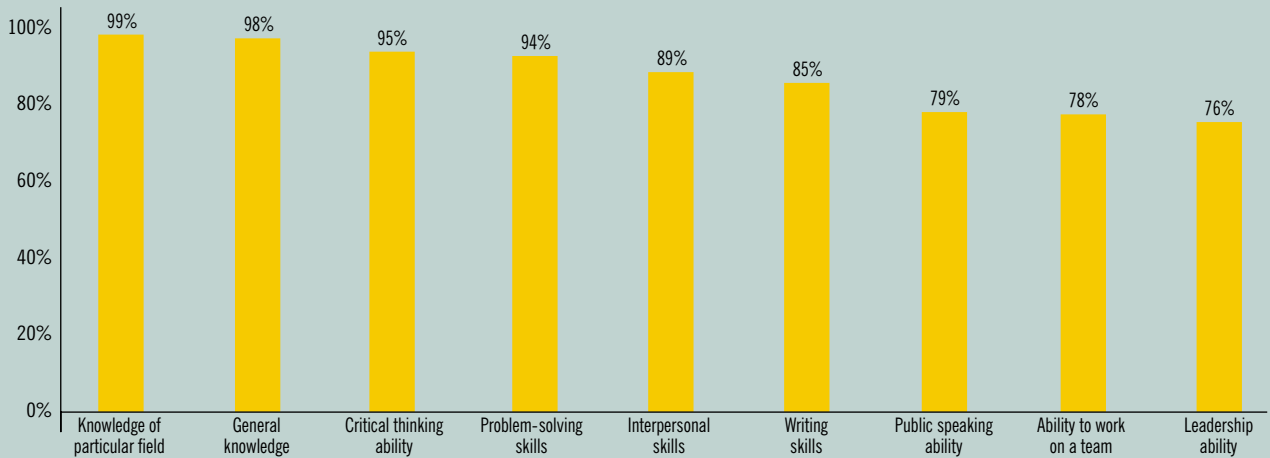
While enrolling 20 percent of all students, independent colleges and universities award 30 percent of all degrees.

### FIRST-GENERATION STUDENTS SUCCEED AT INDEPENDENT COLLEGES AND UNIVERSITIES



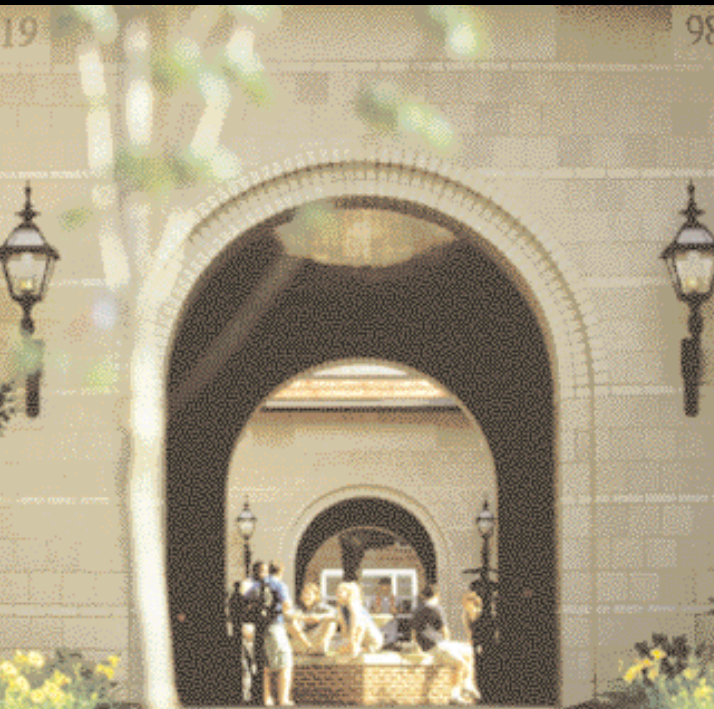
Source: U.S. Department of Education, National Center for Education Statistics, 1995-96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01); Analysis by the National Association of Independent Colleges and Universities. Note: First-generation student is defined as one whose parents' highest education level is a high school diploma or less.

### STUDENTS AT INDEPENDENT COLLEGES AND UNIVERSITIES DEVELOP KNOWLEDGE AND SKILLS IMPORTANT FOR FUTURE SUCCESS



Percentage of seniors who believe their knowledge or skill in given area increased in college

Source: Higher Education Research Institute, College Student Longitudinal Survey (94-98)



Twenty-six of the 32 Rhodes Scholars named in 2003 were from independent colleges and universities.

# summary

## **INDEPENDENT COLLEGES AND UNIVERSITIES ARE**

### **diverse**

- The 1,600 independent colleges and universities in the United States enroll 3.1 million students. The number of students at these institutions ranges from fewer than 100 to more than 30,000, averaging 1,920.
- The proportion of minority students enrolled at independent four-year institutions is slightly greater than at state four-year institutions — 29 percent at independent and 28 percent at state colleges and universities.
- Many older, working, and part-time students attend private colleges and universities, along with “traditional” full-time students just out of high school.

### **affordable**

- The average net tuition at private colleges has actually declined over the past decade, once you subtract grant aid and adjust for inflation.
- Eighty-four percent of dependent, full-time undergraduates in independent higher education received some form of financial assistance in 1999–2000, averaging \$13,700.
- Much of the aid to students comes from the institutions’ own resources — over \$11 billion in 2002–03. Students at independent colleges and universities receive more than four times as much grant aid from institutional sources as comes from federal sources.

### **personal**

- Student-faculty ratios are lower at independent colleges and universities than at state institutions.
- The majority of expenditures at independent institutions goes for instruction, student services, and scholarships.
- Students who earn bachelor’s degrees are able to do so sooner at private colleges and universities than at state institutions, avoiding additional tuition and beginning their careers earlier.



**involved**

- Independent colleges and universities employ three-quarters of a million people nationwide, and had estimated revenues of \$120 billion in 2001. As these dollars work their way through local economies, their effect is multiplied into a cumulative economic impact of nearly \$300 billion.
- In a given year, more than 1.4 million students at independent colleges and universities give service to their communities, for a value of over \$4.2 billion in volunteer-time served.

**flexible**

- Independent colleges and universities meet a variety of students' needs. Forty-four percent of students are 25 or older, and 29 percent attend part-time.
- Students who have dependents or support themselves attend independent colleges and universities at about the same rate as four-year state institutions.
- Approximately 80 percent of the U.S. population lives within 50 miles of an independent college or university.

**successful**

- While enrolling 20 percent of all students, independent colleges and universities award 30 percent of all degrees.
- Seventy percent of students who received a bachelor's degree from an independent college or university were able to complete their degrees in four years or less, compared with 49 percent of graduates of state institutions.
- Sixty-one percent of students who are first in their families to attend college successfully earn a degree within six years at an independent college or university, compared to 44 percent at a public four-year institution.

This publication is a cooperative effort between the National Association of Independent Colleges and Universities (NAICU) and the Foundation for Independent Higher Education (FIHE). The organizations share a commitment to increasing the public understanding and support of America's 1,600 independent colleges and universities. NAICU represents independent higher education on public policy issues with the U.S. Congress and the federal executive and regulatory agencies. FIHE is the national partner in a network of 37 state and regional funds whose aim is to broaden corporate and philanthropic support of independent higher education.

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US TO USE THEIR PHOTOGRAPHS:**

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