

Bush Foundation

Giving **STRENGTH**

for Vibrant Communities and Vital Leadership



Volume 2, Issue 1

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The Bush Foundation believes that broad access to opportunities to obtain knowledge and skills is fundamental to the quality of life in a democratic society. For both society and individuals, a good education provides the means to self-sufficiency, the ability to meet communal and personal goals, and the opportunity to contribute to the quality of life of others. Research shows that learning begins at birth and that enriched child care and appropriate learning environments greatly improve a child's chances for academic and social success.

The common goal of the Bush Foundation's educational programs is to improve the effectiveness of formal and informal learning environments for children and adults, from infancy through the undergraduate college years. (From the Bush Foundation 2002 Strategic Plan)

This issue of Giving Strength explores some of the strategies the Foundation has chosen to fund to achieve these educational goals:

- **Helping faculty adapt curriculum and teaching styles to incorporate new knowledge about how students learn and accommodate increasingly diverse students and their needs**—We include progress reports from three colleges, diverse in size, location and student population.
- **Increasing high school graduation rates in selected school districts**—We share the story of one Minneapolis high school and how personal attention and support play a role in keeping kids in school.
- **Promoting high-quality care and the healthy brain development of infants and toddlers**—We announce a report on 10 years of training programs for caregivers of infants and toddlers including licensed and informal day care providers and professional training opportunities for members of tribal communities over our three-state region.



On the cover is a fossil sycamore leaf from Wyoming's Green River Formation photographed by Peter Larson (AKA Paleo Pete) who, along with his crew at the Black Hills Institute, discovered Sue, the largest Tyrannosaurus rex fossil ever found. Larson and South Dakota writer Kristin Donnan, a 1997 Bush Artist Fellow, recently collaborated on a unique "how-to" book for middle-school-aged kids, *Bones Rock! Everything You Need to Know to Be a Paleontologist*. It was published in 2004 by Invisible Cities Press (Montpelier, Vermont).

The book tells you the important things you need to do before you remove a fossil from the ground. Graham Haycock (at left) correctly follows the steps and removes a fossil.

Photographer, Terry Wentz

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Bush Foundation

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If you have received duplicate copies of *Giving Strength* or would like to be added to our mailing list, please email us at givingstrength@bushfoundation.org or call (651) 227-0891.

Calendar

February 2005

Medical Fellows 2004 Fall Gathering (19th)
Leadership and Artist Fellows finalists selected

March 2005

Bush Foundation Board of Directors meets (1st)
Grant proposal deadline for July consideration (1st)
Medical Fellows applications due (1st)
Medical Fellows finalists selected

April 2005

Ecological health letters of inquiry deadline (15th)
Leadership Fellows finalists' seminar
Leadership Fellows announced
Artist Fellows final panel meets

May 2005

Medical Fellows finalists' seminar (6th-7th)
Bush Foundation Board of Directors retreat
Artist and Medical Fellows announced

June 2005

RADP information meetings

July 2005

Grant proposal deadline for November consideration (1st)
Bush Foundation Board of Directors meets (14th)

August 2005

Ecological health letters of inquiry deadline (15th)
Artist and Medical Fellows applications available
Leadership and Artist Fellows information meetings begin

September 2005

Leadership and Artists Fellows information meetings conclude

October 2005

Leadership Fellows applications due
Artist Fellows applications due
Medical Fellows alumni meeting

November 2005

Grant proposal deadline for March consideration (1st)
Preliminary RADP applications due (1st)
Bush Foundation Board of Directors meets (10th)

December 2005

Ecological health letters of inquiry due (15th)

“We could not have accomplished our goals in the past eight years without the Bush Foundation grants. Period. As a mid-size organization, the impact of these dollars on our ability to grow and thrive was enormous.” Anonymous grantee

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While you may look to the Bush Foundation primarily as a source of funding, you probably don’t realize that there are many ways in which you help us in return. You help us understand what is going on in the areas in which the Foundation makes grants; you provide us with information on your fields of endeavor, thus illuminating our future grantmaking. And, often, you have responded to surveys and evaluations about the impact of our programs.

During this past year, the Foundation commissioned the Center for Effective Philanthropy (Cambridge, Massachusetts) to conduct a survey of our grantees to assess their satisfaction with the work of the Bush Foundation. Twenty-nine other foundations also participated, including large, nationally focused organizations, family foundations, and community foundations. The results provided us a snapshot of our grantees’ perceptions and also a sense of how our results compare with those of the other foundations.

Chances are, if you received a Foundation grant in 2003, you contributed to the survey. Thank you very much for taking the time to provide us with your feedback. We got responses from 74 percent of the 2003 grantees!

The Center itself provides management and governance tools to foundations so they can effectively serve their grantees. Thus far, it has addressed grantee perceptions and governance (Board practices) as facets of this effectiveness. We learned a number of important things from the results of the survey.

We ranked third highest among the foundations surveyed on making a significant, positive impact on the organizations to which we made grants.

We were delighted to learn this from you.

“It is sometimes hard to interpret how Foundation goals and objectives match with an organization’s mission and goals.” Anonymous grantee

“Being awarded a three-year grant has allowed us to focus on implementing and strengthening the program instead of pursuing funding sources.”

Anonymous grantee



At the same time, you gave us other important feedback that prompted some questions for us:

- *Should we spend more time with grantees during the period of the grant and afterward?* Many foundations are perceived as more “hands on” and helpful throughout the grants review process and after the grant is concluded; such follow-up contact has not been our practice.
- *Should we aim to have more impact on the fields in which we work and not just on individual organizations?* You gave us high marks on organizational impact but weren’t sure about the effect on the field.
- *Is the process we follow in reviewing grants as helpful as we think it is?* Some praised the process and the ways it made grantee programs stronger; others found that the rigor was unhelpful.
- *Are our guidelines and priorities clear to those who seek to learn about them, either through our written materials, web site or contacts with grants officers?* You gave us mixed reviews on this.

We plan to examine these questions during the next few months and may consider changes in our practice, as appropriate. We want you to know that we rely on your honest feedback and value your assistance and will continue to seek your impressions about our performance at regular intervals as we go forward.

A handwritten signature in cursive script that reads "Anita M. Pampusch".

Anita M. Pampusch
President

The Bush Foundation’s purpose is to make grants that strengthen vital leadership and vibrant communities. It was founded by Archibald and Edyth Bush in 1953; Bush was a top executive of the 3M Company. The Foundation makes grants three times a year in the areas of arts and humanities, ecological health, education, and health and human services to nonprofit organizations in Minnesota, North Dakota and South Dakota. The Foundation makes grants to individuals through its three fellowship programs and also supports fully accredited tribal colleges and historically Black colleges and universities throughout the country.

Twenty-five percent of the grantees surveyed believed the Foundation was more approachable over the last year.

“[We are] very pleased and impressed with the Bush Foundation. They challenge potential grantees quite a bit, and the impact is to raise the bar for the organization.”

Anonymous grantee

In the 1960s, American colleges had to grow exponentially to accommodate the baby boomers. This large group of vocal undergraduates encountered professors focused largely on research and publishing who were often assisted by graduate students unskilled in teaching. When student evaluations reflected their dissatisfaction, many professors began to pay attention. The resulting knowledge led to increased efforts to evaluate and improve the effectiveness of undergraduate teaching.

The Bush Foundation's grant programs in faculty development began in 1979 with a goal to improve undergraduate student learning in the region. The Foundation saw the development of good teaching skills as a common characteristic of strong undergraduate colleges. Proposal guidelines invited eligible colleges to apply for planning grants to improve teaching and learning on their own campuses and additional grants to implement and evaluate those programs for up to six years.

An early review of the program in 1985¹ found that the most successful programs were characterized by careful planning, a strong sense of faculty ownership and solid administration support. It showed that grants had a larger impact on small institutions as compared with larger ones. The evaluators reported that grants that provided faculty with new skills and stretched them to see beyond their own professional growth tended to have greater impact on students than traditional sabbatical leaves for scholarly activities. The authors encouraged the Bush Foundation to continue the program and expand it to include other groups of colleges. In 1984, the Foundation expanded eligibility to fully accredited tribal colleges and in 1986 to historically Black private colleges and universities (HBCUs), in partnership with the Hewlett Foundation.

¹*Improving Undergraduate Education through Faculty Development*; Kenneth E. Eble and Wilbert J. McKeachie, Jossey-Bass Publishers, 1985.

The following series of articles explores the faculty development strategies of three distinctly different grantee institutions: a public college, the South Dakota School of Mines and Technology; Macalester College, a private college in Saint Paul; and Salish Kootenai College in Montana, a tribal college. Their stories illustrate the innovative ways faculty have used Bush Foundation grants to improve teaching and student learning, as well as the challenges they've faced along the way.

Twenty-five years of grants strengthen region's colleges

By *Mary Bensman*

Today's students are different—more demanding, more focused, more diverse and more technologically adept than their predecessors. What the Bush Foundation's faculty development work has done over the last 25 years, according to higher education consultant Ted Marchese, is to give college faculties in the Foundation's region the opportunity to become leaders in the scholarship of teaching, providing transformative benefits to the students they serve.

Results of long-term funding are remarkable

"The sophistication jumps out at you," Marchese said of the Bush Foundation's faculty development programs he has evaluated over the years. "I've been to 300 campuses around the country. The long-term impacts on colleges with Bush funding are obvious to me. The depth of teaching practice in these schools is noticeably higher than in the rest of the country. The grants have encouraged faculty to go deeper in search of ways to prompt student learning." Only the Foundation's "constancy of purpose" could have brought this about, he observed.

"The fact that Bush has been doing this for 25 years is the real strength here. With other foundations, you too often get the flavor of the month in grantmaking. No one stays with an effort over time. Many of the Bush grantees—Macalester, Carleton, University of

Theodore J. Marchese, Ph.D. has been a Bush Foundation consultant and site visitor since 1989. He has been the vice president of the American Association for Higher Education and editor of Change, higher education's most widely read magazine. He is now a principal with the Academic Search Consultation Service in Washington, D.C.



Minnesota, and North Dakota State, for example—have received funding since the early 1980s, three or four series of grants. And they've not just done the same thing over and over. Typically, they start with one idea and complete that, institutionalize it, then build on it for the next grant.”

Marchese said that many of the colleges' initial faculty development programs, back in the 1980s, were essentially about “how to be a better teacher.” Early grants funded individual faculty development activities rather than group work or work that involved students. As projects evolved, he said, they got more sophisticated. In the second and third stages, they took on more complex topics, including innovative pedagogies and curricula; the assessment of student learning; and development of critical thinking, writing and multicultural learning across the college years.

“These second- and third-stage approaches look to a faculty's collective efforts and to the student's experience over time, not just to one teacher's ability to be more effective in one classroom,” he said.

Colleges know best

The Bush Foundation has never told colleges what to do in the name of faculty development; its guidelines have always been flexible. “The best faculty development programs arise out of authentic, campus-specific needs,” Marchese said, “and that starting point has been important to the success of these programs. The assumption has always been that colleges and their faculties know best what the needs are and that a faculty has to own the effort. Not surprisingly, a very high percent of the things Bush has supported have been institutionalized.”

The best programs start with a good needs analysis, he added. “The Bush program hasn't changed much in its offer to institutions—‘we will support your good ideas if they are well worked out and make sense to you.’ What has changed is what the grants are about. Today we see a focus on deploying new technologies, curricular emphases like service

learning and forms of assessment—things that no one had heard of 20 years ago.”

However, that doesn't mean the Foundation won't ask questions about a program's effectiveness; with any renewal grant its first question is, “What did you learn from your prior grant?” The Foundation just wants grantees to get better at asking and answering that question for themselves without prompting from an outside source.

Years ago, in the initial grants, Marchese said, “evaluation” often meant counts of faculty participants and reports on their satisfaction. In more recent years, the Foundation has asked colleges to gauge the impacts of a program on student learning. “Bush was one of the first foundations to ask grant recipients to track learning outcomes, something now required by the accreditation process.

“Effective teaching is not simply being enthusiastic in front of a class and being current in your subject. You need to know whether and how students are

The Grants

521 grants since 1980 totaling \$73,468,491

Regional college and university program (\$54,161,507)

98 planning grants since 1980 to 41 institutions totaling \$1,351,933

199 program grants since 1980 to 41 institutions totaling \$52,809,574

Tribal college program (\$6,665,223)

45 planning grants since 1983 to 23 institutions totaling \$565,058

74 program grants since 1984 to 22 institutions totaling \$6,100,165

Bush/Hewlett HBCU program (\$12,641,761)

44 planning grants since 1986 to 27 institutions totaling \$438,370

61 program grants since 1987 to 25 institutions totaling \$12,203,391

learning and use the findings to inform and modify your teaching.”

Money is important, but it’s not everything

Marchese said involvement of a broad base of faculty is also important. “The impacts that any one teacher makes in any one course can often be transitory. But to develop complex abilities like writing and critical thinking, information literacy, multicultural perspectives and the like, you have to teach for them over time, from course to course.”

He also observed that “we are blessed by the caliber of people who devote their lives to teaching and higher education. Faculty members work hard. They are trying to maintain their scholarship and keep up in their field. Heavy class loads, committees, advising, publishing, emails and staying ahead of the curve on technology are all demanding tasks. A project to develop new skills is an add-on. It has to compete with everything else.”

Fortunately, he said, most institutions now embrace a broader view of scholarship and honor what is called the “scholarship of teaching”—to be a scholar of one’s own teaching in ways that help you as a professor get smarter and better at prompting student learning.

While there’s never been an assumption that faculty development grants would go on forever, the Foundation will continue to talk with the colleges in its region about program directions for the future. *

According to Bush Foundation President Anita Pampusch, “Foundation staff expects that the Board’s commitment to teaching and learning in higher education will continue. The emphasis on student learning—how it occurs and how colleges and universities assess and use those findings in their teaching—will likely be at the center of a subsequent program. Whether the program will continue to focus on individual institutions or on intermediary groups that work with those institutions is a current topic for discussion, given the decline in the Foundation’s endowment, changes in partnerships with other foundations and pressing needs in other areas of the Foundation’s work.”

1979

Foundation authorizes faculty development programs for four-year private colleges and five public universities in the three-state region.

1980

Foundation awards first faculty development planning and program grants to regional institutions.

1982

Directors commission review of regional program to prepare for its future evolution.

1983

Foundation awards first planning grant to a tribal college, Sinte Gleska University, in Mission, South Dakota.

1984

Directors expand faculty development program to include tribal educational institutions in the three-state region and award first program grants.

1985

Foundation expands regional program to include the 18 members of the Minnesota Community College System.

1986

Tribal program expands nationwide. Bush and Hewlett Foundations agree to expand existing partnership to include faculty development grants to historically Black private colleges and universities (HBCUs) and award first planning grants.

1987

Bush/Hewlett award first program grants to HBCUs.



South Dakota School of Mines and Technology

The South Dakota School of Mines and Technology, founded in Rapid City in 1885, has a proud heritage of excellence in preparing graduates to serve as leaders in the professions of engineering and science. More than 2,000 students from 38 states and 26 countries attend the School, which offers 30 degree programs in engineering and science disciplines at the baccalaureate, masters and doctoral level.

The average freshman comes to the School with a composite ACT score of 25. At the graduate level, 40 percent of students are non-resident aliens, compared to just one percent of undergraduates. The overall undergraduate minority population is 15 percent. The School awarded its first Ph.D. in 2004, to a Native American; that fall, 76 Native American students were enrolled. Tuition and fees for South Dakota residents are approximately \$5,000; attendees from outside the Upper Midwest pay approximately \$10,000 per year.

Learn more about the School at www.sdsmt.edu.

Faculty focus on the well-rounded student can take the edge off the square professor

There's always been a keen interest in faculty circles about ways to improve teaching in order to positively affect student learning. However, the pressures of research, publishing and new technology, along with the demands of a student body that's more diverse and consumer oriented than ever, have sometimes relegated the added demands of learning about emerging teaching techniques to the bottom of a faculty member's list of priorities. From the employment marketplace and our global economy come increased recognition that communication, problem-solving and interpersonal skills are as important to an engineering student's career success as technical and scientific expertise. So what's a professor to do?



Engineers who do more

Karen Whitehead, vice president of academic affairs for the South Dakota School of Mines and Technology (SDSM&T) in the Black Hills of South Dakota, puts it this way: "Our 2,400 students are highly focused on engineering and science, and they come to us for that. We, on the other hand, understand that they need more. They need to learn to think globally, to work in teams and to consider the social impact of the engineering design solutions they come up with. Professors are, understandably, steeped in their own disciplines. Yet they need to educate a generation of engineers who are well rounded and multi-faceted to an extent never before expected. Their students need to be able to think through the ethical implications of an engineering decision, for instance, with the same ease they solve a problem in heat transfer."



Karen Whitehead



Kate Alley

"To build the perfect concrete canoe (above), you need some students who understand the properties of materials and others who understand ergonomics and fluid mechanics."

Kate Alley, Director of Academic Initiatives

SDSM&T transformed these needs into a Bush Foundation faculty development grant in 2003. "The idea came from a variety of sources," said Kate Alley, director of academic initiatives. "There is a whole new set of accreditation criteria for engineering programs, and some of the requirements in the area of student learning might surprise you. Today's engineering educators must enable students to understand how to work in other cultures and even how current events worldwide shape issues in engineering. While our faculty is in tune with these



SDSM&T's mini-Indy race team

learning outcomes, they struggled with just how to teach them.”

The central purpose of the faculty development proposal was for professors to learn how to educate this new style of engineering student. “This meant delving into the nature of learning itself,” Alley explained, “learning about learning styles and stages of cognitive development, and learning how to use techniques new to the engineering classroom, such as ethical dilemmas presented as case studies.”

Through the grant, SDSM&T has been able to really focus on key skills and concepts, such as leadership, teaming, global awareness and other skills often taken for granted but that can be quite challenging to “teach” in a classroom. Faculty members submit “subgrant” proposals to create opportunities for students to work in teams on actual design projects or, alternatively, to explore aspects of the learning process itself. In short, faculty members learn new skills and mentor one another while their students build things in groups, travel with faculty members to present research at conferences and benefit from the new learning experiences the faculty members create.

Mini-engineering firms

Emerging engineering disciplines, such as biomedical engineering and new forms of polymer engineering, make working across disciplines necessary. The CAMP (Center for Advanced Manufacturing and Production) program was created at SDSM&T to foster interdisciplinary work by students. Teams comprised of freshman through graduate students work on complex design projects and, in the process, operate as their own mini-engineering firm.

Designing the solar array for a solar-powered car, for instance, requires the know-how of electrical engineering students, as well as students of mechanical engineering and computer science. To build the perfect concrete canoe, you need some students who understand the properties of materials

and others who understand ergonomics and fluid mechanics. The scope and cost of the projects require students to do everything from marketing and fundraising to technical documentation and new materials testing. They need the savvy to do outreach to children’s groups and the interpersonal skills to manage tough team projects in the midst of a busy school year.

“The CAMP teams have quite a job,” Alley said, “but companies want the kind of people who can multi-task, get along and learn by doing.”

Projects in developing countries

Other subgrants enable faculty members to teach these new skills in entirely different ways. Last year, Dr. Tom Fontaine, a civil engineering professor, took a student to a remote village in Guatemala to complete his “senior design” capstone engineering project and another student to Mozambique for her senior design project work. The intent is to develop a means for students to do their senior design projects in developing countries. The intercultural development on the part of the student is, understandably, powerful.

Whitehead concluded that, in the end, there is no secret to a good faculty development program. “A core group of professors, if they are really engaged and interested, naturally infects others. If you get them together, feed them and provide a strong point person who can focus time and effort on getting the faculty involved, you will see good things happen.”

As it moves ahead, the campus is learning how to bring sophisticated assessment techniques into the process. “Increasingly subtle and meaningful techniques to inquire into student learning exist,” Whitehead said. “We are exploring how to turn learning about learning into research projects, and our faculty members are experiencing the positive difference they can have on student learning. Ideally, we’d like for professors to see their own classrooms as laboratories and each class as a new opportunity for innovation.” *



Macalester College, founded in 1874, is a highly selective private liberal arts college in Saint Paul, Minnesota, committed to academic excellence, internationalism, multiculturalism and civic engagement. Nearly 70 percent of its 1,850 students, who come from every state and 71 countries, have graduated in the top 10 percent of their high school classes.

Macalester offers 37 majors and 34 minors in natural sciences, social sciences, humanities and fine arts. More than 69 percent of classes have fewer than 20 students. Of students from the United States, 13 percent are students of color. International students account for 14 percent of the student body. Tuition and fees average about \$34,000 per year, and the four-year graduation rate is 78 percent.

Learn more about Macalester at www.macalester.edu.

Macalester students lead faculty to create multicultural community

Macalester College's stated promise to its students is that it will "prepare people to become intellectually vital and productive citizen-leaders in a world that includes a multiplicity of cultures, perspectives and needs."

And so, the College will use the Bush Foundation's 2003 grant to become a more successful multicultural learning community. Creating this community was the vision of a grant series Macalester began in 1997 to deal with issues around race and diversity on its campus.

Roxane Harvey Gudeman, the program's co-director and a scholar of the psychology of difference, said that students raised the need for more attention to race and diversity but that administration and faculty also supported intercultural experience as a necessary component of a quality education and a requirement of the employment marketplace.

"Macalester attracts an idealistic student," Gudeman said. "They are sometimes more aware of our imperfections and where we're not fulfilling our promise than we are. They hold us to a very high standard. They saw a low population of domestic

students of color and perceived that the academic and social climate was chillier for students of color than for others. This affected their academic performance and also reduced opportunities for multicultural learning for everyone."

Ninety-four domestic students of color entered Macalester in fall 2004; at 23 percent of all domestic students, this was the highest proportion since 1970. Gudeman is confident that Macalester's faculty development program directly contributed to this increase as well as to faculty support for the creation of the Department of American Studies with a focus on domestic diversity.

In addition, the Department of Multicultural Life has been established with a mission to:

Integrate the ethos and values of historically under-represented peoples, discourses, thoughts, and ideas as a catalyst for transforming the traditional ways of doing the work of the College into a more inclusive model.

Start where you are, use what you have

The first Bush Foundation grant to focus on race and diversity was designed to:

- Encourage the personal development of the faculty members with respect to their own teaching and

Student participants in Macalester's Pluralism and Unity program



Associate Professor Leola Johnson and Professor Paul Solon are recipients of course development grants.

advising across racial, ethnic and other social differences.

- Provide opportunities for faculty to learn about and reflect on many facets of multicultural life and learning.
- Achieve a “critical mass” of faculty participants—enough to have a significant impact on the larger faculty culture.

Programs funded by the grant included the faculty development seminar, new course development, attendance at national conferences, research and travel focused on race and diversity, opportunities for all faculty and staff to discuss and learn about the grant programs, and the creation of a web page.

Gudeman also credits as good luck the timing of the Bush Foundation grant in relation to the College’s strategic planning process. “During the unusual and visionary planning process initiated by (former) President McPherson, the Bush participants had many additional venues for communicating with other faculty, staff and students about race and diversity.

“Macalester is doing a pretty good job regarding multiculturalism, relatively speaking, but there is still much to do and we need the help of multiple voices from different perspectives in recognizing what the needs are and in addressing them,” Gudeman said about the College’s year of planning. It took quick action by consolidating some programs and eliminating others to create an American Studies Department that incorporated the African-American Studies and Comparative North American Studies Departments to allow for expansion in new directions.

A number of faculty attended national conferences on race and diversity and brought back reports and insight to the rest of the faculty. There was discussion of Macalester’s exclusive focus on elite education. Junior faculty were awarded extra time to work on multicultural curricula. Kendrick Brown, a psychology professor, said, “I have nothing but good things to say. Instead of having two courses to teach that semester, I taught only my Understanding and Confronting Racism class. Begin able to concentrate fully on the material and dynamics pertaining to the class enabled me to create a much richer student experience. The course release allowed me to become a better teacher and scholar of issues of racial diversity.”

Diversity dollars spur thinking in all disciplines

Faculty participants in the Bush Foundation-funded seminar each received “diversity dollars” for research and travel that were restricted to the goals of the grant.

While some disciplines identified many opportunities, it was a challenge for the natural scientists to find ways to use their diversity dollars. They pooled their resources to support a weekend faculty development workshop for science faculty focused on support for and retention of students of color in science classes. They have since come together in their own seminar to read and discuss ways to attract and retain more students of color to their disciplines.

The activities, seminars and symposia catalyzed the multicultural center that is now a permanent part of our organization, Gudeman said. Administration now considers participation in the grant a plus in promotion and tenure consideration. There is also a renewed understanding that genuine academic excellence can be achieved only by respecting and learning from the plural voices of those with diverse interests, philosophies and social histories.

Student focus group reactions have been positive. They've noticed a tremendous difference in the classes offered on racism and diversity, as well as positive incorporation of this material in the more traditional classes.

Critical mass

Out of Macalester's 150 full-time and 60 part-time teacher-scholars, 65 faculty members participated in some way in the seminar and/or received diversity dollars. More than one-third of them held tenure or were on the tenure track. As a result, many participants have played a critical role in moving multiculturalism to a central position in the

curriculum, among the faculty and in the structure of the College.

The new grant cycle will allow Macalester to build on what it has learned. New programs will help faculty better understand the diversity within their own ranks. They will explore teaching and advising across social differences, as well as race differences, and work to understand the experiences and identities of their students outside the classroom. "We need to know more about their individual experiences within their community," Gudeman said. *

Roxane Harvey Gudeman (left) reviews the research of student Zarina Morais ('04). Harvey was the director of the first race and diversity grant and is the co-director of the current grant. She has been an adjunct professor of psychology at Macalester College since 1985.





The view from the top of the tree: teacher and student engagement hard to see from the ground

Salish Kootenai College was founded in 1977 to train tribal members for work in forestry and is now one of 34 fully accredited, tribally controlled colleges in the United States. It is located in the city of Pablo on the Flathead Indian Reservation in the Rocky Mountains of northwestern Montana and emphasizes service to Indian people. The College is a national draw for Native American students from more than 50 tribes who aspire to careers in nursing and environmental studies. Of an enrollment of more than 1,000 students, 80 percent are Native American. The staff currently includes 50 full-time and 41 part-time faculty members; 47 percent are American Indian or of descent.

The College offers four baccalaureate degree programs (business/entrepreneurship, human services/addictions counseling emphasis, environmental science and nursing), 13 associate degrees and seven certificate programs. It is in the process of seeking accreditation to offer masters level programs. More than 150 students graduate each year, the clear majority of whom are enrolled members of federally recognized tribes. Tuition and fees for Native American students average about \$6,000 and around \$11,000 for non-Native American students.

Learn more about Salish Kootenai College at www.skcc.edu.

Patrick (Mac) Murray says that at Salish Kootenai College the teachers are like the branches of a tree and the students are the leaves. Sometimes it's hard to see what's really happening if you're looking up from the ground.

In a recent report to the Foundation, he explained the impact of faculty development grants on the College:

Since 1988, the grant has been our primary platform for scholarship. Without it, our faculty would have been limited to local workshops and cut off from participation at the national level. The grant has also built the faculty's sense of community. We might have become a loose federation of teachers doing their jobs, but because we earmark most of the grant for collaborative work, we are growing into a band of brothers and sisters united, not by a labor union, but by shared purpose.

Murray would know; he has been an instructor at the College since the mid-1980s, just before the Foundation made its first planning grant to Salish, and has twice been the grant coordinator. This long perspective is shared by Stacey Sherwin, assistant director of nursing, who is the internal grant evaluator and has been part of the College since the early 1990s.

According to Murray and Sherwin, the first several Bush Foundation grants were oriented toward individual faculty development, but the rest of the faculty didn't benefit as much as they should and resources were so limited. It was soon clear they

needed a way to encourage the whole faculty to bring up their level of teaching and learning. Sherwin said, “The staff still wanted to go to national meetings and get advanced training, but we needed them to work in an integrated group to improve teaching and learning.” As a result, the College developed a plan that would accomplish both goals. Faculty gets access to funds for their individual professional development by working on a committee undertaking a joint project; rewards are pegged to the amount of time they contribute.

Interdisciplinary committees meet weekly, biweekly or for a specific period of time to explore innovations in teaching. The faculty’s interest drives the subject matter. Subjects for group work are also driven by the goals of the faculty development grant—groups delineate objectives that are consistent with the goals of the grant. During this past grant period, groups have focused on time to think, distance education, teaching innovations, using case studies, student cognitive and motivational development, critically reflective teaching, and engaging and energizing students.

“Although we’re a small campus, its amazing how little time we spent together talking about how students are doing. (Committees are) a systematic way of doing that. Positive results have trickled down to the whole faculty group. We are much more aware of how we are teaching,” Sherwin said. The faculty

Agnes Kenmille, an elder who teaches hide tanning, observes the 2003 graduation ceremony at Salish Kootenai College.



used the sessions to discuss how to use brain-based learning, integrated writing and the four Cs—communication, critical thinking, cultural understanding and citizenship—in the classroom. Murray said, “This has really worked well. We are doing what we should have been doing all along.”

Better listening empowers students

The “time to think” groups began with a focus on critical thinking skills and read Nancy Kline’s *Time to Think: Listening to Ignite the Human Mind*. The group met weekly to discuss how faculty and students think and to have meaningful conversations about concrete things they could do differently. What came out of those discussions was an emphasis on listening.

“We talked about what kind of lessons we can create to get students to perform, to be better thinkers.” Murray said. “We learned how to listen at a deeper level. This has made a big difference for us. I used to have a student come to my office, and I would describe the problem I was having with them. Then I would describe that I wanted them to do. Now I might meet them in the coffee shop and just ask, ‘How are you doing in the class?’ then sit back. The student will tell me all the things I want to hear. We have always wondered how we were going to teach critical thinking. Now we know we need to be better listeners first.”

How does he know this approach is working? Assessments at this point are subjective, but compelling. In a recent report to the Foundation, Murray shared these personal comments:

As I practice the skills of good listening, my students are coming alive. They respond to my interested attention with greater ease, more complete, honest, creative ideas and a sense of cooperation.

By consciously adjusting my academic image and relationship with students, I have noticed a new sense of connection. Student use of my office hours has more than doubled this year.



McDonald's Peak and The Ram's Head as seen from the student center at Salish Kootenai College.

The quality of writing and the speed of learning in English composition is up because I have amended my ways. More time goes to having the students practice writing (instead of listening to me talk).

Providing a cultural context

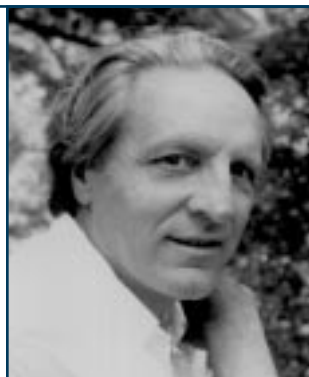
Faculty at Salish Kootenai have expressed a growing awareness that personal relationships, classroom atmosphere and teaching style are critically important in a tribal college environment. Murray’s report stated that researchers have found that native cultures are high context—knowledge can’t just be memorized, it must be internalized. He said that the implications are that the classroom is not only a place for learning something but a place to become wiser.

“The cultural component of learning is always a source of a lot of discussion,” said Sherwin. “We have 50 different tribal groups here. What does cultural understanding mean in this context—tribal, local, global? We have a mission statement that requires the College to perpetuate the culture of the Salish Kootenai tribe. We have ongoing discussions within the faculty development groups about the meaning of ‘cultural understanding’ within the context of the College mission while also recognizing the need to prepare students for a multicultural world.”

Codes of conduct

Bush Foundation grant funds also have allowed the faculty to design two in-service days a year. At the 2002 in-service, they worked on a project to create a code of respect for faculty meetings. “It obligates us to keep the students first, listen without interrupting, stay focused, compliment others for good work and steer clear of gossip,” Murray said. The project has continued and will eventually include a set of student expectations that will become a code for faculty and, eventually, a code for students.

What’s next? The next phase of the effort will be led by William Swaney, an enrolled Salish Kootenai, among others, and will focus on learning how the environment promotes students’ engagement with their own learning. *



Patrick (Mac) Murray (left) has worked in Indian education since the early 1970s and teaches literature, humanities and philosophy.

Stacey Sherwin (below) has been the assistant director of the nursing department at Salish Kootenai College for 12 years.



A campus sculpture (below) reflects the strong emphasis tribal colleges place on their culture.



Tribal colleges are culture rich and resource poor



Wilbert Ahern

Bert Ahern has no doubt that tribally controlled colleges are vitally important. “Students find lots of positive support for their abilities (at tribal colleges). They are small institutions that open up a lot of possibilities for students and are an important economic engine for the reservations where they are located.”

A professor of history at the University of Minnesota-Morris since 1967, Ahern is an expert in the history of Indian education and has coordinated the Foundation’s grantmaking to tribal colleges since 1998.

“The success rate for Indian students in mainstream higher ed is very poor. The percentage that graduate is lower; the percentage that enter is lower. Many of the schools Indian students have access to are not responsive to them. Tribal colleges offer a wide variety of programs, and there are more applied programs at the baccalaureate level.” As a result, they offer training in the skills that are critical for economic development on reservations; according to Ahern, tribal colleges have a “remarkably better” track record of getting well-trained future leaders to graduation.

But even with federal support, Ahern said, “the core funding for these colleges is very slim. They have

also suffered from hit-and-miss funding from other foundations.” That’s why the Bush Foundation remains so committed to long-term faculty development work at tribal colleges.

Ahern has always been impressed by the tribal college faculty’s dedication and commitment to student learning. For example, a woman with a doctorate in chemistry had worked for many years with the Peace Corps in developmental science. She found a place on the faculty at Fort Belknap College in north central Montana—a region with enormous groundwater quality issues leftover from the mining industry—where she could continue her work. Besides teaching science, she set up an office to monitor water quality and offered practical experience to student scientists.

“There are some special challenges to faculty development in the tribal colleges,” Ahern said, “because the administration is always well grounded in the community. When faculty members develop their own programs, the community may feel that they are not working in its best interests. But we have seen some wonderful innovations come out of tribal college grants—the Salish Kootenai approach to get faculty support for their group work (see page 13) is a good example.” *

Facts about tribal colleges

- The federal government originally funded tribal colleges through the Tribally Controlled Community College Assistance Act of 1978.
- There are currently 34 tribal colleges in the United States that serve 30,000 students from the United States, Canada and Mexico.
- All are fully accredited with the same academic standards as all other colleges and universities.
- Most operate on Indian reservations; few receive revenue from Indian casinos.

The Collaboration is a key resource for improving teaching and learning

Dr. Lesley K. Cafarelli is president and CEO of The Collaboration for the Advancement of College Teaching & Learning, which began in 1981 as an informal network of faculty development coordinators at colleges and universities with Bush Foundation grants to improve undergraduate student learning. The members met to share information and advice with each other about faculty development activities that could achieve this goal.

Today, The Collaboration is a nonprofit organization dedicated to the promotion of outstanding college teaching and learning. It sponsors professional development programs for college faculty and staff including annual conferences and traveling workshops and programs (such as summer institutes and consulting services to build institutional capacity). Colleges and universities in Minnesota, North Dakota, South Dakota, Iowa and Wisconsin are among the 100 institutions that make up its membership, which also includes minority-serving and other affiliate member institutions around the country.

Lesley Cafarelli on improving teaching and learning

Choose projects in response to data and analysis, not emotional needs. People need to step back and look at the evidence, apply critical thinking and bring in some outside perspectives before they make up their minds.

Seek administration support before, during and after each project. Underfunded programs can actually waste resources, sap energy and create unwanted institutional memories that could frustrate future change efforts.

Involve a number of people in leadership roles.

In addition to an effective leader, programs need several knowledgeable and committed supporters who can advocate for the program and provide long-term effectiveness and sustainability.

Think strategically. Well-crafted programs designed to help bridge and reinforce existing campus priorities through systems thinking can maximize the impact of resources and provide opportunities for fellowship and shared understanding.

Plan for the future. Think ahead to the future strategic needs of the college or university and start planting seeds for the types of initiatives that might meet them before interest declines.

Anticipate resistance. At The Collaboration's annual summer institutes, our team of consultants leads participants through an experience we call "The Big NO." We hope not only to strengthen the success of their projects but to build leadership capacity to meet unexpected opportunities and challenges.

Look beyond your own walls for solutions. When you remain open to learning from others who are different from you, it's easier to be reflective about your own situation and to spot opportunities for improvement.

Communicate widely to gain support and multiply impact. Seek out all the different areas that are touched by your program, identify the key stakeholders and get some face time with them to gain their support. Explore ways in which your program might intersect with another for more systemic impact. *



Photograph courtesy of Macalester College

In 2001, the Bush Foundation launched a pilot program focused on finding innovative ways to improve high school completion rates. Staff identified school districts in Minnesota and the Dakotas with the lowest percentage of students who completed high school. A feasibility study identified five school districts that wanted to address the problem—Minneapolis Public Schools, Rapid City Area Schools, St. Francis Indian School (in South Dakota), Saint Paul Public Schools and the Todd County School District (in South Dakota). These districts submitted proposals, and all five received Bush Foundation implementation grants.

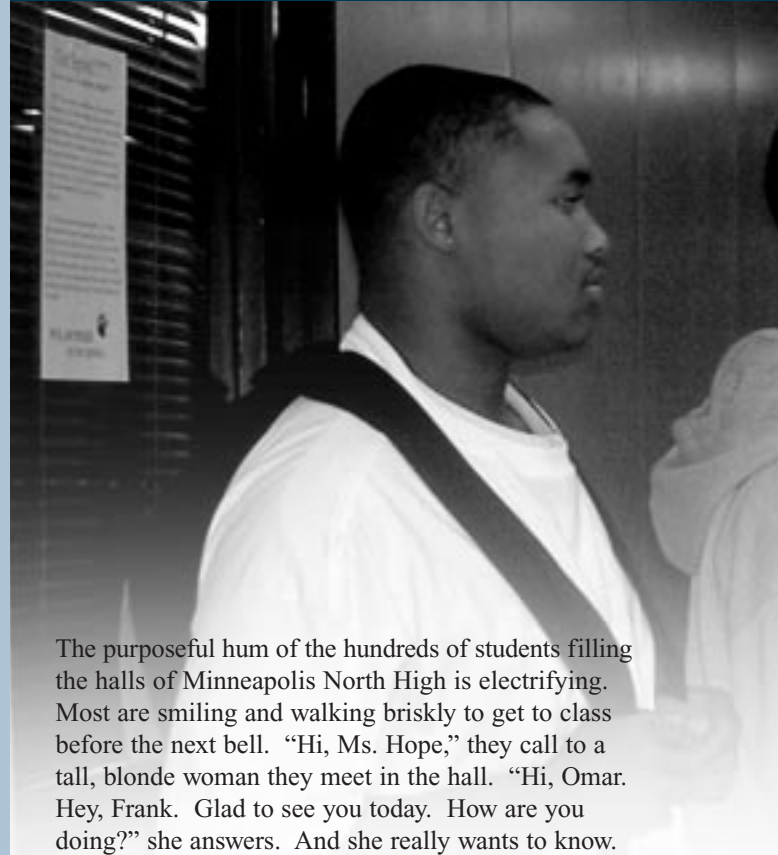
The Check & Connect project (see sidebar on page 21) is part of Scaling Up for Success, a three-pronged program in the Minneapolis School District that includes interventions aimed at improving attendance and increasing student engagement in school. It is beginning its third year with a second round of funding. Check & Connect monitors began working with students at Edison High School this fall and continue their work with North and Roosevelt High Schools' students.

Results to date

The goal of the Minneapolis School District is to reach a 75 percent high school graduation rate for the 2010 class, compared to a graduation rate of less than 50 percent for the class of 2000. The program started in 2001 with 450 ninth graders at North and Roosevelt High Schools, one-half of the incoming freshman class, who were identified as most unlikely to graduate in four years based on their middle school attendance records. Last year, a total of 1,066 received Scaling Up for Success services, of which 524 got Check & Connect support.

The results so far are encouraging. Check & Connect ninth and tenth graders remain enrolled at a higher rate relative to similar students in a historical comparison group. The percentage of Check & Connect students on track to graduate in four years doubled between their ninth and tenth grade years.

North High Story



The purposeful hum of the hundreds of students filling the halls of Minneapolis North High is electrifying. Most are smiling and walking briskly to get to class before the next bell. “Hi, Ms. Hope,” they call to a tall, blonde woman they meet in the hall. “Hi, Omar. Hey, Frank. Glad to see you today. How are you doing?” she answers. And she really wants to know.

Hope Ledebøer is one of four Check & Connect monitors at North High, part of a cadre of 11 people assigned to keep some of Minneapolis' most challenging kids in school until graduation. Besides North, monitors work at Edison and Roosevelt High Schools and are the core staff of the Scaling Up for Success: Check & Connect Student Engagement Initiative funded by a Bush Foundation pilot program (see sidebar on page 22).

It's Ledebøer's second year at this job, and she explained, “I'm not a truancy officer. I'm an advocate for kids with the staff. The teachers know when someone is in trouble, but they don't have time to help. They trust us now and give us names and as much help as they can. It's not always attendance. Students could be failing classes—sitting here in school but not thinking they can succeed. They could have behavioral issues.

“Before we came, social workers were assigned to do this. When a child missed class too many times, a

School-Within-a-School for Success (SWISS) students (from left) Frank Mitchell, Omar Jackson and Dominick Wright greet Check & Connect Monitor Hope Ledeboer.



letter was sent home and to the County to notify the Court, but there were really no consequences.” Ledeboer said.

Now the Check & Connect monitors, each with a caseload of 50 students, work to get to the root causes of why the students are not in school, trying to see things from the student’s perspective. “The job is about building relationships, with the kids, with the families, with the teachers. Once they begin to trust us, then they feel they can be more successful,” Ledeboer said. “We can deal with each student on an individual basis. The same things won’t work for each child. We need to get to know who they are inside and outside the building.”

Empowering connection

Last year, Ledeboer started Girls’ Group on Monday afternoons. She recruited a tenth grader and natural leader, Heaven Holbrook, hoping to get her friends to come too. The purpose was to talk about how to make good decisions. Not many girls came at first.

“I would go home on Monday nights and wonder if I could ever make a difference,” Ledeboer said. “But then I got a few things done for them and showed

them I wasn’t going to go away. Now I hear them tell the new girls the things I said to them last year.”

Heaven Holbrook said she likes going to Girls’ Group. “It gives me someone to talk to other than my friends. Ms. Hope thinks I’ve got potential if I keep trying. I’ve got a lot going for myself. I can go to college.”

Holbrook is at North regularly this year, attending a new alternative School-Within-a-School for Success (SWISS) created for students who need a more flexible learning environment within the discipline of a traditional high school. SWISS issues grades every four weeks to give students more immediate feedback. Holbrook doesn’t know what she wants to study in college yet, but American history is her favorite subject. “I got into school more this year. Last year was boring, but now that I’m in class more I’m starting to like it more.”

Finding what works

Check & Connect monitor Derek Rueben uses outside activities as an incentive to keep his students coming to class. One student loves his baking job at the Cookie Cart, a local nonprofit that provides job

Check & Connect guiding assumptions

- Leaving school prior to graduation is gradual.
- Solving the dropout problem requires relationships among home, school, community and the student.
- Students must feel empowered to take control of their own behavior.
- Schools must be designed to reach out to families in partnership with the community.

Key features of the Check & Connect model

Prevention—look for the early warning signs.

Persistence—make a long-term commitment to the student.

Relationships—build mutual trust and positive communication over time.

Capacity building—promote problem-solving and communication skills of students, parents and educators.

Individualization—every student needs something a little bit different.

Efficiency and adaptability—build on existing resources and networks among home, school and community.

The cost of dropping out

- The unemployment rate for the 400,000 students who dropped out of high school between October 2001 and 2002 was 29.8 percent, almost 13 percentage points higher than the unemployment rate for recent high school graduates not attending college (U.S. Department of Labor, 2003).
- The estimated tax revenue loss from every male high school dropout between the ages of 25 and 34 is approximately \$944 billion, with cost increases to public welfare and crime at \$24 billion (Thorstensen, B.I., *If You Build It, They Will Come: Investing in Public Education*, 2004).
- High school dropouts earn \$9,245 less per year than graduates (Employment Policy Foundation, 2002).
- Only 40 percent of adults who dropped out of high school are employed, compared to 60 percent of those who completed high school and 80 percent of those with a bachelor's degree (Alliance for Excellent Education, November 2003).
- Seventy-five percent of America's state prison inmates and 59 percent of federal prison inmates dropped out of high school (Harlow, C.W., *Education and Correctional Populations*, January 2003, Bureau of Justice Statistics, U.S. Department of Justice).
- Teen girls in the bottom 20 percent of basic reading and math skills are five times more likely to become mothers over a two-year high school period than teen girls in the top 20 percent (Alliance for Excellent Education, November 2003).

The cost per student for Check & Connect is \$1,400.

training and after-school activities for neighborhood kids. Reuben made a connection with the student's supervisor there, and they both keep track of his school attendance. If he doesn't go to class, he doesn't get to bake.

Among American Check & Connect monitor Rajer Toaly has organized a soccer team that includes the students he works with. Even if they are not coming to school, he uses it to keep a connection with them. Check and Connect monitors work hard to convince students they can come to them for any issue, from homework to gangs, he said.

Advocating for success

"They know we are going to be persistent," said monitor Ruby Nelson. "We are not going away; we are the constant caregivers even through bad behavior." She has worked with a young man named Juan who was afraid to come to school because he thought violent gang members would attack him there. With support, this young man kept coming, she said, and near the end of the school year, stopped in Principal Mike Favor's office to proudly show off a B in math. "I tell them the teachers want them to be successful," Nelson said. When they hit a rough patch in a class, she coaches them on how to talk to the teacher to get back on track rather than dropping out. "It's important to me that you're successful," she tells them, "because you are going to live in my community and my community is important to me."

Supporting teachers and parents

Principal Favor said it took a year for the staff, teachers and deans to understand the role of the Check & Connect monitors. "Teachers had to understand they were not here for discipline, but for advocacy. They were also introduced at the ninth grade orientation to parents and students. They met with each teacher before school started and did outreach to feeder schools last spring, identifying students who might need their help." Now monitors work closely with teachers, parents and students, creating and using trusting relationships to solve problems together. "Parents are more comfortable

Check & Connect at North High



North High neighborhood residents Mike Favor (North High's principal) and Ruby Nelson, a Check & Connect monitor, work to create trusting relationships with parents and students.

coming to the school, more cooperative when we call them," he said. Many of the parents were students at North High themselves and may have had a bad experience. This program helps them reconnect.

Principal Favor said Check & Connect needs to be integrated into all Minneapolis high schools and hopes that a summer program can be developed. "We should be working with kids through the summer, keeping them safe, doing service learning in the community." *

Student Heaven Holbrook and monitor Hope Ledeboer work together to make Girls' Group a success.



These activities . . .

- Monitoring student attendance
- Meeting with individual students regarding attendance
- Meeting with students and teachers together
- Meeting with students, teachers and parents together
- Meeting with school administration, deans and program coordinators
- Making home visits with administrators, deans and teachers
- Holding Student Attendance Review Board Truancy meetings for families of students with attendance problems
- Establishing process for new referrals to program
- Supporting building-wide goals for improving academic performance and attendance

Led to these changes . . .

- Established an in-house alternative school
- Developed Saturday school as an alternative to suspension for tardiness, non-attendance or academic need
- Established student support center for students having daily issues related to tardiness or behavior; students who are suspended complete work while detained at the support center, rather than being sent home.
- Increased parental involvement
- Connected community mentors, tutors and volunteers with students
- Assigned monitors to Student Learning Communities
- Started after-school support groups

Colleen Kaibel is the project coordinator for Scaling Up for Success. "What I like (about Check & Connect) is that it is so adaptable."



North High student demographics

African American	934	Grade 9	416
Asian American	241	Grade 10	342
White American	40	Grade 11	299
Hispanic American	26	Grade 12	206
Native American	17		

Eighty percent of students are eligible for free or reduced-price lunch.

Reframing the terrible twos



By Victoria Tirrel

In 1992, the Foundation approached WestEd, a public interest research group in California, to learn about its pioneering efforts in the care of children ages birth to three. WestEd’s exciting work was centered on the idea that high-quality care, based on solid principles of child development and provided in supportive and warm caregiver relationships, would serve as the basis for healthy development of babies and toddlers’ security, confidence and identity in later life.

The Foundation’s focus on infant and toddler caregiver training was a natural outgrowth of its long interest in child development, its confidence in training as a proven strategy, the readiness of the states in the region to develop training systems and the availability of the well-respected WestEd to participate. There was also a need in the region—more women with very young children were entering the workforce and most child care providers had not cared for infants in groups.

The premise that how we care for these youngest humans affects their later competencies also rang true to Jane Kretzmann, senior program officer and shepherd of the Foundation’s infant/toddler training efforts. Since then, she says, the Foundation was been working “to help people realize that the infant/toddler years are an important time in human development. Our efforts have been focused on teaching caregivers to be responsive to infant cues, to create environments that foster healthy development, and to help infants and toddlers trust the world, learn to regulate their emotions and experience discovery; we want them not to be treated like they’re terrible when they go through their twos.”

The efforts are paying off. Three grantees in Minnesota and North and South Dakota have created and sustained culturally sensitive delivery systems for training the caregivers of these youngest humans during a critical time in their brain development.

Early planning grants in 1993 supported one grantee in each state in creating a blueprint for how that state would provide caregiver training. Luckily, grantees knew what tool to use—the Program for Infant/Toddler Caregivers (PITC), developed by WestEd, was strong curriculum based on the latest research. With PITC in their pockets, grantees were free to focus on establishing the training delivery system and making it appropriate for the diverse cultures of their states.

From the start, the Foundation believed collaboration with state governments was essential in order to create

programs that could become permanent tools in the repertoire of the states’ child care organizations. That partnership strategy appears to be working. The programs have been active in state-level planning for creating better outcomes for these youngsters. And, Kretzmann said, “already state agencies have supplemented the Bush efforts with other governmental resources, and there is growing movement on the part of some state agencies to absorb the expense of the infant/toddler caregiver training into mainstream budgets.”

Because culture defines so much of human experience, program leaders of the Foundation’s training efforts have adapted the PITC curriculum to encompass a broad array of cultural backgrounds. In Minnesota, for instance, 20 trainers of color provide training in Arabic, Ethiopian, Hmong, Laotian, Somali and Spanish. When working in Native and immigrant cultures, trainers understand that their role often must broaden to include a more social component. And in reservation communities, the training often segues into efforts to improve the structures of how early childhood education occurs.

In 2002, the Foundation developed its Successor program, which aimed at strengthening trainer competencies and moving trainers into consulting and coaching roles. While the original program had focused on descriptive evaluation—what did it take to get the training going—this next phase will look at the impact of the training itself on the quality of care infants and toddlers receive. *

The Foundation recently issued a report on the accomplishments of its infant and toddler training program. You can request or download a copy at www.bushfoundation.org. To learn more about the PITC curriculum, visit www.pitc.org.

The Grantees

Minnesota Child Care Resource and Referral Network
7 grants totaling \$3,066,442

State of North Dakota, Department of Human Services
10 grants totaling \$5,155,788

State of South Dakota, Department of Social Services
11 grants totaling \$5,482,514



ARTS AND HUMANITIES

Ballet Works, Inc.

Minneapolis, Minnesota

For continued operating support through the Regional Arts Development Program.....\$80,000

Children's Theatre Company and School

Minneapolis, Minnesota

For a final grant of operating support through the Regional Arts Development Program.....\$325,000

First People's Fund

Rapid City, South Dakota

To support a comprehensive strategic planning process and to complete the transition to independent nonprofit status.....\$50,000

Forecast Public Artworks

Saint Paul, Minnesota

For a business manager/development director position.....\$59,800

Intermedia Arts Minnesota, Inc.

Minneapolis, Minnesota

For a major Internet and digital programming initiative to engage immigrant populations.....\$90,000

Juxtaposition, Inc.

Minneapolis, Minnesota

Toward a capital campaign to renovate a building as primary exhibition and education space, and for an administrative assistant.....\$104,684

Metropolitan Regional Arts Council

Saint Paul, Minnesota

For a research project to better understand and develop ways to help nurture arts activities in rural and outlying suburban communities.....\$53,600

Minnesota Children's Museum

Saint Paul, Minnesota

For a final grant of operating support through the Regional Arts Development Program.....\$130,000

Penumbra Theatre Company, Inc.

Saint Paul, Minnesota

For continued operating support through the Regional Arts Development Program.....\$75,000

Plymouth Music Series

Minneapolis, Minnesota

To expand its ensemble of professional singers and to increase rehearsal and preparation for performances.....\$50,000

Theater Latte Da

Minneapolis, Minnesota

To add a half-time managing director.....\$26,860

EDUCATION

Achieve!Minneapolis

Minneapolis, Minnesota

To expand the "Scaling Up for Success: Check and Connect Student Engagement Initiative" in Minneapolis Public Schools.....\$823,578

Clark Atlanta University, Inc.

Atlanta, Georgia

To develop a scholarship of teaching and learning program.....\$300,000

Concordia College, Moorhead

Moorhead, Minnesota

To match contributions for the "Campaign for Concordia," a comprehensive capital campaign.....\$500,000

Hamline University

Saint Paul, Minnesota

For a faculty development project in international learning and for the development of a sustainable model for improved student learning.....\$300,000

Resources for Child Caring, Inc.

Saint Paul, Minnesota

Toward a capital campaign for a new organizational headquarters.....\$300,000

Rochester Area Foundation

Rochester, Minnesota

For efforts that target infants and toddlers within a comprehensive school readiness program.....\$80,000

State of South Dakota, Department of Social Services

Pierre, South Dakota

To continue the Bush Child Development Successor Program.....\$559,569

Turtle Mountain Community College, Inc.
Belcourt, North Dakota
To improve faculty skills in teaching Chippewa culture and using distance education, and for individual professional development opportunities.....**\$90,000**

University of Minnesota
Minneapolis, Minnesota
To enhance student learning through innovative teaching and educational technology strategies.....**\$990,000**

HEALTH

Hospice Minnesota
Saint Paul, Minnesota
To hire consultants to develop materials and conduct trainings to improve end-of-life care for Hmong and Spanish speakers.....**\$10,000**

Minnesota Institute of Public Health
Mounds View, Minnesota
For a public health campaign in the Red River Valley to prevent chronic disease in workers who apply pesticides.....**\$224,775**

Portico Healthnet
Saint Paul, Minnesota
To increase enrollment in health care coverage programs for immigrants and the working poor in northwest Hennepin County.....**\$50,000**

HUMAN SERVICES

African Community Services
Minneapolis, Minnesota
To expand the family stability program by hiring a second, full-time family advocate.....**\$75,250**

Assistive Technology of Minnesota
Maple Plain, Minnesota
For a local match to receive federal funding for a statewide program to finance equipment for persons with disabilities.....**\$50,000**

Bolder Options
Minneapolis, Minnesota
Toward a capital campaign for a new organizational headquarters.....**\$50,000**

Casa de Esperanza
Saint Paul, Minnesota
To refine and integrate a community engagement model.....**\$115,000**

Catholic Charities of the Archdiocese of St. Paul and Minneapolis
Minneapolis, Minnesota
Toward facility repair and replacement as part of a comprehensive capital campaign.....**\$250,000**

The Center for Alternative Lifestyles
Sioux Falls, South Dakota
To expand work with gay, lesbian, bisexual and transgender youth.....**\$30,740**

Churches United for the Homeless
Moorhead, Minnesota
Toward a capital campaign for a homeless shelter for individuals and families.....**\$180,000**

Community Action Center of Northfield, Inc.
Northfield, Minnesota
For program and case management areas of a supportive housing project for residents diagnosed with persistent mental illness.....**\$40,000**

Forest Lake Area Youth Service Bureau, Inc.
Forest Lake, Minnesota
To maintain program levels while implementing a strategic plan.....**\$50,000**

Guild, Incorporated
West Saint Paul, Minnesota
To expand a volunteer service program.....**\$25,000**

Listening Ear Crisis Center Project
Alexandria, Minnesota
To purchase a safe house for battered women and children.....**\$30,000**

Neighborhood House
Saint Paul, Minnesota
Toward a capital campaign for a multicultural community services center in Saint Paul.....**\$250,000**

The North Dakota Coalition for Homeless People
Bismarck, North Dakota
For a staff position to coordinate a grants program and related activities to prevent homelessness.....**\$65,000**

Northwest Youth and Family Services
Shoreview, Minnesota
To expand a youth-run business program.....**\$60,000**

Powderhorn Park Neighborhood Association
Minneapolis, Minnesota
To expand restorative justice services to the Phillips neighborhood and to begin serving youth.....**\$30,000**

Prevent Child Abuse Minnesota

Saint Paul, Minnesota

To support the creation of a prevention services position.....\$70,000

Renewing the Countryside II

Minneapolis, Minnesota

To evaluate rural revitalization work and to share information inspired by Renewing the Countryside.....\$79,851

Safe Haven Shelter for Youth

Prior Lake, Minnesota

Toward a capital campaign to centralize administrative and programmatic space.....\$30,625

St. Stephens Human Services, Inc.

Minneapolis, Minnesota

Toward a capital campaign to improve buildings that house programs for homeless individuals and families.....\$47,000

Turning Point, Inc.

Minneapolis, Minnesota

For start-up costs to implement a holistic outpatient treatment program that includes supportive and transitional housing components for chemically dependent adults.....\$175,000

Washburn Child Guidance Center

Minneapolis, Minnesota

Toward a comprehensive evaluation of a program serving young children with serious emotional and behavioral difficulties.....\$174,000

Women’s Transitional Housing Coalition, Inc.

Duluth, Minnesota

For community and office space within a supportive housing project for homeless women.....\$70,000

OTHER

Citizens League

Saint Paul, Minnesota

For a membership coordinator position.....\$60,000

Friends of the Minnesota Valley

Bloomington, Minnesota

For expanded pollution identification and conservation work in the Lower Minnesota River Basin....\$175,000

Grand Excursion

Saint Paul, Minnesota

For the “Legacy Project,” to assess and communicate lessons learned from the Grand Excursion programs.....\$50,000

Historic Saint Paul Corporation

Saint Paul, Minnesota

Toward a plan for organizational development.....\$110,000

Institute for Local Self Reliance

Minneapolis, Minnesota

To continue work in the energy sector and in local economic development.....\$200,000

Izaak Walton League of America, Inc.

Gaithersburg, Maryland

For the Midwest Clean Air Campaign and for a wilderness and public lands program.....\$150,000

Local Initiatives Support Corporation

New York, New York

To support the development and implementation of an outcomes measurement initiative for community development corporations affiliated with Twin Cities-LISC.....\$125,000

The Minnesota Project, Inc.

Saint Paul, Minnesota

To support the Heartland Food Initiative.....\$215,000

Seventh Generation Media Services, Inc.

McLaughlin, South Dakota

To hire contracted engineering and development assistance for a capital project and to obtain operations support.....\$20,000

Twin Cities Public Television, Inc.

Saint Paul, Minnesota

Toward a \$3.6 million program to upgrade digital production and transmission equipment.....\$350,000

White Earth Land Recovery Project

Ponsford, Minnesota

To complete the purchase and renovation of a new headquarters for Native Harvest, a food production program.....\$150,000

Dancers in Awedville by Ballet Works (James Sewell Ballet)
from left: Benjamin Johnson, Peggy Seipp-Roy, Matthew Keefe, Sally Rouse (upside down), Julia Welsh, Justin Leaf, Penelope Freeh and James Sewell

Photographer, Eric Saulitis

Grand Total

\$8,825,332

Why, oh why . . . do I have to send an LOI?

By Kelly Kleppe

Q: The requirement that applicants send a letter of inquiry (LOI) is new for the Bush Foundation. Why did you make this change?

A: LOIs are fairly standard foundation practice around the country. Most of our prospective applicants are familiar with the process, and we thought the benefits outweighed the extra paperwork. Prior to July 2003, LOIs were only required in some of our grantmaking areas—ecological health and the arts, for example. It was working well there, so we decided to use it for all our applicants. LOIs create a level playing field for our grantees and allow us to standardize our processes. So far, perceptions of the process have been positive.

Q: What are some of the benefits for organizations?

A: Prospective applicants have said they appreciate the chance to put into writing a well-thought-out idea as a way of checking for a fit with Foundation priorities—testing the water, so to speak—without having to go through the work and expense of completing a full proposal. They can also get an idea and know, within three weeks or so, whether their request will be a candidate for funding if asked to submit it in a full grant proposal. In the past, unless a grant request fell obviously outside of our guidelines, applicants needed to wait at least three and a half months for the Board to review and act on their requests.

On our end, program officers have a chance to read the LOIs and are able to pose questions, clarify objectives and offer advice to applicants. This means the resulting proposals are ultimately stronger.

Q: How does the Foundation evaluate an LOI?

A: A team consisting of at least four staff members reviews each LOI. This team is interdisciplinary, meaning it represents administration as well as program officers from a number of different program areas. We review letters with an eye to whether the project is a fit with our past history and current priorities. We also look for:

- Its fit with Foundation priorities
- Clear objectives.

- How a grant would strengthen the applicant organization.
- Whether it reflects current thinking in the field.
- If others are contributing to the project.

Q: What should be included in the LOI?

A: Our LOI form, available at www.bushfoundation.org, includes basic questions about your organization and asks you to provide information about the proposed activity. Some of these items include:

- If your organization is a 501(c)3 and for how long.
- Your track record of providing services.
- How your program advances your mission.
- A summary of your financial situation.
- How much of the funding you have already raised and the sources providing it.
- What evaluation plan is in place.
- How you plan to continue support for the project after Foundation funds have been spent.
- The programmatic and financial status of any current Foundation grant (the Foundation does not typically allow two grants at the same time).

Q: Is there a deadline for LOIs?

A: A few of our programs have LOI deadlines; ecological health and the Regional Arts Development Program are two. Check www.bushfoundation.org for specific information about them. For most of our programs, however, your LOI may arrive at any time. We will try our best to respond to your letter within three weeks. Be sure to remember to allow yourself sufficient time to complete a full proposal—if we accept your LOI—by the proposal deadline you wish to meet (deadlines are listed in the calendar on page two or at www.bushfoundation.org).

Kelly Kleppe is the grants manager for the Bush Foundation. She is happy to respond to your questions; you can reach her at (651) 227-0891 or kkleppe@bushfoundation.org.

Bush Artists Fellows Program

Cochise Anderson (BAF'02), **Mary Louise Defender Wilson** (BAF'04) and **Kevin Locke** (BAF'88) participated in the opening ceremonies of the National Museum of the American Indian in September. In addition, Defender Wilson was the focus of a recent article in *Native Women in the News* that discussed how her storytelling preserves tribal history.

Harriet Bart (BAF'01) celebrated the publication of her latest book, *13 ÷ 14*, in November.

Pallavi and *Difference/Desire*, two works by choreographer **Ananya Chatterjea** (BAF'02), were part of "Momentum: New Dance Works" in July at the Southern Theater in Minneapolis.

In August, Alchemy Theater honored **Mary Moore Easter** (BAF'86) and **Seitu Kenneth Jones** (BAF'92/BLF'04) at its second annual Black Arts Ball.

Coffeehouse Press will release a second book of poetry by **Sarah Fox** (BAF'01), *Because Why*, in spring 2006.

Eddie Hill (BAF'99) recently premiered several new works, including *An Illuminated Transience*, while she was composer-in-residence at Hobart and William Smith Colleges in Geneva, New York. She is working on a newly commissioned men's choral work for Cantus and Miami University of Ohio, as well as a major new work for Zeitgeist titled *Spark!*

The work of **Catherine L. Johnson** (BAF'94) was part of "I am Woman: Courage, Spirit & Strength," a show at the Calvin Charles Gallery in Scottsdale, Arizona in October.

Catalyst, the dance company of **Emily Johnson** (BAF'04), traveled to Alaska for rehearsals and site-specific filming in preparation for October performances of *Heat and Life*, concerning the implications of global warming, at No Name Exhibitions @ The Soap Factory in Minneapolis.

The Car, a series of three plays performed in moving cars—actors in the front seat and on the streets and three-person audience in the back—took off from downtown Minneapolis curbs in the fall; **Gülgün Kayim** (BAF'04) penned two of the three pieces. *The Car* is part of a trilogy, which includes *The Streets* and *The House*.

The YMCA's National Writer's Voice chose **N.M. Kelby** (BAF'99) as writer-in-residence for The Downtown Writer's Center in Syracuse, New York in the fall; the Vermont Study Center will host her in a two-month fellowship in early 2005 as she writes her fourth book.

Cellist **Michelle Kinney** (BAF'03) performed in June at the Minnesota Museum of Arts as a part of *Misguided Fools*, a Celtic trio.

Painter **David Lefkowitz** (BAF'02) showed "La Videbla Mondo" (Esperanto for "the visible world") at Thomas Barry Fine Arts in Minneapolis in September and October.



Cochise Anderson and Mary Louise Defender Wilson

Published in July, *Evil Corn* collects the new prose poems of **Adrian C. Louis** (BAF'90 & '01).

Dan O'Brien's (BAF'01) latest novel, *The Indian Agent*, made its way into readers' hands in the fall; it is the fictional biography of the youngest—and perhaps most sympathetic—Indian agent on the Red Sioux Agency (now Pine Ridge Reservation) in South Dakota.

The photography of **Keri Pickett** (BAF'92) appeared in *Saving Body & Soul*, *The Mission of Mary Jo Copeland*, published in September.

The new choreography of **Aparna Ramaswamy** (BAF'02) starred in *Sangam/Convergence* in July at the Southern Theater.

Southern Illinois University Press published *Year of the Snake*, **Lee Ann Roripaugh's** (BAF'03) second book of poetry and a prize-winning book in the Crab Orchard Award Series in Poetry. She also received The Annual Prairie Schooner Strousse Award for best poem or group of poems published in that magazine in 2003.

Paul Shambroom has collected his panoramic photographs of the hundreds of town council meetings he attended between 1999 and 2002 in his newest book, *Meetings*.

The Minneapolis preview in August of *Anytown*, a new work of choreographers **Danial Shapiro** (BAF'04) and Joanie Smith, paved the way for an October world premiere at the Count Basie Theater in Red Bank, New Jersey. The show features the music of Bruce Springsteen, Patty Scialfa and Soozie Tyrell.

Michael Sommers (BAF'90 & '98) is one of three recipients of a \$25,000 Playwrights' Center McKnight Theater Artist Grant.

The Southern Theater's stage hosted the summer world premiere of *Sun & Moon*, an original work by Chinese choreographer Shen Pei and interdisciplinary artist **Marcus Young** (BAF'00).

September saw the world premiere of playwright **Ka Vang's** (BAF'03) *From Shadows to Light*, produced by Mu Performing Arts and performed at Mixed Blood Theater in Minneapolis.

Bush Leadership Fellows Program

Terri Barreiro (BLF'79) is the director of the new Donald McNeely Center for Entrepreneurship at St. John's University and the College of St. Benedict. The interdisciplinary center will serve students, faculty, alumni and communities, emphasizing social and religious values.

John B. Bennett (BLF'75) retired in July from Quinnipiac University in Hamden, Connecticut as provost emeritus. He has authored two recent books and plans to continue writing and to return to his hobby of photography.

North Star: Minnesota's Black Pioneers, the story of 12 African Americans who shaped the state's history, aired on Twin Cities Public Television in September. **Daniel Bergin** (BLF'01) is its producer and was involved in researching, writing, directing and editing the documentary.

SUNY Oswego named **Susan Coultrap-McQuin** (BLF'92) its new provost and vice president for academic affairs.

The August issue of *Native Women in the News* spotlighted **Doris Giago** (BLF'90) and her efforts to foster a deeper understanding of Indian issues among her journalism students at South Dakota State University.

Nancy Gruver (BLF'93) enjoyed publication of her first book, *How to Say it to Girls: Communicating With Your Growing Daughter* in October.

The newest book by **Richard Leider** (BLF'73) and co-author David Shapiro, *Claiming Your Place at the Fire: Living the Second Half of Your Life on Purpose*, hit bookstores in September.

Bryan Nelson (BLF'97) is the first man to become president of the Minnesota Association for the Education of Young Children and in September was the focus of a significant article in the *Pioneer Press*.

An article advocating the preservation of Peavey Plaza in Minneapolis by **Charlene K. Roise** (BLF'01) appeared in the September issue of *Landscape Architecture*.

The Ford Foundation honored **Vic Rosenthal** (BLF'97) with a 2004 Leadership for a Changing World Award for his work in Saint Paul helping the Jewish community focus on issues of social change and form broader alliances with minority communities.

In June, the *Saint Paul Pioneer Press* named **Sandra Vargas** (BLF'95) one of six Mexican-Americans in the Twin Cities who is "making a mark on Minnesota." She is the Hennepin County administrator.

Erma Vizenor (BLF'88) became the first woman elected tribal chair of the White Earth Band of Ojibwe, Minnesota's largest Chippewa reservation, in July.



Latino families from Centro Campesino in Owatonna, Minnesota greet attendees of the Grantmakers Concerned with Immigrants and Refugees Conference in October 2004.

Bush Medical Fellows Program

A review article by **Nina Bacaner, M.D.** (BMF'02) and colleagues about the high risk of travel-related illness among immigrants when traveling abroad appeared in the June issue of *JAMA*.

The Oglala Sioux Tribe Health Education Service honored **Mark Butterbrodt, M.D.** (BMF'92) in May for service to the community.

In May, **Daniel Groebner, M.D.** (BMF'90) received the Distinguished Alumni Achievement Award from New Ulm Area Catholic Schools.

The Level 1 Heart Attack Program, cofounded by **David Larson, M.D.** (BMF'00), was the focus of an extensive story in the *Star Tribune* in September. The Program provides patients in small community hospitals in Minnesota and Wisconsin with fast-track access to the most advanced treatments.

The Minnesota March of Dimes named **Richard Lussky, M.D.** (BMF'02) volunteer of the year for 2004; he is also a finalist for the national March of Dimes' Elaine Whitelaw Service Award.

George Pope, M.D. (BMF'89) took Best of Show at the Minnesota Watercolor Society's Spring Show.

A survey of 5,000 Twin Cities doctors and RNs by *Mpls St. Paul* magazine (June 2004) named urologist **Jon L. Pryer, M.D.** (BMF'04) and cardiologist **Valerie K. Ulstad, M.D.** (BMF/BLF'96) two of 600 premier specialists in the Twin Cities.

Attention Medical Fellows! Attend the Fall Gathering on February 19 at International Market Square in Minneapolis (8:30 a.m.-4:00 p.m). The topic is "Health Disparities of Inner City and Immigrant Populations" with keynote speaker Gloria Lewis, director of the Minnesota Office of Minority and Multicultural Health. Dr. Patricia Walker (BMF'95), the director of the International Clinic at Saint Paul's Regions Hospital, will also speak. To register contact Alice Sanborn at bushmed@bushfoundation.org or (952) 442-2424.

Kay Schwebke, M.D. (BMF'03) opened the Hennepin County Medical Center Coinfection Clinic in September; she will serve as medical director for the Clinic, which provides services for persons living with HIV and hepatitis C.

The Maternal and Child Health Bureau recently awarded **Dennis Stevens, M.D.** (BMF'91) a \$2.25 million grant for the Leadership Education in Neurodevelopmental Disabilities Program.

Bush Foundation Board and Staff



Rick West

Photographer, John Harrington

Former Director **Elmer L. Andersen** died on November 15. He was 95.

Nancy Fushan shared the results of the evaluation of the Foundation's Regional Arts Development Program with attendees of the national meeting of Grantmakers in the Arts in November; Fushan is a program officer.

Program Officer **José González** helped plan and presented at the October national meeting in the Twin Cities of Grantmakers Concerned with Immigrants and Refugees.

Several staff joined **Dwight Gourneau** and **Rick West** (left) at the opening ceremonies of the Smithsonian's National Museum of the American Indian in Washington, D.C. Director Gourneau is chair of the Museum's Board; West, a former director, is executive director and founder of the Museum.

Director **Kathryn H. Tunheim** completed a 12-year term on the Augsburg College Board of Regents; she served as the Board's chair for the last six years.

The Minnesota Ambulance Association named **Michael Wilcox, M.D.** EMS Medical Director of the Year. Wilcox, who is director of the Bush Medical Fellows Program, is emergency director at Queen of Peace Hospital, New Prague, Minnesota; provides medical direction for the Southeast, Southwest, and South Central EMS Regions and the MnSCU EMS Education Department; and coordinates the Outstate Emergency Department Program for North Memorial Medical Center.

To submit news or photos, please email us at fellowsnews@bushfoundation.org.

Bush Medical Fellow studies healing, from inside and out



Joel Carter, M.D.
2002 Bush Medical Fellow

Dr. Joel Carter can't easily explain what connects his love of emergency medicine, his interest in end-of-life care and the spiritual benefits of stacking rocks, but after looking at his solid but ephemeral rock sculptures (many are tumbled by "rock-stalkers" within hours of their creation), the convergence begins to make sense.

"The most important rocks are the small broken bits you can't see," Carter said. "They are what make the larger ones balance. You have to appreciate the broken parts of yourself and build on them. You need to learn patience and presence to build these structures and also to heal yourself." Building the "Rockpeople" at Chester Creek, a park near Duluth, Minnesota, has taught him the art of balance, form and structure. Their ephemeral nature has also taught Carter the Buddhist concept of nonattachment and the healing power of creativity. He says the activity has helped him to be more "present" for his patients and their families, especially for the dying. Carter practices emergency medicine in Duluth hospitals.

"An ER can be a very 'go, go, go' place. We need to be present in a different way for the patients and their families. Death is a very sacred place to be present." He said there is a need for acute end-of-life medicine in the emergency room because people can die very suddenly and the patient and family can't do any planning. "In the ER, it's a very long walk from the exam room to where the family is waiting for news."

"Learn from the women and listen to the rocks."

Carter began building "Rockpeople" after a 2000 trip to Taos, New Mexico. There, a Native American medicine man told him to do two things to "move from head to heart" and to become a better healer—"learn from the women and listen to the rocks." When he got back to Duluth, Carter sat among the rocks at first, then began to balance them as part of his meditation process; he found that they formed themselves into sculptures.

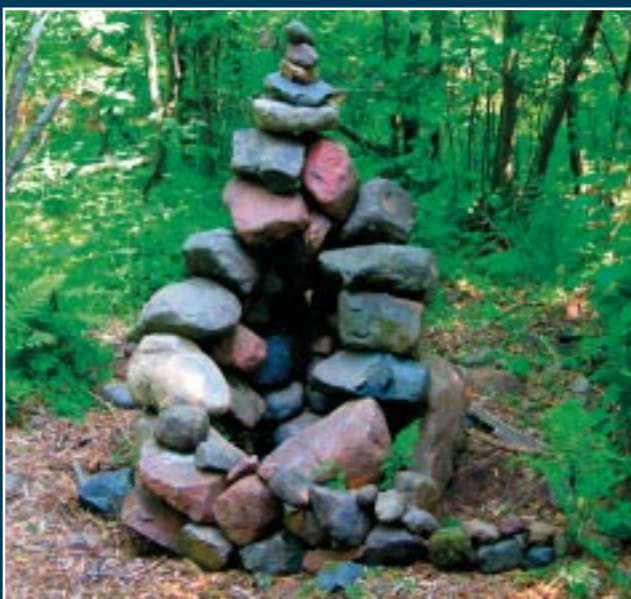
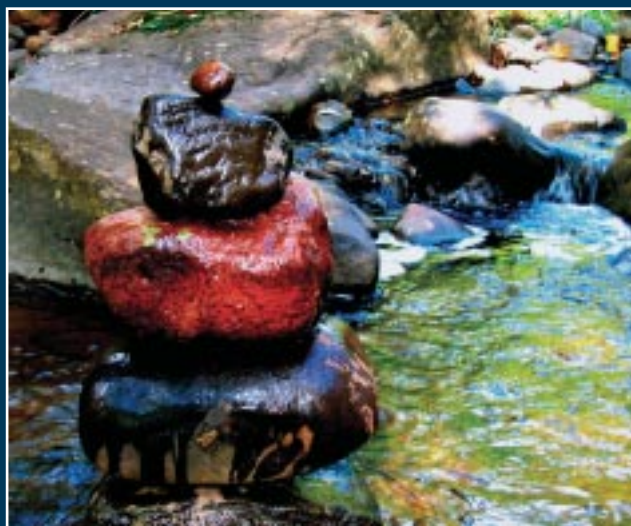
He soon discovered he wasn't alone in his spiritual use of rocks. The sculptures he makes are just like the "inuksuit," created by the Inuit people in the Arctic to convey messages, give directions or mark the place of an important event. Later, with his father, a holocaust survivor, he visited the site of the Nazi death camp Treblinka, where his grandmother was murdered, and found the area

Continued on back cover



Black Madonna, one of Joel Carter's rock sculptures in Chester Park, near Duluth, where he practices emergency medicine.

"In the ER, it's a very long walk from the exam room to where the family is waiting for news." Joel Carter, M.D., 2002 Bush Medical Fellow



Continued from page 31

covered with rocks. As if waiting for him, in the center was a huge stone sculpture that mirrored the rock sculptures he had begun creating months before.

After getting his 2002 Bush Medical Fellowship to learn about palliative and end-of-life care, Carter studied with Rachel Naomi Remen, M.D., the director of the Institute for the Study of Health and Illness at Commonwealth in Bolinas, California. The coursework, *The Healer's Art*, draws on approaches from humanistic psychology, formational theory, and cognitive and Jungian philosophy to address the growing loss of meaning and commitment experienced by physicians under the stresses of today's health care system. Course topics include discovering and nurturing your wholeness, sharing grief and honoring loss, allowing awe in medicine and care of the soul.

"The programs help a physician to reclaim the heart, understand the power of storytelling and the importance of that to people who are dying," he said. Carter will finish the second phase of his fellowship work beginning in February 2005 at Harvard University, where he will earn an accreditation in end-of-life and palliative medicine. He hopes opportunities will arise for him to return to Minnesota to care for the dying and their families. *

Carter has published two books, [Rockpeople](#) and [Lava Lamp Lessons](#), which are available through his website, www.rockpeople.org, and through Barnes & Noble.

Creek Sitter (top) and Embrace



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