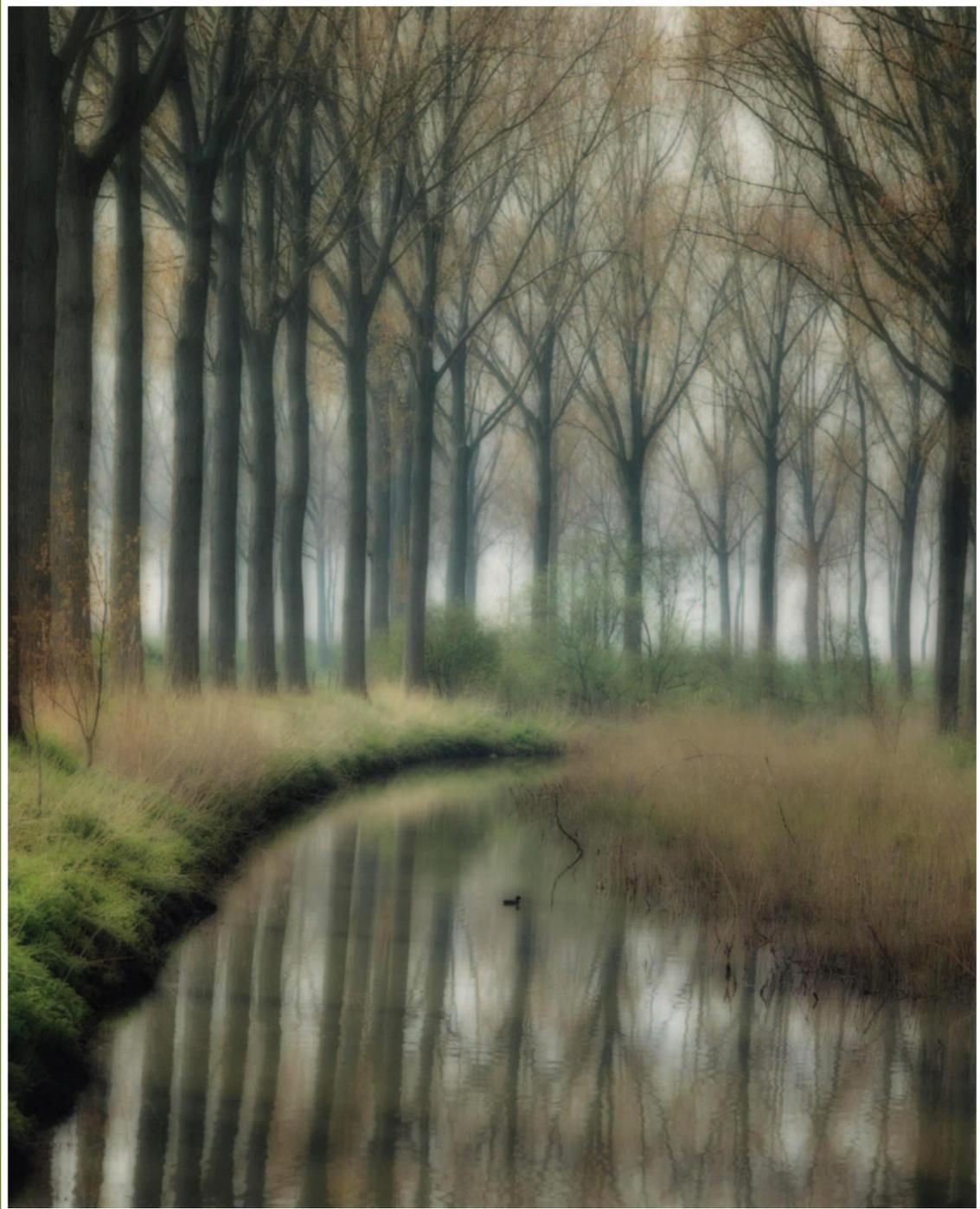


Bush Foundation

Giving **STRENGTH**

Courageous Leaders ~ Vibrant Communities



Volume 5, Issue 3

Winter 2008-09

In this issue of *Giving Strength*, we launch into 2009—the first year we'll be focused on achieving our *Goals for a Decade*. You can learn more about each goal beginning on page five, including meeting the three leaders who will oversee each goal area: Pamela Wheelock (leadership/community engagement), Jaime Pinkham (Native nation-building) and Susan Heegaard (educational achievement).

We also look back at the 55 years that have come before and the lasting legacy that grantees and fellows have created with Foundation resources (page 27). We introduce you to our newly expanded finance team (page 18) and, in the Gallery, to the stunning work of 1991 Bush Artist Fellow Lynn Geesaman (page 31).

Finally, in this last issue of *Giving Strength*, we offer a retrospective of and update on the work of some of the fellows we've featured over the last five years and 14 issues (page 19).



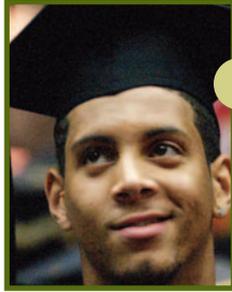
On our cover, we feature the chromogenic print of a photo taken in Damme, Belgium by 1991 Bush Artist Fellow Lynn Geesaman. At left, another of Geesaman's images that feels reminiscent of the Dakotas, even though it was taken in Gustrow, Germany in 1993. We write about Geesaman in our Gallery (page 31) and feature more of her photos on pages three and 26, as well as on the back cover.

The Bush Foundation was established in 1953 by 3M executive Archibald Bush and his wife Edyth. The Foundation strives to be a catalyst to shape vibrant communities in Minnesota, North Dakota and South Dakota by investing in courageous *and* effective leadership that significantly strengthens and improves the well-being of people in these three states.

Beginning in 2009, the Bush Foundation is pursuing its *Goals for a Decade*—in Minnesota, North Dakota and South Dakota to develop courageous leaders and engage entire communities in solving problems, to support the self-determination of Native nations and to increase educational achievement.

To see a calendar of future Bush Foundation events and deadlines, visit www.bushfoundation.org.

Table of Contents



Goals for a Decade—Our goals are set and the methods of achieving them are evolving. We talk about the who, the why and the how of our future work.....**Page 5**



Fellows 2.0—Change leads to more change. As the Foundation’s work evolves, the structure of its three fellowship programs will shift as well.....**Page 15**



The Legacy Project—In the 55 years since Archibald and Edyth Bush created the Foundation, an \$800 million-plus investment in ideas and organizations has created quite a legacy.....**Page 27**

Departments

Letter from the President..... 3

Expanded financial team..... 18

Giving Strength retrospective..... 19

Fellows news briefs..... 23

Gallery—Lynn Geesaman (BAF’91).... 31



Bush Foundation

Beginning in 2004, *Giving Strength* was published three times a year by the Bush Foundation. This is the final issue.

Visit us online at www.bushfoundation.org.

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Let's stop bowling in the fog

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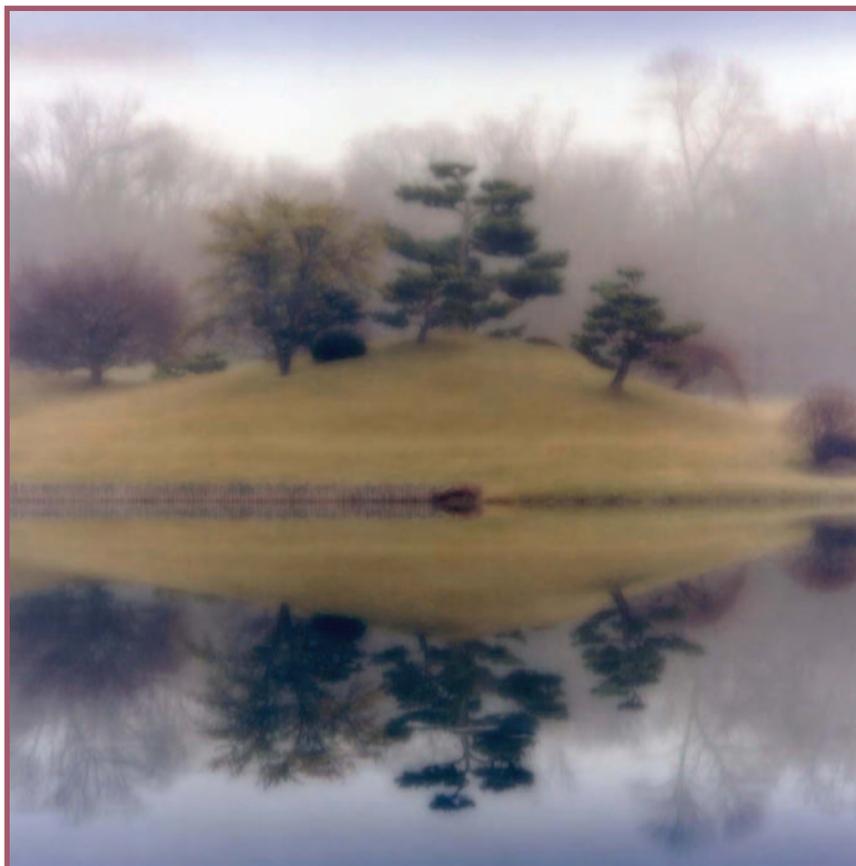
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In 1996, when my kids were still pretty young, my wife and I took them to visit her cousins in Oregon. Almost immediately after we arrived we headed for the mountains. The cousins had picked out the perfect spot for our families to camp for a few days.

In the afternoon, as the kids played, we set up camp next to a beautiful stream in the woods of central Oregon. That evening we cooked dinner, then stood around the campfire singing and eating popcorn. The sun went down, and it got dark. Not city-dark, mind you. You can still see in city-dark. This was wilderness-dark. So dark that you couldn't see a thing. As dark as it gets.

So we went to bed. Furthest inside the tent was our youngest daughter, then my wife, then our oldest daughter. I slept next to the door (to protect the family, I guess).

Some time later in the night (we are not sure when, since it was so dark), our oldest daughter rolled over and said those words that strike terror in the heart



Chicago Botanic Garden, 2004
Chromogenic print by Lynn Geesaman (BAF'91)

of any parent, “Mom, I don’t feel so good.” Then she proceeded to “not feel so good” all over the inside of the tent.

Panic broke out. She was sick and crying hysterically. We were trying to clean things up and calm her down before everyone else woke up. “It’s all right,” we said. “Things are fine. Go back to sleep. Everything is okay.”

In the morning we learned one of life’s great lessons: When you’re in the dark, things look a lot better than they really are.

Too often you and I are in the dark. Rather than seeing things as they are, we see them as we wish they were. That’s a bad spot to be in, because we can’t improve when we only “hope” and don’t “know.” We cannot get better.

It’s like bowling in the fog. You grab your ball. You walk up to the line, rear back and let it fly. It disappears into the fog. The next thing you know you hear the pins fly. But you can’t see how many pins or which ones have fallen. Have you hit a strike or been left with an impossible split? Again, you can’t get better.

Here at the Bush Foundation, we have set some pretty tough goals for ourself. We tried not to set them in the dark. In fact, we worked extra hard to get a good handle on the facts before we made a commitment to the results. We know that we cannot achieve our *Goals for a Decade* by bowling in the fog.

What’s true for the Foundation is true for all community members. All of us need to use data and information to shine a light on our progress and help us figure out how to get better. That’s why the Foundation has made access to good data and information, combined with learning (so we can improve), part of every one of our strategies. Sometimes that information will tell us we are doing well. Other times it will say we are off course. In that instance, we’ll need to use that information to help us “pierce the fog” and get back on track.

Whether it’s communities solving their problems, Native nations rebuilding their institutions of nationhood or teachers improving their effectiveness, none of us can get better when we’re bowling in the fog.



Peter C. Hutchinson
President



Peter C. Hutchinson

Did you know?

While there’s a projected decrease in high school graduates from 2003 to 2017 (6.6 percent in Minnesota, 28.4 percent in North Dakota and 20.1 percent in South Dakota), the percentage of Indian high school graduates in North Dakota will increase threefold (from 4.5 to 12 percent) between 2002 and 2014.

For more facts about communities in the three states, see page eight.

Goals for a Decade

Courageous Leaders ~ Vibrant Communities

As we make the transition in 2009 from planning to implementation, we want to keep you up to date on what we've learned in the process. Over the following nine pages, you can meet our new team leaders and read about our process and learning thus far.



Develop courageous leaders and engage entire communities in solving problems

(update on page seven)



Support the self-determination of Native nations

(update on page 11)



Increase educational achievement

(update on page 13)

"In the Foundation's search for *Goals for a Decade* team leaders, we chose people who embody the goals they are committed to achieving. Pam, Jaime and Susan bring passion and a phenomenal record of accomplishment to their complex and formidable charges. These three catalytic leaders will serve the people and communities of Minnesota and the Dakotas, and the 23 Native nations well as we move toward a more promising and vibrant future for all."

Peter C. Hutchinson, Bush Foundation President

Meet the *Goals for a Decade* Team Leaders



"I've learned in my career that lasting change only happens when individuals feel a commitment to a shared goal. I'm thrilled that the Bush Foundation has reinforced its role in building communities and empowering citizens to advance change."

Pamela Wheelock

Vice President and Leadership/Community Engagement Team Leader

"The best solutions for Indian Country come from Indian Country. Some of the tribal leaders who provided the motivation for today's self-determination movement came from these very tribal nations, and it will be a humbling experience to work with them. I know the Bush Foundation, my team and I will learn much from their leadership and communities."

Jaime Pinkham (Nez Perce)

Vice President and Native Nation-Building Team Leader



"The opportunity to focus on the critical issue of educational achievement is exciting and challenging. By investing in teacher effectiveness, the Bush Foundation has committed to improving not only the lives of individual students and their families but also the economic future of the three states in which those graduates will live, work and contribute to their communities."

Susan Heegaard

Vice President and Educational Achievement Team Leader

Learn more about each of the team leaders at www.bushfoundation.org.

Develop courageous leaders and engage entire communities in solving problems

Goal: By 2018, 75 percent of people in all demographic groups in Minnesota, North Dakota and South Dakota say their community is effective at solving problems and improving their quality of life.

Leading the way to vibrant, more engaged communities

In early 2008, a group of local leaders from a small town in central Minnesota came together for a focus group on how their community was doing. They talked with pride about their strong working relationships, camaraderie and ability to get things done.

Later that same day, other people who lived in the community convened to answer the same question: How well does your community solve its problems? They said their local leaders were out of touch and unwilling to consider new ideas or take appropriate action.

How could these two groups have such different views? Was it an anomaly? Hardly. A 2008 study by the Northwest Area Foundation, *Struggling to Make Ends Meet*, reported that only about half of the people in Minnesota, North Dakota and South Dakota say that their community can do something effective about its common problems.

The Bush Foundation has set out to help change this. In the first of three ambitious *Goals for a Decade*, the Foundation will invest in developing courageous leaders and engaging entire communities in solving



problems. While the Foundation certainly can't solve all the problems in Minnesota, North Dakota and South Dakota, it can focus on being a catalyst to stimulate dialogue, build partnerships and drive significant change.

Getting started with all the facts

Any journey starts best with a road map that lays out all the facts—what highways to take and where the mountains and valleys lie. With a road map a driver can plan. For communities trying to solve problems, often their most helpful road map takes the form of data.

The idea of using data intimidates some people. After all, numbers and graphs can be scary and hard to make sense of. But just as the Internet has simplified how a driver can get directions to a destination, it has also revolutionized how real people in communities can get easy access to data they can understand and use. Several tools make this possible, including one that fits right into our road-trip analogy—a “dashboard.”

Dashboards appeared on the Internet over the last decade as a tool that enables people to see several pieces of key information at a glance. If a community's school system was “low on gas” because fewer students were graduating or if the citizens were “running hot” about increasing crime, the dashboard kept the community apprised. In the same way, indicators on the dashboard could let a community know it had gotten a lot of “mileage” from the steps it had taken to reduce suicide among young people or to increase volunteerism by seniors.

To see a dashboard in action, you only need to look as far as the Wilder Foundation's Compass Project located at www.twincitiescompass.org. The Compass Project has gathered data specific to the seven-county Twin

At left (from left) Diadra Decker (BLF'83); Wilhelmina Holder, M.D. (BMF'97) and Larry Long (BAF'96), shown during a problem-solving session at the 2007 Bush Fellows Summit, illustrate that having a broad diversity of experiences and ways of thinking not only can be enjoyable but can often result in a solution or idea that considers the needs of the entire community. (Photographer, Tom Roster)

Did you know?

- The Latino population in Minnesota, North Dakota and South Dakota is expected to grow by more than 175 percent in the next 20 years.
- While the overall population in North Dakota is aging, the tribal population is increasingly young—42 percent are under the age of 20.
- More than 10 percent of Minnesota households speak a language other than English as their primary spoken language at home.
- In South Dakota, the average age of death in 2006 was 56 for American Indians versus 81 for whites.
- By 2020 in Minnesota, there will be more people age 62 and over than children ages five to 18 . . . almost 10 percent more.
- By 2013, only about half of the teachers who began teaching in 2008 will still be teaching in Minnesota school districts.

To learn the sources of this information, email us at givingstrength@bushfoundation.org.

Are people really willing to contribute to creating solutions?



A 2008 survey by the Northwest Area Foundation, *Struggling to Make Ends Meet*, indicates there is hope. Respondents to that survey:

- **See the community potential**—88 percent agree there are skilled and capable people in their community.
- **See a method of engaging the community**—90 percent said it would be a good idea if community residents got together to discuss ways to help those struggling to make ends meet.
- **See themselves as part of the process**—90 percent would like to do more to help solve a community problem: 70 percent of those stated they would be likely to attend meetings and 81 percent would be likely to take part in a project at their church.

Cities metropolitan area on all kinds of key measures—what percentage of high school students graduate in just four years, or what proportion of adults in a community are working. The dashboard tool then makes the data easily available and understandable.

For instance, here are some questions you can answer at www.twincitiescompass.org in just three or fewer clicks:

- Which ethnic group in the Twin Cities has the highest incidence of going without health insurance?
- Which school district had the greatest success in its third-graders being proficient in reading at a third-grade level?
- Between 2000 and 2006, did the homelessness of children increase or decrease?

The Bush Foundation is committed to bringing accessible data like this to communities across Minnesota, North Dakota and South Dakota. While the method for doing

this is still being finalized, we know that a community with access to data it can really use and understand—whether it is presented through a dashboard or in some other creative way—will have the information it needs to formulate solutions to all kinds of problems, ranging from issues like civic engagement to the economy and workforce, from education and health to housing, public safety or transportation. And maybe best of all, that data can also let a community track how well the actions it has already taken are working.

Developing courageous leaders

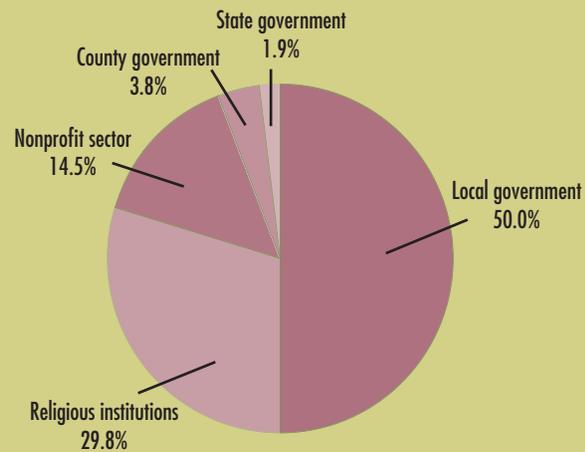
A second priority under this goal builds on an area of familiarity and strength for the Foundation: developing effective and courageous leaders. The Foundation has been providing fellowships to individuals since 1965, and since then has supported more than 2,100 artist, leadership and medical fellows in becoming better leaders. As Foundation staff did research for this goal over the

So how many leaders are there anyway?

According to Harlan Cleveland, author of *The Knowledge Executive*, approximately one of every 200 Americans (including men, women and children) is what he terms a “public executive”—a policymaker with a position in public, philanthropic, voluntary or large-scale private enterprise.

In Minnesota, North Dakota and South Dakota, approximately 57,000 people hold official leadership positions in the government, religious and nonprofit sectors (see chart at right). In addition to these positional leaders, there are thousands of emerging leaders in the three states—those who, while not in official positions of authority or power, are capable of influencing others and can serve as catalysts for change. The Bush Foundation plans to invest in support for both positional and emerging leaders as part of its 10-year plan.

Breakdown of Leadership Positions in Minnesota, North Dakota and South Dakota



Sources: U.S. Census Bureau, *Census 2000 Population and Housing Unit Counts* (issued April 2004); government websites for Minnesota, North Dakota and South Dakota; state associations, Guidestar, secretaries of state and IRS data; and associations of religious organizations.

last two years, what we believed and had learned over the last four decades about leadership was consistently reaffirmed—courageous leaders are critical to community vitality and success.

Enhancing the Foundation’s three longstanding fellowship programs is one of the ways we plan to support established and emerging leaders in Minnesota, North Dakota and South Dakota. You can read more about the ways our three fellowship programs will grow and change beginning on page 15.

Engaging all people

Developing courageous and effective leaders is not enough. Solutions can only be truly effective if all members of communities—“communities” defined broadly by geography, affiliation, profession, fields of endeavor, faith, culture or demographics—participate in understanding the problem and crafting the

solution. To that end, the Foundation will bring community members together to engage in dialogue, discussion and problem-solving.

“The Foundation knows some of what works and doesn’t work when it comes to engaging diverse citizens in solving their shared problems, but it certainly doesn’t know everything,” said Pamela Wheelock, leadership/community engagement team leader. “Partnerships with other foundations, nonprofits, governments, communities and even businesses will teach us what we don’t know.”

Peter C. Hutchinson, Bush Foundation president, said, “Only in joining the resources—money, staff, knowledge and reputation—of our partners and the Foundation can we make real progress in supporting courageous leaders and engaging entire communities in problem-solving. Partnerships are essential since these goals are so much bigger than the Foundation’s ability to confront them alone.” 🌱

Support the self-determination of Native nations

Goal: By 2018, all 23 Native nations in Minnesota, North Dakota and South Dakota are exercising self-determination and actively rebuilding the infrastructure of nationhood.

Discovering the ways forward

When the Bush Foundation announced its *Goals for a Decade*, preliminary approaches for achieving the community/leadership and education goals were already evident. In contrast, the plan for addressing the goal to support the self-determination of Native nations was quite open-ended. This was intentional, not accidental.

There are 23 tribes in Minnesota, North Dakota and South Dakota (see list at right) that are federally recognized as independent nations. They are culturally unique with rich histories and strengths. But, according to Bush Foundation Strategic Planning Officer June Noronha, “They also face significant challenges, in part because much of the infrastructure and governing policies they have in place today are not built on their own traditions or core values, but are models imposed on them by others that simply do not fit.”

Research based on work by the Native Nations Institute at the University of Arizona and the Harvard Project on American Indian Economic Development has concluded that when it comes to addressing core issues on reservations (like health care, education, sustainable economies, cultural vitality and effective governance), nation-building is the only thing proven to work. Furthermore, progress on rebuilding Native nations begins with self-determination.

As a result, the Foundation recognizes that the ways to achieve this goal need to be discovered and determined by the 23 nations themselves.

Bush Foundation President Peter C. Hutchinson said, “Our intention is to start by joining together with those who have pursued nation-building in Indian Country throughout the United States. It’s out of this forum that the discovery process for next steps will occur.”

Jaime Pinkham, the Native nation-building team leader who will begin work on March 16, added, “Our intent over the next decade is to support emerging and current leaders as they work within their tribes to establish or rebuild institutions of nationhood that work for them. The leaders of these nations will be the ones to lead the change. The solutions must come from within. We will take their lead and be a resource to support them on their journey.” 🌱

Rosebud Sioux (Photographer, Carl Valiquet)



Federally recognized Native nations

In Minnesota

Bois Forte Band of Chippewa
Fond du Lac Band of Lake Superior Chippewa
Grand Portage Band of Chippewa
Leech Lake Band of Ojibwe
Lower Sioux Community
Mille Lacs Band of Ojibwe
Prairie Island Indian Community
Red Lake Band of Ojibwe
Shakopee-Mdewakanton Sioux Community
Upper Sioux Community
White Earth Band of Ojibwe

In North Dakota

Spirit Lake Nation
Standing Rock Sioux Tribe
Turtle Mountain Band of Chippewa
Three Affiliated Tribes – Mandan, Hidatsa,
& Arikara Nation

In South Dakota

Cheyenne River Sioux
Crow Creek Sioux
Flandreau Santee Sioux
Lower Brule Sioux
Oglala Sioux
Rosebud Sioux
Sisseton-Wahpeton Sioux
Yankton Sioux

To learn more about these Native nations, including seeing interactive maps that show where the tribes are located and links to their websites, visit www.bushfoundation.org/native_nations/learn_more.asp.



Prairie Island Indian Community (Photographer; AP/Gerald Herbert)

Increase educational achievement

Goal: By 2018, the percentage of students in Minnesota, North Dakota and South Dakota, from pre-kindergarten through college who are on track to earn a degree after high school, increases by 50 percent and disparities among diverse student groups are eliminated.

Teacher effectiveness the key

While many factors play a role in educational success, the Bush Foundation will pursue the third of its *Goals for a Decade* by improving the effectiveness of new teachers.

“We believe that effective teachers make a bigger difference in educational achievement than any other variable,” said Peter C. Hutchinson, Foundation president. Lee-Hoon Benson, a Foundation program officer, continued, “There are foundations and government organizations focusing on other contributing factors, like boosting students’ academic skills or increasing parental involvement. We chose to focus on teacher effectiveness because the research we reviewed was convincing: Effective teachers matter more than any other factor in improving the educational achievement of our children.”

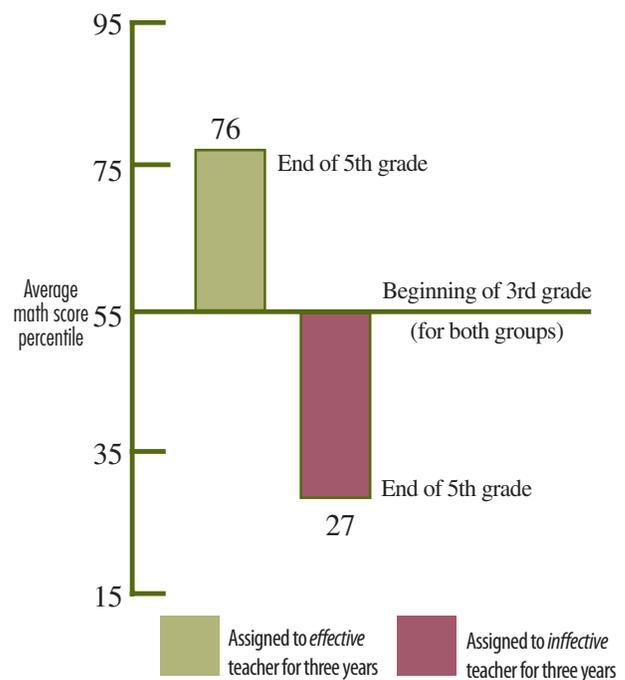
Effective teachers have a major impact on student outcomes. Eric Hanushek, an economist and education policy researcher, found that “having an above-average teacher for five years running can completely close the achievement gap between low-income students and others.”

What’s more, researchers Heather Jordan, Robert Mendro and Dash Weerasinghe found in their study, *The Effects of Teachers on Longitudinal Student Achievement*, that effective teaching works in improving student performance and that ineffective teaching actually hurts (see chart above right). This study compared two groups of students in Dallas, both of which started third grade at about an average level of math skills. The math outcomes of the group assigned to effective teachers consistently rose dramatically, while the scores of the group with ineffective teachers plummeted.

The same study examined reading achievement with similar results: Effective teachers turned previously average-performing third graders into high-performing fifth graders.

A 2007 McKinsey & Company report, titled *How the World’s Best-Performing School Systems Come Out on Top*, argues, “The quality of an education system cannot exceed the quality of its teachers.” The Bush Foundation couldn’t agree more.

Effects of Teachers on Longitudinal Student Achievement



Source: *The Effects of Teachers on Longitudinal Student Achievement*; Heather Jordan, Robert Mendro and Dash Weerasinghe; 1997

Susan Heegaard, the educational achievement team leader who will begin work on March 1, said, “We know we need well-trained and effective teachers who can deliver the academic gains our students need to compete in the global economy. Our approach is to work with partners to recruit the right people and then train and support them to be successful teachers with the ultimate goal of raising the achievement of every student. To reach this ambitious goal, the Foundation is committed to developing 25,000 effective new teachers over the next decade.” 🌱



Our children are our future (and they need our help)

Focusing on education is critically important to the future of our communities and the vibrancy of our local economies. We cannot compete in the national or global economy by falling behind in educational achievement. According to data from the National Center for Public Policy and Higher Education, only about 25 percent of students in Minnesota, North Dakota and South Dakota earn a degree after high school.

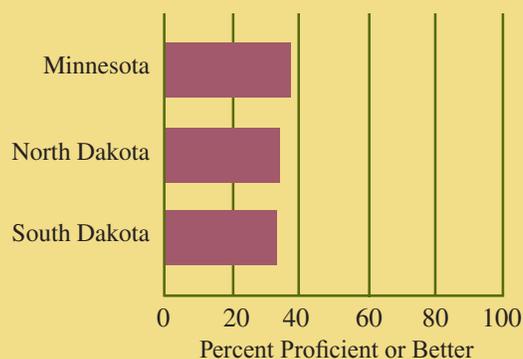
In addition, the disparities in educational achievement across different ethnic groups and income levels are significant. In 2007, for example, less than 40 percent of fourth-grade children in Minnesota, North Dakota and South Dakota were proficient in reading at the fourth-grade level, and the proficiency percentages were even lower for students in minority groups, highlighting the disparities that currently exist (see charts at right).

Opportunities to improve students' educational achievement exist at all stages of education, from ensuring preschool readiness through all levels of the K-12 system as well as two- and four-year colleges. Yet measures of achievement at each of these critical stages show that we're falling short:

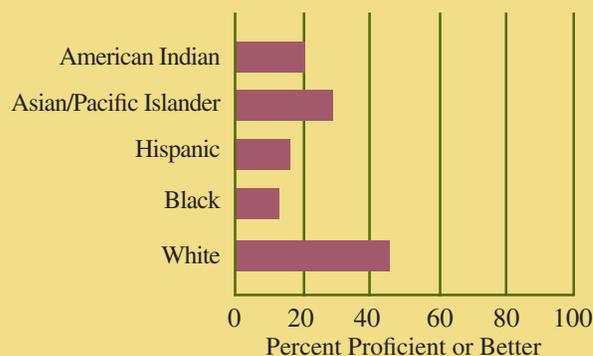
- Only about 50 percent of children in Minnesota, North Dakota and South Dakota are ready for kindergarten.
- Less than 40 percent read proficiently.
- While 84 percent graduate from high school, only 25 percent go on to earn a degree in college.
- Significant disparities exist at each level of education for minority students.

By recruiting partners and investing in teacher effectiveness, the Foundation believes it can make a difference in improving the educational achievement of all students.

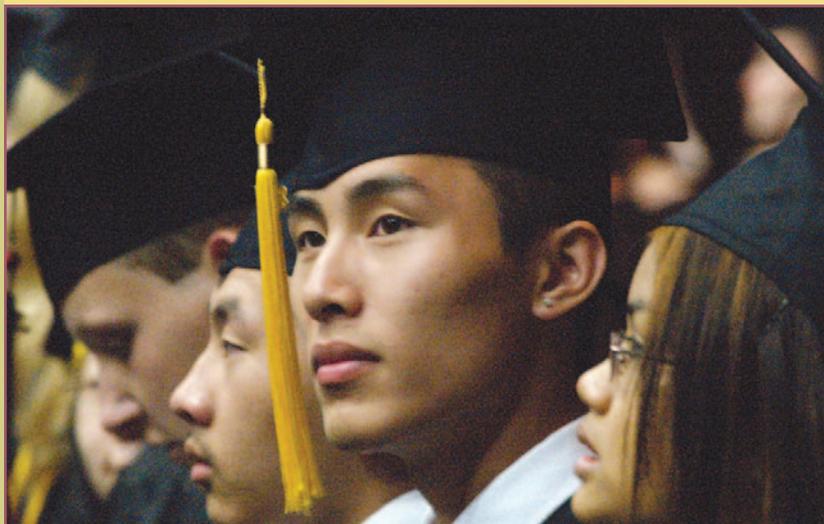
Proficiency in Reading at Grade 4 (U.S. average = 33%)



Ethnic Disparities in Reading at Grade 4



Source for both charts: *The Nation's Report Card, National Assessment of Educational Progress, 2007*





A New Kind of Partnership

by Victoria Tirrel

While formulating *Goals for a Decade*, the Foundation was consistently clear on one point. Fellows had created so much impact, not only for themselves but also for other individuals and entire communities, that fellowships would be a key strategy in achieving the Foundation's first goal—develop courageous leaders and engage entire communities in solving problems.

To begin to accomplish this, we'll need to better connect with the more than 2,100 fellows, invite these powerful partners to take up our goals alongside us and then support them with better tools, new opportunities and additional skills.

Partnering in the virtual world

One technique to make partnerships with fellows more dynamic will be increasing the use of Web 2.0 technologies—tools like social networking (think Facebook and LinkedIn), RSS feeds, blogs, podcasts and so on. These tools create a network of connections, where feedback flows in a variety of directions. Going forward, look for online “gathering places” and tools that help fellows engage the Foundation, each other, and the communities and people of Minnesota, North Dakota and South Dakota.

Bringing everyone to the table

Bush fellows are terrific leaders and could play an important role in the “engage entire communities” portion of our goal. The range of skills, experience and ways of thinking across the three fellowship programs is broad. As one of the 400-plus fellows who attended the 2007 Bush Fellows Summit put it, “No one strand of thinking or knowledge can do it solo.”

So the issue becomes how to support fellows in this key role. Can they become more persuasive, build more effective teams or mentor emerging leaders? Can they be advocates in the larger community? Once communities (and the fellows themselves) move past their learned biases about who is and is not a leader, new opportunities emerge.

These are challenging times. Community problem-solving as practiced in the past may not work for the increasingly complex issues we face now. More than ever, we need new perspectives at the table. Communities have much to gain if Bush fellows, with their amazing diversity, bring their fresh, unique eyes to community problem-solving.

At the Bush Fellows Summit in late 2007, artists, doctors and leaders collaborated with each other and Foundation staff as we worked on the strategic plan that became Goals for a Decade. Above left, Larry Long (BAF'96) and Kathleen Heideman (BAF'99), and at right, Stephen K. Erickson (BLF'79) and Douglas Ewart (BAF'97 & '07). Photographer, Tom Roster

Growing a community of learners and leaders

The Bush Leadership Fellows Program (BLF) will be offering its 2009 fellows a new type of support aimed at helping fellows put their new knowledge and experience to work very quickly after their fellowships end. To accomplish this, fellows will craft intentional plans to focus explicitly on developing leadership skills alongside their content expertise.

To do this the BLF Program will host facilitated convenings for its next fellowship cohort. These gatherings are intended to heighten the impact of the fellowship experience by reinforcing the interconnection among community problem-solving, leadership and personal development. The BLF Program expects the convenings will help fellows coalesce into a community of learners who are available to guide one another, not just during the fellowship but hopefully beyond.

The medical and artist fellowships have held similar supportive gatherings for their respective fellows. The new component of the BLF Program is modeled loosely on the work the medical fellows program began about five years ago, called *Courage to Imagine*. The artist program has sponsored regular gatherings of its fellows for some time, and in 2007 instituted a weekend-long orientation for new fellows.



Evolving to Fellows 2.0

Whichever strategies we pursue, our fellowship programs will evolve in 2009. They have to: The Foundation can't achieve its huge *Goals for a Decade* by itself. We'll need the horsepower of everyone—fellows, communities and

citizens—to ensure that 75 percent of people in all demographic groups in Minnesota, North Dakota and South Dakota say their community is effective at solving problems and improving their quality of life by 2018. ☼



Meeting in cross-disciplinary groups, fellows (clockwise from left) Tim Mathern (BLF'99); Amy Burt, M.D. (BMF'07); Gülgün Kayim (BAF'04) and an unidentified fellow strategized ways the Foundation might achieve its goals. Mathern is also a member of the Foundation's Board of Directors; in 2008, Kayim joined the Foundation staff as the assistant director of the Bush Artist Program. (Photographer, Tom Roster)

Expanded finance team rises to new challenges

The Bush Foundation enters 2009 with new capabilities and expertise on its finance team, thanks to the addition this past fall of John Otterlei as managing director, investments and of Beth Villaume as controller.

Together with CFO Greg Keane, Senior Accountant Nancy Weidler and Assistant Deb Novak, the expanded team will not only oversee the Foundation's investments through a time of market turmoil but also will be instrumental in supporting implementation of the Foundation's challenging *Goals for a Decade*.

"Investment offerings have become increasingly complex," said Keane. "The Foundation's strategy utilizes many sophisticated investment vehicles. John brings the skills and experience to add value to the investment manager selection process, as well as to actively monitor our investments and assess portfolio risk."

Otterlei has many years of investment experience, including a long career with Piper Jaffray in Minneapolis, which included serving as head of mergers and acquisitions and as head of the Private Capital Group. He holds a bachelor's degree in mathematics from the University of Minnesota and an MBA from the Stanford University Graduate School of Business.

"The Bush Foundation is a dynamic organization," Otterlei said. "There are significant changes going on right now both in the Foundation's strategy and in the economy. My focus is to get to know our investment managers and assess the risk profile of our investments

to make sure we have liquidity and long-term growth in our investments. The challenge of this made the position very appealing."

In her new role as controller, Villaume is responsible for assuming the general accounting, audit, tax and investment accounting duties previously performed by Keane. The shift enables him to be more strategic in working with the president and staff to achieve the Foundation's long-term goals.

Villaume said, "I am so pleased to have the opportunity to be a part of this incredible, forward-thinking organization. *Goals for a Decade* is an exciting, audacious plan, and I look forward to bringing my experience and skills to helping ensure implementation of best practices in financial control and compliance."

Her resume boasts a wide range of financial positions, primarily at The Saint Paul Chamber Orchestra where she started as an accounting assistant and ultimately served as vice president for finance and administration. Her bachelor's degree is from the College of Saint Catherine in music and business.

"As we begin to implement *Goals for a Decade*, we face a complex investment world and a new way of doing business," said Keane. "The Foundation's work is changing from traditional grantmaking to long-term partnerships with organizations aligned with our goals. Having John and Beth on the finance team will give us the capacity to stay ahead of these changes." 🌟



The Bush Foundation finance team (from left: Beth Villaume, controller; Deb Novak, assistant; Greg Keane, CFO; Nancy Weidler, senior accountant; and John Otterlei, managing director, investments)

Turning the last page on *Giving Strength*

Five years ago, the Foundation took the staff and financial resources it had spent to publish both a traditional annual report for grantees and a newsletter for fellows, and invested in a new venture—a magazine that featured the accomplishments of both grantees and fellows. The result was *Giving Strength*.

A lot happens in five years. Continued success requires constant revision. Better technologies emerge. A map is drawn to a new future. Transitions happen to embrace that future.

This is the last issue of *Giving Strength*. We thank you for your interest in the stories we've told and for your feedback, both when we soared and when we stumbled. Simply, we thank you for your readership.

In 2009 we will invest our staff and financial resources in online communication and networking. You will see these changes first at www.bushfoundation.org, but that will be only the beginning.

Fellows continue to inspire...and question

By Victoria Tirrel

Over the previous 14 issues of *Giving Strength*, we've written articles about 54 fellows! On the next two pages you'll find an update on what four of them have accomplished since.

Wing Young Huie (BAF'96)

We had an audience when we interviewed photographer Wing Young Huie in his Franklin Avenue studio in Minneapolis on a summer day in 2005 (the conversation became the Gallery piece in that year's September issue). The large prints around us showed several African-American teen girls braiding a friend's hair, a young Hmong man getting a haircut from his father outside on their porch steps and a Somali toddler riding a toy scooter down the sidewalk (her mother just a few steps behind).

These were the faces of *Lake Street U.S.A.*, Huie's then-current exploration of a neighborhood. The photos were familiar—others just like them were scattered around the neighborhood in Huie's black-and-white, journalistic images that were displayed at bus shelters and peered out, 12 feet tall, from the plate-glass windows of storefronts.

In 2005, in addition to continuing his celebration of diversity through another project, *9 Months in America* (which culminated in his third book), Huie had also begun teaching students about the power of photography to create and destroy stereotypes. "Over our lives we see billions of images," he said. "What we know of each other has a lot to do with our image-driven culture."

In the nearly four years that have passed, Huie's fascination with faces and neighborhoods has only grown. In collaboration with Public Art Saint Paul, he has begun work on *The Language of Urbanism: A Six-Mile Photographic Inquiry*, which he said will reflect the "complex cultural and socio-economic diversity" of the Saint Paul neighborhoods along University Avenue.

Huie is occupied now in photographing the everyday lives of citizens in the various neighborhoods connected by this singular street. Then in 2010, the results will be projected



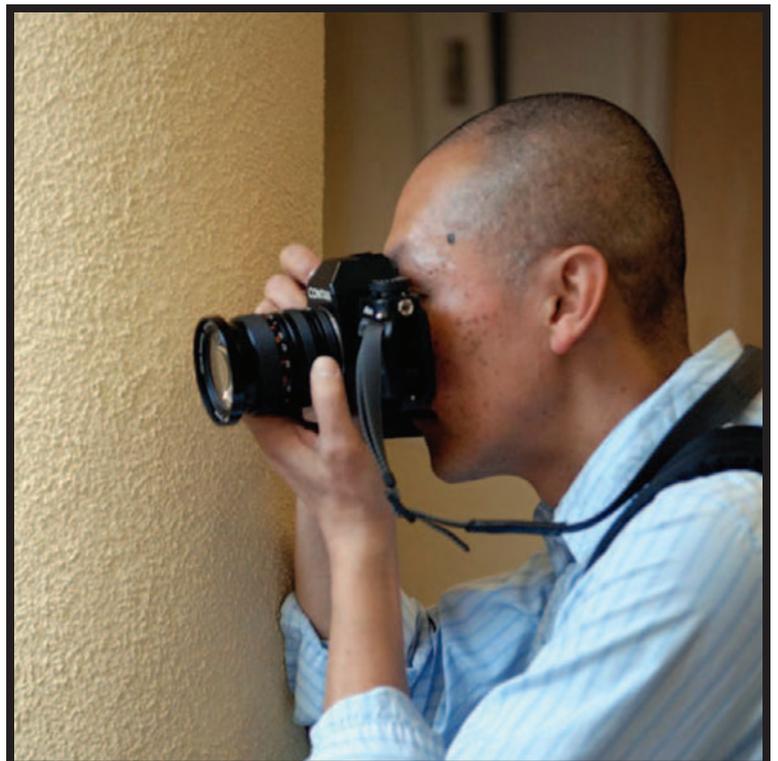
on store windows in 12 locations along University Avenue, one every half mile, 30 photographs per site. An additional store venue will showcase the work of designated community photographers (whom Huie will train in a series of workshops). The “show” will begin at twilight each evening and run until dawn. Large photographs will also be displayed on buildings and in windows, adding a daytime presence. Accompanying many of the photos will be the words of the people in the photographs.

Monthly outdoor community screenings using portable screens in parking lots and other outdoor spaces will function as old-fashioned “home slide shows” with University Avenue as the “living room.” The screenings will also “serve as a backdrop for a variety of performances by neighborhood residents and organizations, revealing the cultural richness of the area as viewers picnic and commune,” according to Huie.

Huie expects the project will form partnerships with schools, community organizations and businesses so that local residents can supply their own photographs, giving the exhibition the ability to become perpetual. 🌟

You can see more of Huie’s work, including photos from the project, at www.wingyounghuie.com.

Above, two of the many photos titled just University Avenue, 2008, that are part of Wing Young Huie’s new project, The Language of Urbanism: A Six-Mile Photographic Inquiry. Below, 1996 Bush Artist Fellow Wing Young Huie in action. (Photographer, Bill Alkofer, Minnesota Public Radio News/mpr.org)





Kevin Winge (center) works closely with members of an HIV/AIDS support group when he visits South Africa.

Kevin Winge (BLF'02)

In the September 2004 issue, we wrote about Winge's work during his fellowship in South Africa on behalf of people with HIV/AIDS. He knew that people taking antiretroviral drugs to combat this disease needed proper nutrition in order for the medications to work. He also knew that South Africa was a dangerous place to live with this disease. As he said then, "To be publicly identified as a person with

HIV/AIDS is risky, dangerous. You can be killed."

Winge knew a lot about supporting people with HIV/AIDS through his job as executive director of Open Arms of Minnesota, whose mission then was to bring nutritious meals to the men and women in the Twin Cities living with this disease. (The mission has since expanded to include

those with breast cancer, MS, ALS and other chronic and progressive diseases.)

Because HIV/AIDS affects so many worldwide, the stories of individuals are difficult to tell in a way that's personal and that motivates people to help. Winge overcame this challenge using the "Anne Frank" approach—tell the story of one person to one person at a time.

He did just that in our 2004 article, sharing the poignant tale of a 15-year-old Xhosa boy, Bheki Kunene, from Guguletu, South Africa. Winge had met Bheki during the self-study portion of his fellowship in South Africa. Bheki had a goal to be "South Africa's greatest inline skater...by next year this time." If only he had the money to buy the right skates. (Winge ended up helping him out.)

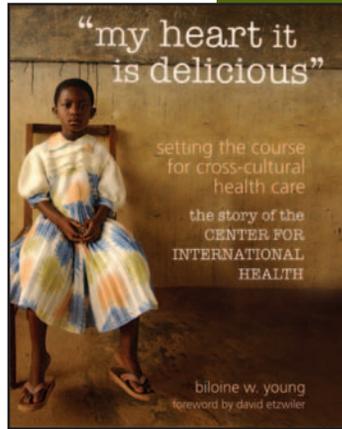
Today, Winge still serves as the executive director of Open Arms of Minnesota, though the scope of his job has changed considerably. Thanks to its expanded mission, in the last five years Open Arms has gone from annually serving 100,000 meals to 250,000. And it is finishing an





Book recognizes two medical fellows as pioneers

Neal Holtan, M.D. ('98) and Patricia Walker, M.D. ('95)



My Heart it is Delicious is the inspiring story of HealthPartners Center for International Health, a clinic that has transformed immigrant and refugee medical care in the Twin Cities and across the globe.

The Center's story begins in 1979, when a small, volunteer medical team went to the war-torn Thai-Cambodia border to provide care to sick refugees, many of whom were starving. Bush Medical Fellows Neal Holtan, M.D. ('98) and Patricia Walker, M.D. ('95) were part of that team and were inspired by the needs of this refugee community. Subsequently each was instrumental in the development of the Center—Holtan as its founder and Walker as its director and an ongoing care provider.

Walker is featured prominently in the book, which was written by Biloine Whiting Young, as are some of the 1,000 patients currently on her caseload. Walker said about the book, "it feels, to me, so much a Minnesota story. It reminds me we really are a global village."

Walker is in her twentieth year as director of the Center and recently co-edited the first comprehensive medical textbook focused on caring for immigrant and refugee patients, *Immigrant Medicine*. Holtan was recently involved in a project partially funded by the Bush Foundation to involve physicians in advising their patients who work with pesticides how to protect themselves and their families from adverse health consequences through universal precautions to reduce exposure.

\$8 million capital campaign to expand its programming and to construct a new building in the Phillips neighborhood of Minneapolis.

On the international scene, Open Arms has expanded its programming in South Africa, working fiercely to keep AIDS orphans fed, educated and safe. Other organizations in the U.S. are replicating Open Arms' work in South Africa for places like Namibia and Ethiopia.

As for Bheki, he has less time to skate these days as he is finishing a degree in graphic design at a college in Cape Town. The young man's current dream is to obtain an internship in England or the United States—another dream Winge hopes to help come true for the young man from Guguletu.

And finally, Winge's stories of Bheki and other South Africans found a broader audience. In 2004, his several stories became a book, *Never Give Up: Vignettes from Sub-Saharan Africa in the Age of AIDS*. 🌍

Learn more about the work of Open Arms of Minnesota at www.openarmsminnesota.org; Winge's book about Bheki and others is available online or at bookstores.

Book cover courtesy of Afton Press

Bush Artist Program

Okcha-a is Alive!!, a CD by **M. Cochise Anderson** ('02), was nominated for the 2008 Aboriginal People's Choice Music Awards.

Photographs by **Matthew Bakkom** ('08), collected as the exhibit *Graduates*, were featured at Art of this Gallery in Minneapolis in November.

Robert Bly ('78 & '85) was named Minnesota's first poet laureate in 2008. In October, Bly and **Robert Hedin** ('97) released their second book of translations of Norwegian poetry, *The Dreams We Carry: Selected and Last Poems of Olav H. Hauge*.

The short story collection, *Signaling for Rescue* by **Marianne Herrmann** ('92), was longlisted for the Frank O'Connor International Short Story Award, the world's richest prize for the short story form. Her book was published last October by New Rivers Press after winning the Many Voices Project Award.

N.M. Kelby ('99) is the author of *Murder at the Bad Girl's Bar and Grill*, released in June by Shaye Areheart/ Random House.

The Rochester Art Center is hosting an exhibition by sculptor **Chris Larson** ('98 & '06), *Deep North*, until mid-January 2009.

Moods and Melodies, composed by **Nirmala Rajasekar** ('06), premiered at St. Olaf College in Northfield, Minnesota, in November. This first-of-its-kind work by a Carnatic composer/performer for a big band was commissioned by music director Dave Hagedorn. Rajasekar is also performing at the famed Winter Festival of music and dance in Chennai, India.

Sun Yung Shin ('07) received the Asian American Literary Award for Poetry for *Skirt Full of Black* in November from the New York-based Asian American Writers' Workshop.

Susan Sveda-Uncapher ('96) exhibited work at the University of Wisconsin-Eau Claire's Foster Gallery as part of the art faculty show.

Katrina Vandenberg ('05) received a Tennessee Williams Scholarship to study at the 2008 Sewanee Writers' Conference.

Sheri Wilner ('07) received a 2008-09 Howard Foundation Fellowship. In addition, her play, *The End*, commissioned by the Guthrie Theater and the University of Minnesota BFA Acting Program, was produced at the Guthrie in April.

Mary Louise Defender Wilson ('04), a traditional storyteller, helped revive the centuries-old "Isna'ti" ceremony and now leads Native girls through the ceremony, where they receive their Indian name and blessings as they move into womanhood. She is also one of four recipients of the Jennifer Easton Community Spirit Award, given by the First Peoples Fund to honor artists who sustain the fabric of a community.

The Waiting Room, an exhibition of the sculptures of **Steven Woodward** ('86), was on display at the Union Depot in Saint Paul in early winter.

Leadership Fellows Program

Senior producer for the Minnesota Channel of Twin Cities Public Television **Dan Bergin** ('01) will take on extra responsibilities at the station in an executive producer role that will allow him to cultivate new relationships and collaborations.

Gloria Contreras Edin ('02) stepped down in January from her position of executive director of Centro Legal, Inc. She plans to continue her work on behalf of immigrants with the hope of creating positive change for immigrants at the national level.

Ryan Church ('00) is director of risk management for the State of Minnesota, overseeing a wide variety of property and casualty insurance programs and the workers compensation program for all state employees.

Donald Day ('94), a member of the Leech Lake Band of Ojibwe, has been named director of the American Indian Resource Center at Bemidji State University in Minnesota.

In November, **Mary DesRosches** ('75) joined the staff at Nonviolent Peaceforce, which was founded by **Mel Duncan** ('97) and participates in civilian peace efforts in worldwide conflicts zones.

The feature in a July issue of *Minnesota Women's Press* focused on Native women leaders of tribes, including **Karen Diver** ('02), who is tribal chair of the Fond du Lac Band of Lake Superior Chippewa.

A textbook co-edited by **Kari Dunn Buron** ('03) is now available nationally for basic coursework in autism.

David Hamilton ('99) is the administrator for Hernando County, Florida, a county within the four-county Tampa metro area that has grown in population by over 1,300 percent since 1960.

Julie Henderson ('06) was named curriculum and assessment director for three charter schools in North Minneapolis.

The Minneapolis law firm of Gray Plant Moody announced that **Thomas Johnson** ('91) has returned to his practice after leaving the Council of Crime and Justice, where he was president for the last nine years.

Mike Klein ('07) joined the Wilder Foundation as a leadership consultant, working with Wilder's Neighborhood Leadership Program to facilitate and create development opportunities for community leaders.

In July, **Julie Mathiesen** ('03) became the director of Technology and Integration in Education, which is based in Rapid City, South Dakota.

Joyce Okara-Aduda ('07) was nominated for the *Mshale* Student of the Year award. *Mshale* ("arrow" in Bondei, Kutu and Swahili) is a newspaper for African immigrants in America and is based in Minneapolis.

Prairie State College in Chicago Heights, Illinois, named **Eric Radtke** ('93) as its new president.

Holly Rodin ('00) is a senior healthcare analyst in the informatics department at Blue Cross Blue Shield of Minnesota, doing research for the plan and using claims data and other sources to answer interesting health questions concerning utilization of health care, cost of care and the cost of hospital-acquired conditions.



During seven years in Colorado, **Lillias Jones Jarding** (BLF'98), in blue-striped shirt, took a leadership role in opposing a plan to mine radioactive uranium, resulting in the passage of three pieces of legislation in the 2008 session. Here she joined Colorado Governor Bill Ritter (seated) in the signing ceremony for House Bill 1161, which provides protection of water from uranium mining. Jones Jarding has recently accepted a one-year position at South Dakota State University teaching political science.

Maria Cristina "Tina" Tavera ('05) is the director of the TRIO-McNair Scholars Program at Augsburg College in Minneapolis. The program provides eligible undergraduates with critical academic, research and professional experiences to enhance their competitiveness in gaining admission to doctoral programs.

Fresh Energy, a clean-energy advocacy organization in Saint Paul, announced in September that it had hired **Linda S. Taylor** ('95) as its new clean energy director. She will oversee Fresh Energy's strategic policy initiatives for Minnesota and six other states in a Midwestern network called RE-AMP.

Gerald Vizenor ('73) was named distinguished professor in American studies at the University of New Mexico. He is also professor emeritus in American studies at the University of California, Berkeley.

Medical Fellows Program

Kathleen Brooks, M.D. ('95) was named associate dean for primary care and will be the acting director of the Rural Physician Associate Program at the University of Minnesota. In addition, the May issue of *Minnesota Medicine* printed an article Brooks co-authored, "Primary Care in Minnesota: An Academic Health Center's Perspective."

Edward Ehlinger, M.D., M.S.P.H. ('88) published an article in the July/August 2008 issue of *MetroDoctors*: "What About Single Payer? An Answer to the Question About How to Reform Our Health Care System." The same issue featured **Jon S. Hallberg, M.D.** ('06) in the Colleague Interview section.

Barbara Gold, M.D. ('05) received her masters degree from the Harvard School of Public Health in May.

Judith Salmon Kaur, M.D. ('94) was appointed to the National Cancer Advisory Board to serve a four-year term that began in September. The board advises, assists and makes recommendations to the director of the National Cancer Institute regarding policies, activities and support grants.

A commentary by **George Schoephoerster, M.D.** ('95), "We know what's needed in primary care. Now lets fund it," appeared in the May issue of *Minnesota Medicine*.

The October 2007 edition of *Minnesota Physician* featured an article coauthored by **Marcus Thygeson, M.D.** ('08), "Talk It Out—Shared Decision-Making Improves the Patient Experience."

Staff/Board News

Kari Berg joined the Foundation in January as an assistant. She supports Pamela Wheelock, vice president and leadership/community engagement team leader, as well as members of that team.

Erin Dirksen is now grants administrator; she joined the Foundation in 2007 as grants management assistant.

Director **Steve Goldstein** was named president and CEO of the University of Minnesota Foundation.

José González left the Foundation at the end of 2008 after eight years as a Foundation program officer.

Susan Heegaard joins the Foundation in March as vice president and educational achievement team leader (read more about Susan on page six).

Peter C. Hutchinson, president of the Bush Foundation, was named a fellow for the National Academy of Public Administration, an independent, non-partisan organization chartered by Congress.

Gülgün Kayim, an interdisciplinary theater artist and 2004 Bush Artist Fellow, joined the Foundation in December as assistant director of the Bush Artist Program. She replaced **Kevin Bitterman**, who left in September to join Theatre Communications Group in New York City as its assistant director of international programs; he had been with the Foundation since 2006.



Elena Polukhin, M.D. (BMF'06), seated left, was one of several Minnesota-based doctors who hosted Dr. Kubanych Takyrbashev (seated right), a distinguished medical officer from Kyrgyzstan, during a medical training visit in March. As a result of this visit, a new initiative has been launched between the Eastern European Medical Society and the Kyrgyz Republic Embassy to bring more monitored training to Kyrgyz physicians in the field of contemporary pain management, protocols and rehabilitation. Kyrgyzstan is the size of Minnesota with a population of 5.3 million ex-patriots, refugees and members of more than 50 ethnic and language groups.



Filoili Gardens, California, 2000
Chromogenic print by Lynn Geesaman (BAF'91)

The Foundation promoted **Kelly Kleppe** to the position of director of program operations in July; she has been with the Foundation since 2000 in the role of grants manager.

After 20 years at the Foundation, in January Senior Program Officer **Jane Kretzmann** assumed a project manager position at the Minnesota Community Foundation in the area of early childhood development, a program area she pioneered at the Bush Foundation.

Assistant **Deb Novak's** responsibilities changed in October; she now supports the finance team.

John Otterlei became managing director, investments in September. (You can read more about him on page 18.)

Peter H. Pennekamp joined the Foundation's Board of Directors in August. He is executive director of the Humboldt Area Foundation in California and an advocate for rural communities and inclusive practices.

Jaime Pinkham (Nez Perce) is the new vice president and Native nation-building team leader, to begin in mid-March (see page six for more about him).

Victoria Tirrel was named communications associate in August after five years in the Foundation's communication department.

In October, **Beth Villaume** began work as controller, a new position at the Foundation. (You can read more about her on page 18.)

Pamela Wheelock joined the Foundation in January as vice president and leadership/community engagement team leader (read more about her on page six).

The Bush legacy — 55 years of giving

By Susan Guck

As the Bush Foundation turns its focus in 2009 to *Goals for a Decade*, it's important to pay tribute to the past. Over 55 years of giving, Foundation grants have spanned many areas of interest and types of organizations, and have totaled more than \$800 million.

Some grants have been large — the biggest ever was \$3 million to the Family Housing Fund of Minneapolis and Saint Paul in 2000. Some have been \$10,000 or less. We've funded areas of concentration that range from girls' math and science programs to faculty development at tribal and historically black colleges and universities; from ecological health and public broadcasting to domestic violence prevention and immigrants and refugees.

Whether these initiatives were marvelous successes or not, along the way we learned from every one. And we believe others have learned alongside us, not just grantees, but others who watched what the grantee made happen using Foundation resources. In some cases, the watchers liked what they saw and did more of the same.

As we now transition to the next phase of our history, we look back but also forward. Since 1953, the Bush Foundation has joined with thousands of previous grantees to plant seeds that have borne fruit greater than we could have imagined. Because of that, projects live on. The hypotheses investigated by many innovative pilot projects supported by the Foundation are now accepted as standard practice. Some projects grew to such an extent that other funding sources — larger foundations or state or local government — stepped up to ensure the projects' continuation. Still others used a Foundation grant as a springboard to something else, the evolution often beyond our greatest expectations.

We thought you might enjoy a few stories that showcase just some of the ways the Bush Foundation legacy lives on.

Building communities . . . literally

The Bush Foundation's capital projects grants list reads like a "Who's Who" of arts, education and human service nonprofit organizations. Here's just a sampling of organizations that have received a Foundation grant in the last 10 years to help expand or enhance their facilities—all of which will benefit their local communities for years to come.

Arts

- Minnesota Public Radio (serving the entire state)
- Prairie Public Broadcasting (serving all of North Dakota)
- Walker Art Center (Minneapolis, Minnesota)

Education

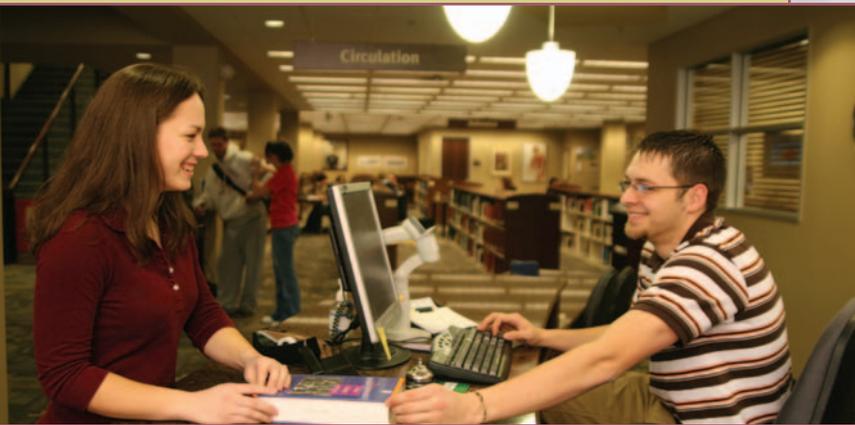
- Concordia College (Moorhead, Minnesota)
- Dakota Wesleyan University (Mitchell, South Dakota); see photos at right
- Dunwoody College of Technology (Minneapolis, Minnesota)
- Gustavus Adolphus College (St. Peter, Minnesota)

Human Services and Health

- Boys and Girls Clubs located in Minnesota (Twin Cities, Bemidji, St. Cloud, Detroit Lakes, Red Lake and Elk River) and South Dakota (Brookings and Rapid City)
- Children's Home Society of South Dakota (Sioux Falls)
- Prairie Learning Center (Raleigh, North Dakota)

Helping children succeed

Bush Foundation staff have long understood that a majority of children under the age of three are cared for by family, friends and neighbors. For this reason, many of the Foundation's grants focused on early childhood development training programs to reach informal systems of infant and toddler care (known as



In 2004, the Bush Foundation made a matching grant of \$425,000 toward construction of the George and Eleanor McGovern Library and Center for Public Service on the campus of Dakota Wesleyan University in Mitchell, South Dakota. This is just one of hundreds of capital projects the Foundation has contributed to over its 55 years of grantmaking.



“kith and kin”) and to enhance the welfare of young children nurtured in the most vulnerable settings.

Several such grants from 2000 to 2003 funded the development of a curriculum for social workers serving the Ojibwe tribes in northern Minnesota. “Social workers, even those who were of Native American descent, didn’t have an understanding of the tribal teachings or traditions,” said John Day, director of the American Indian Project at the University of Minnesota–Duluth (UMD), who was instrumental in developing the curriculum. “Over a period of three years, Bush Foundation grants allowed us to meet with the tribal elders, hear the traditions from them in their native language and augment our curriculum to reflect the Native American teachings and cultural nuances for raising healthy families.”

According to Day, prior to the introduction of this curriculum, a social worker’s typical response to finding an Indian child living with an extended family member would have been to remove the child from the home and place them with a non-Native foster care family. “But,” Day said, “we know from our research that Native children do best when raised within their extended community.” Eventually, he and his team were able to create an Indian child welfare certificate program for social workers, in support of the national Indian Child Welfare Act.

As a result of the work at UMD, the tide is changing. Social workers coming out of the UMD program at all

Supporting organizations through transition

When the Bush Foundation announced *Goals for a Decade*, we knew that the work of some organizations with which the Foundation had enjoyed long relationships would not align with these new goals. To help these grantees through this change, we made a number of transition grants.

“We wanted to ensure organizations that were counting on us to support their upcoming initiatives would have sufficient time to plan,” said Kelly Kleppe, director of program operations. “As we worked with grantees in the last half of 2008, they were thankful for the opportunity.”

Payments in 2009 for grants made in previous years and for transition grants committed in 2008 will total nearly \$17 million and are an important part of the Foundation’s legacy.

“The accomplishments of the 900-plus organizations we’ve funded in the past decade are incredible,” added Kleppe. “We look forward to watching how their programs continue to blossom and expand.”

levels have a better understanding of Native cultures and are carrying that message to the communities they serve. In addition, the curriculum has been made available to other colleges and universities across the country, where it's being adapted for other tribes. In one instance, Seattle-based Casey Family Programs has stepped in to support the development of a program for the Oglala Sioux on the Pine Ridge Reservation in South Dakota.

"The whole process has given a tremendous boost to Native children and their communities," added Day. "There's been such tremendous response that we're now offering a program called 'Learning Circles' to non-Indian students, faculty and staff, and even to community organizations to help extend the understanding of the dynamics of the Indian family."

Protecting children from pesticides

If something could be done to reduce the chance of birth defects and cancer, wouldn't you want to know about it?

In 2003, U.S. Environmental Protection Agency (EPA) scientists discovered a link between death rates from birth

defects among baby boys and farm counties that produced large wheat crops. The data showed that infants conceived in April or June, when pesticide application is at its zenith, were four times more likely to have birth defects. Researchers at the University of Minnesota arrived at a similar conclusion. The University's department of environmental medicine and pathology noted an increased rate of children with developmental disorders born to farm families in the Red River Valley of North Dakota, as well as an increase in thyroid cancer in adults living in the same area.

To address this deadly issue, the Bush Foundation awarded three grants totaling more than \$765,000 between 2003 and 2005 to the Minnesota Institute of Public Health (MIPH), a nonprofit agency whose goal is to safeguard and protect public health. As a result of this support, MIPH initiated a sweeping public education campaign to make people aware that infant death rates and birth defects could be reduced if farmers changed the way they applied pesticides. The campaign was so successful, it garnered national attention.

In addition, MIPH obtained commitments from key state players to include warnings about chronic disease from pesticides in the state's formal training guidelines. Finally, MIPH helped forge landmark agreements on pesticide information sharing. They created a collaboration among the University of Minnesota Extension Service and the Minnesota Departments of Agriculture and Natural Resources to share information with the state's 30,000 private and professional pesticide applicators. This collaboration,

Farmers who work with pesticides are at risk for health problems, as are their children if conceived during the summer, when pesticide application is frequent. Foundation-funded work supported pesticide handling training for farmers as a way of reducing this risk. (AP/Kiichiro Sato)



the first in the country, attracted broad interest, including from the EPA and other national agencies.

Leading the way to safety from domestic violence

The Bush Foundation made its first foray into supporting programs that address the issues of domestic violence in 1974 with a grant to Women's Advocates, the first battered women's shelter in the country. This grant was awarded three years before the State of Minnesota established the Program for Battered Women in the Department of Corrections. Afterward, the Foundation worked closely with the program as it created a statewide network of domestic violence service providers.

The Foundation's mission to combat domestic violence didn't stop there, however. It continued funding a wide range of innovative programs to address the abuse of women. Perhaps the most notable of these programs was the Domestic Abuse Intervention Project (DAIP) created by Minnesota Program Development in Duluth. Funded in part by a 1981 grant, the project created one of the first coordinated community response programs in the country. Eleven agencies formed the initial collaboration. These included police, sheriff and prosecutors' offices; 9-1-1; probation officers; the criminal and civil court benches; the local battered women's shelter; three mental health agencies and DAIP (then a newly created coordinating organization). Today, this approach is known as "The Duluth Model" and has evolved into the most replicated women's abuse intervention approach in the United States.

Promoting faculty development

The Bush Foundation made its first contribution toward education in 1954 when it created a \$25,000 pool for

scholarships called the Fund for Scholars. Ever since, the Foundation has supported higher education as one of its focus areas.

In 1979, after years of spending its education funds primarily on capital projects and alumni challenge grants, the Foundation's Board turned its attention to faculty development programs for four-year private colleges and public universities in Minnesota, North Dakota and South Dakota. Later, these well-regarded faculty development grants were expanded to include tribally controlled, accredited colleges and private historically black colleges and universities (HBCUs) in the United States.

In 1986, the Board decided to partner with the William and Flora Hewlett Foundation to extend its support for HBCUs to all private college members of the United Negro College Fund—an early example of how effective partnerships can make a significant difference.

One of the lasting outcomes of this support was the development of the HBCU Faculty Development Network, a collaboration of HBCU faculty and administrators that today boasts more than 150 annual members. A \$75,000 planning grant in 1995 helped the Network get started, which was then augmented by grants through 2006 totaling more than \$600,000.

Today, the HBCU Faculty Development Network promotes effective teaching and student learning through a variety of faculty enhancement programs. The Network also facilitates the sharing of ideas and achievements among faculty and administrators for collective success. 🌟

Susan Guck is a communications consultant with her own firm, dhenMEDIA (www.dhenmedia.com).

Want to learn more about the Bush Foundation's legacy?

Check out a new section of our website that records the background, success stories and lessons learned in the Foundation's legacy program areas. You'll also find electronic copies of many evaluations and reports that were produced by and for the Foundation over the years. We encourage you to visit us at www.bushfoundation.org/legacy.

Artifice and nature

Photographer Lynn Geesaman (BAF'91) had no formal training in the fine arts. Her degree from Wellesley College was in physics and mathematics. While working as a physicist in a nuclear weapons lab in California, she met her husband (also a physicist). They moved to Edina, Minnesota, where she taught math in middle school while their daughters were in high school and college.

Geesaman came to photography late in life, but by her 50s she was an internationally exhibited and widely acknowledged photographer. In her words, "I was successful beyond my wildest dreams."

Her works are instantly recognizable, both from the luminescent aura of her printing technique and by the marginal spaces between artifice and nature that she takes as her subjects. Her early photography was exclusively black and white, highly graphic, with careful attention to geometric forms. In more recent years, she has begun to work in color as well. The techniques and choice of subject are much the same, but with the introduction of color, the effect is almost Impressionistic.

"I love making these images and crafting them to my ideal in the darkroom. That they are widely appreciated is both a joy and a pleasant surprise to me. I have had the good fortune to be dealt a winning hand, and I intend to play it out."

Of her career, she said, "Success didn't come easily; it required discipline, much experimenting and endless hard work. My success was enabled by generous local grants and fellowships, which provided me the travel resources to discover and define my subjects; by four MacDowell Colony residences, which gave me the opportunity to refine my printing technique; and by the unqualified support of my husband, which allowed me to work without the constraint of prior expectations. Paradoxically, I think I also benefited from not having an MFA, as I would likely have come away with a bunch of dogmatic inhibitions that would have stifled me."

Lynn Geesaman's photographs have led to three books (Poetics of Place, Gardenscapes, and Hazy Lights and Shadows), many exhibitions, and inclusion in numerous private and public collections. Her work is available through the Thomas Barry Gallery (www.thomasbarry.com/geesaman.html).



Lynn Geesaman (BAF'91)





Crathes Castle Garden, Near Aberdeen, Scotland, 1994
Chromogenic print by Lynn Geesman (BAF'91)



Damme, Belgium, 2004
Chromogenic print by Lynn Geesman (BAF'91)

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth; . . .

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Robert Frost (1874–1963)
“The Road Not Taken” from
Mountain Interval, 1920



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