CREATING BROADER IMPACT
The Bush Foundation Fellowships

How Individuals Contribute to the Strength of Communities, Institutions and Fields

Based on a study prepared for the Bush Foundation by Susan Showalter and Vicki Itzkowitz
As part of her master’s dissertation in cultural performance, Sandra Spieler (BAF’85 & BLF’02) created an outdoor theater event in conjunction with the Furness Traditional Festival in Ulverston, England. The event celebrated the “beck,” a small river that still flows (now submerged) through the town.

Ananya Chatterjea (BAF’02), center, and other dancers from her company in Bandh: A Meditation On Dream. Formed by Chatterjea in 1996, Ananya Dance Theatre creates and stages original works inspired by women all around the world, based on contemporary interpretations of the Odissi dance form, aesthetic traditions of Bengal and practices of street theater created by women’s groups.

Poet Wang Ping (BAF’03) traveled to and photographed China, including the Flowing Sand Mountain area of the Great Northwestern territories, as a way to document the landscape before the planned flooding of the area for the new Three Gorges Dam.

Merle Hillman, M.D. (BMF’03) formed Minnesota’s first DMAT (Disaster Medical Assistance Team) as a result of his fellowship. The DMAT responded when Hurricane Katrina hit, providing health care for weeks immediately following the disaster.

“You have to decide where change agents in communities lie — just institutions, or also individuals?” Study informant

“Keep investing and believing in individuals. One person can make a difference. I am not an attorney or a policy maker in D.C. I am just a worker with youth in a very rural county, seeing kids turn their lives around.” Bush fellow

CONTENTS
1 Preface
2 Acknowledgments
3 Summary of Key Findings
4 About the Study

KEY FINDINGS
6 Bush Fellows and Regional Impact
8 Types of Impact
12 How Impact Occurs
14 Strategies for Creating Impact
18 Contributors and Barriers to Impact
20 Fellows with Inner-City and Rural Interests
24 Role of the Bush Fellowships

FELLOW PROFILES
26 Arthur Amiotte (BLF’81 & BAF’02)
29 Anita Fineday (BLF’96)
32 Alan Kenien, M.D. (BMF’90)
34 Patricia Sanchez (BLF’99)
38 Michael Sommers (BAF’90 & ’98)
41 Michele Strachan, M.D. (BMF’94)
44 The Fellowship Landscape
47 Conclusion
48 Selected Resources
49 About the Authors
Preface

Foundations draw from a range of strategies to accomplish their goals. At the Bush Foundation we have a long history of providing fellowships to individuals, which complement our support of nonprofit organizations committed to community vitality and the quality of life in our region. Our three fellowship programs — Bush Artist Fellows, Bush Leadership Fellows and Bush Medical Fellows — provide financial support to enable individuals to strengthen their work or skills or to gain new knowledge, skills and experience.

Over the years, periodic evaluations of each of the fellowship programs have confirmed the value of the fellowship for the fellows and their communities and have allowed us to make adaptations to enhance the experience. Two years ago we decided to step back and look across all three fellowship programs to examine the provision of fellowships as a strategy to fulfill our mission to “improve the quality of life in our region through strengthening organizational, community and individual leadership.”

We asked consultants Susan Showalter and Vicki Irzkowitz to conduct a combined study of the three programs to examine how Bush fellows have an impact on the broader community and to explore the extent of that impact.

We were happy to learn that a focus on the development of individuals is an effective way to improve community quality of life. The study confirmed that the fellowships are not only transformative experiences for many recipients, giving them opportunities for personal and professional growth, but also resulted in substantial contributions to the region. Fellows have gone on to create new programs and services, to support and empower groups of people, to change the way systems operate, to create vibrant art, to improve health and more. We also documented the strategies most often used to make these contributions and identified ways we might help fellows have even greater impact. And, drawing on study recommendations, we are holding the first-ever Bush Fellows Summit for participants in each of the programs to come together and discuss ways we can deepen our impact on the region.

Following our review of the study last year, we published brief overviews of the findings in our magazine, Giving Strength, and on our website, www.bushfoundation.org. We have now created this public report in response to requests for more detail, and we are posting additional information on the website, including results for each of the fellowship programs.

This report contains the study’s key findings, including types of impact created by fellows, how impact occurs, and contributors and barriers to broader impact. The report also includes an overview of the landscape of fellowship programs and profiles of six fellows whose stories provide evidence, as the authors note, not only of how the study’s themes play out in the lives of individuals but also of “the energy, commitment and passion with which fellows have approached their work and their lives.”

We hope the findings and stories will contribute to the growing dialogue about the impact of individuals and be of value to all who want to make a difference in our communities.

Anita M. Pampusch, President
October 2007
We want to express our gratitude to the Foundation’s directors and staff, and to staff and consultants of the Bush Artist, Leadership and Medical Fellows Programs for the information and guidance they provided and their helpful suggestions of issues to investigate and people to consult. We appreciate the opportunity they gave us to enhance our understanding of how individuals contribute to the common good.

The study team included Wilder Research Center, Saint Paul, which conducted the fellow and observer interviews, and 4 Seasons Research, Minneapolis, which conducted the survey. We worked closely with each organization to develop the interview and survey tools, and to analyze and report the results. We thank them for their important work, which was critical to this project.

The study has been informed by the perspectives of directors of other fellowship programs, evaluation and philanthropic specialists, and community observers who generously participated in in-depth interviews. Our gratitude in particular to: Neal Cuthbert, McKnight Foundation; Cindy Gehrig, Jerome Foundation; John Grove, Public Health Institute; Ilene Harris, consultant, Bush Medical Fellows Program; Jim Krile, Blandin Foundation; Nicole Martin Rogers, Wilder Research Center; John Ostrem, Northwest Minnesota Foundation; Greg Owen, Wilder Research Center; Michael Patton, independent evaluation specialist; Sherry Ristau, Southwest Minnesota Foundation; Craig Russon, Kellogg Foundation; Frank Schweigert, Northwest Area Foundation; Ellen Shelton, Wilder Research Center; Daniel Socolow, MacArthur Foundation; Karl Staub, Northwest Area Foundation; Karen Ulstad, Wilder Research Center; Val Ulstad, Bush Leadership and Medical Fellow.

We are especially grateful to the Bush fellows whose experiences and insights are the heart of this study. Their work and lives are an inspiration.

Susan Showalter and Vicki Itzkowitz
Summary of Key Findings

Bush Fellows and Regional Impact
- The Bush Foundation fellowship programs enable individuals to have a significant regional impact.
- Bush fellows have created new programs and services, supported and empowered groups of people, strengthened organizations, changed the way systems operate, provided new perspectives and insights, enhanced public policies, created vibrant art, improved health and more.

Types of Impact
- Fellows have had an impact on a number of levels, including organizations, colleagues, disciplines or fields, government, policy and legislation, with a primary impact on specific groups of people.
- Groups most commonly affected by fellows’ work were students, children and youth, specific racial or ethnic groups, and people living in poverty. Common changes among specific populations included new ideas or ways of understanding, and increased knowledge, skills, motivation and aspirations.
- Fellows are creating impact locally, regionally, statewide, nationally and, to a lesser extent, internationally. Over one-third of fellows identify their primary impact as national or statewide.

How Impact Occurs
- Fellows’ common pathway to broader impact includes five stages: fellowship experiences; individual changes in the fellow; work and activities after the fellowship; broader impact on colleagues, organizations, institutions or fields; and broader impact on groups of people or communities.
- Fellows report that the fellowship deepened their commitment to their communities (only 9 percent of fellows between 1990 and 2002 currently live outside the Foundation’s region) and caused them to feel responsible, even obliged, to work to benefit others.

Strategies for Creating Impact
- While fellows use a wide range of strategies, they rate interactive and interpersonal strategies highest. A fellow’s networks and communication skills influence the effectiveness of all the fellows’ efforts.
- Fellows with the greatest likelihood of creating broader impact have thought about what they want to do and how to do it, yet remain open to new ideas and to expanding and focusing their vision.

Contributors and Barriers to Impact
- Helpful personal characteristics that contribute to a fellow’s impact are passion and energy, persistence and a clear vision of what the fellow wants to accomplish.
- Contributing external conditions include support by others, an organizational culture that supports change, availability of funding and being able to capitalize on an initiative already under way.
- External barriers to impact include lack of funding, resistance to change, bureaucracy, complexity of the issue or area, public policy or politics, and lack of interest.
- Fellows’ personal barriers include personal or family responsibilities or events, reluctance to promote themselves and their work, and a lack of a strategic vision or plan for how to make an impact.

Role of the Bush Fellowships
- The fellowship was critical to fellows’ ability to have an impact on their communities, institutions or fields. It provided the time to step back from a job, concentrate on work and have a chance to reflect; the opportunity to develop new skills, have new experiences or study a new area; and flexible funding to enable fellows to pursue their goals.
- Fellows believe networking opportunities and opportunities to develop skills in leadership, communication and building/sustaining networks can support their efforts to create broader impact.
The Bush Foundation has provided fellowships to individuals since 1965, enabling primarily mid-career recipients to step back temporarily from the daily pressures of making a living to focus on strengthening work and skills, or to gain new knowledge, skills and experience. The Foundation currently provides approximately 50 individual fellowships per year to artists, physicians and leaders or potential leaders in a variety of fields. Historically, the Foundation has allocated approximately 9 percent of its grantmaking for fellowships, totaling $63 million between 1970 and 2006.

To help assess the role of fellowships as a strategy to strengthen communities and fulfill the Foundation’s mission to “improve the quality of life in our region through strengthening organizational, community and individual leadership,” the Foundation commissioned a combined study of its three fellowship programs — Bush Artist Fellows, Bush Leadership Fellows and Bush Medical Fellows.

Several challenges emerged in designing the study. The fellowship programs vary in approach and focus, both in broad terms as well as in how they conceive of community impact. Indeed, a focus on community impact has not been a consistently explicit factor in the expectations and design of the three programs, and the programs did not have explicit theories of change that explained how they believe individual impact translates into broader community impact. In addition, there is no consensus in the field about feasible and persuasive indicators of community impact and quality of life. A number of traditional evaluation methods, including the use of control groups and pre- and post-testing, were not suitable for this project. Finally, it is impossible to prove that a fellowship resulted in community impact; reasonable attribution is the most that is possible. Despite these challenges, the Bush Foundation believed much could be learned from a combined study of the fellowship programs that would be of value to the Foundation and to others.

By “broader impact” we mean a public impact beyond fellows’ own careers and abilities — including impact on organizations, audiences and other groups of people, fields and disciplines, and communities of place and interest. Foundation staff and board reviewed and discussed the study in 2006, and a summary was shared through the Foundation’s magazine, Giving Strength, and its website; this report provides a more detailed overview of findings and conclusions.

The study synthesized findings from qualitative and quantitative research. We focused on the nearly 600 individuals who received Bush Foundation fellowships between 1990 and 2002, a study period chosen to allow sufficient time for fellows to be fully engaged in post-fellowship work with the potential to achieve broader impact — and yet not long enough ago to overly challenge memories. The study team conducted nearly 250 in-depth interviews, including intensive interviews with a stratified random sample representing 20 percent of fellows from the time period, and in-depth interviews with a community observer for each fellow. The latter were people familiar with each fellow’s work after the fellowship and able to provide an independent perspective. In addition, about half of fellows completed a written survey. Other research included a literature review, a review of other fellowship programs and interviews with philanthropic and evaluation specialists and other external informants.
In keeping with the study’s primary emphasis on investigating fellowships as a strategy, this report focuses on research findings across the three fellowship programs, although differences for the fellowship programs, for fellows with a specifically rural or inner-city focus, and for other groups are provided as they relate to the study’s major themes. Supplemental materials on the Foundation’s website—www.bushfoundation.org—include full details on these and other findings.

**Bush Foundation Fellowship Programs**

**ARTIST FELLOWS PROGRAM**

Bush Artist Fellowships provide artists with significant financial support that enables them to further their work and their contribution to their communities. Artists may use a Bush Artist Fellowship in many ways—to explore new directions, continue work already in progress or accomplish work not financially feasible otherwise. Fellows may decide to take time for solitary work or reflection, engage in collaborative or community projects, embark on travel or research, or pursue any other activity that contributes to their lives as artists. The fellowship is open to artists who work in a variety of media and disciplines including: visual arts, choreography, multimedia, performance art, storytelling, traditional and folk arts, scriptworks, film and video, literature and music composition.

**LEADERSHIP FELLOWS PROGRAM**

Bush Leadership Fellows are accomplished, motivated people at mid-career, eager to prepare for greater leadership responsibilities within their professions and communities. Leadership Fellows may propose their own educational programs, academic or self-designed, to reach their goals. Fellowships range from two to 18 months and include monthly stipends, plus instructional and travel allowances. The fellowships are open to men and women from a variety of fields including, but not restricted to community service, education, government, health care, engineering, science, archeology, law enforcement, journalism, farming, law, trade unions, architecture and social work.

**MEDICAL FELLOWS PROGRAM**

Bush Medical Fellows are physicians at mid-career who seek additional training in areas that will help them develop both personally and professionally. Originally developed to serve primary care physicians in rural settings, the program now selects fellows from a pool of applicants that spans rural and urban locales, as well as all areas of clinical specialty, with the common goal of benefiting an underserved population or meeting a community need. Medical Fellows may design their own programs to address their personal goals and to fit the needs of their communities. Fellows study clinical or non-clinical areas at locations of their choice and pursue one or more areas of interest. The program’s purpose is to help fellows develop leadership skills along with clinical expertise so they can return to their careers with the ability to change things.
The three Bush Foundation fellowship programs are clearly enabling individuals to have a significant impact on the region. Indicators of this impact include:

- New programs and services created and maintained.
- Groups of people supported, empowered or changed.
- Stronger, more stable organizations.
- Changes in the ways systems operate and professionals do their work.
- Introduction of new methods to fields and the creation of new fields.
- New perspectives and insight on issues.
- Strengthened or new public policies.
- New participants involved in community activities and new networks of connection among them.

- Vibrant art in a variety of media and vibrant arts communities.
- Increased access to health care and improved health.
- New and diverse leadership.

The three Bush Foundation fellowship programs are clearly enabling individuals to have a significant impact on the region.

Ninety-eight percent of the fellows interviewed and 90 percent of fellows responding to the survey believe their work since their fellowships has had a broader impact, beyond themselves personally and their careers. Every one of the 112 observers who commented on individual fellows in the in-depth interviews, as well as other external informants, substantiates fellows’ belief that their work has created broader impact, and many consider the Bush fellows leaders in their fields.
In addition to the impact created by individual fellows, the interviews suggest that impact is also created as a result of the combination of efforts of many individual fellows. Significant change is almost always the result of the accumulation of a sufficient amount of smaller change. And equipping many individuals to engage in similar work, in a variety of settings, is likely to strengthen the work of each individual engaged in the effort. The accumulation of similar efforts over time also makes others more aware of the issues those efforts have in common, and are likely to take it more seriously. Examples include the combination of efforts of Bush fellows over time on Indian reservations and in rural health care.

Impact is also created as a result of the combination of efforts of many individual fellows.

While the study’s survey and interview results, as described below, help to provide some quantitative estimates of the extent of this impact, quantitative evidence is only a portion of the story. The profiles of the six fellows included in this report also help to illustrate the extent of impact created by Bush fellows as well as how they went about it.
Creating Broader Impact: The Bush Foundation Fellowships

The kind of change a fellow produces is highly individualized and depends on a range of factors, including the specific characteristics of individual fellows; the fields in which they do their fellowship and post-fellowship work; the skills, knowledge and maturity they possess; the networks they are able to draw upon; and the readiness of others to consider new knowledge or approaches, new perspectives on issues and sometimes new patterns of individual or organizational behavior.

Key Findings  Types of Impact

According to both fellows and observers, fellows’ work since their fellowships has had impact on a number of levels, including organizations, colleagues, disciplines or fields, government, policy and legislation, with a primary impact on specific groups of people. The two charts at right show the types of changes fellows have created since their fellowships and who or what their work has primarily affected.
Creating Broader Impact: The Bush Foundation Fellowships

Types of Changes Fellows Have Helped Bring About
(n=264)

- Changes among colleagues/organizations: 92%
- Changes in a discipline/field: 88%
- Changes among specific groups of people: 84%

Who/What is Primarily Affected
(n=264) Ranked #1

- Specific group(s) of people: 31%
- Colleagues/other professionals: 23%
- Organizations/institutions: 18%
- Field/discipline of work/study: 17%
- Public policy: 8%
- Other: 4%

Impact on groups of people. Impact among groups of people were noted by 96 percent of the fellow/observer pairs interviewed and 84 percent of fellows surveyed. The groups most commonly affected by fellows’ work were students, children and youth, specific racial or ethnic groups, and people living in poverty. Others affected include patient groups and audiences, including art critics and collectors.

The groups most commonly affected by fellows’ work were students, children and youth, racial or ethnic groups and people living in poverty.

The most common changes among specific populations were consistently identified by both fellows and observers. Half or more of respondents mentioned new ideas or ways of understanding themselves, others or issues, and increased knowledge, skills, motivation and aspirations. Additional important impact, cited by a fifth to a third of fellows, included improved opportunities for employment, education or self-expression; better quality and access to health care and improved health; and increased exposure to or appreciation of art.

Impact on colleagues and organizations. Changes among colleagues and organizations were noted by 92 percent of fellows surveyed and approximately three-quarters of the fellow/observer pairs interviewed. The most common changes among colleagues and other professionals, noted by about two-thirds of fellows, included new perspectives and increased knowledge, skills or motivation.
The most common changes [among colleagues] included new perspectives and increased knowledge, skills or motivation.

Most common organizational changes, noted by a third to a half of fellows, involved improved quality or creation of products, services, programs or approaches; increased resources, including funding or infrastructure; and changes in organizational structure, operations or policies.

Impact on fields or disciplines. Changes in fields or disciplines of work or study — such as landscape photography, electronic music, traditional South Indian dance, pediatric oncology, health care for adolescents, bioethics, architecture, tribal governance and intercultural understanding — were noted by 88 percent of those surveyed and 68 percent of those interviewed. These changes included impact on the way professionals work — on a scope wider than a specific group of colleagues or a particular organization — or through innovative direct work that is being replicated by others. Sometimes this involved applying methods from one field to a new field, sometimes contributing to the emergence of an entirely new field or sub-field (noted by one-fifth of fellows) or introducing new methods within an existing field.

Impact on the field is typically made through consultation, professional training and conference presentations, publications for professional audiences, or — for Artist Fellows — doing and showing their work. Sometimes, especially among those who teach in professional preparation programs, impact on a field came through training future practitioners. Fellows with more highly developed communication skills are able to leverage these opportunities more effectively.

The most common impacts on fields or disciplines, cited by a third to over two-thirds of fellows, were increased knowledge, awareness, appreciation or understanding; new or improved methods or techniques; new or improved products, programs or services; and improved opportunities, including access to funding and other resources.

Impacts on government, policy or legislation were cited by about a quarter of fellows surveyed and about a fifth of fellows and observers interviewed. Eight percent of fellows identified changes in public policy as their primary impact.

Geographic impact. Fellows are creating impact locally — in their organizations, neighborhoods and towns — and more broadly — regionally, statewide, nationally and, to a lesser extent, internationally. As indicated in the chart at right, over one-third of fellows across the three fellowship programs identified their primary impact at either the national or statewide level.

There is not much difference between where fellows lived at the time of their fellowship application and where they live now. Only 9 percent of fellows from the study time period currently live outside the Foundation’s region. Indeed, fellows speak eloquently about how the fellowship experience deepened their commitment to their communities, as the individual fellow profiles illustrate (see page 25).

Only 9 percent of fellows currently live outside the Bush region. Indeed, fellows speak eloquently about how the fellowship experience deepened their commitment to their communities.
The locus of primary geographic impact varied among the fellowship programs, with artist fellows reporting primary impact at the national level, leadership fellows reporting primary impact at the state level and medical fellows identifying primary impact at the local and organizational level.

### Geographic Level of Primary Broader Impact  
(n=264)

<table>
<thead>
<tr>
<th>Geographic Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>21%</td>
</tr>
<tr>
<td>Statewide</td>
<td>18%</td>
</tr>
<tr>
<td>Individual organization/institution</td>
<td>15%</td>
</tr>
<tr>
<td>Multi-county region</td>
<td>12%</td>
</tr>
<tr>
<td>Particular neighborhood/town</td>
<td>10%</td>
</tr>
<tr>
<td>International</td>
<td>9%</td>
</tr>
<tr>
<td>Large city</td>
<td>9%</td>
</tr>
<tr>
<td>Multi-state region</td>
<td>7%</td>
</tr>
<tr>
<td>County</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>No primary geographic impact</td>
<td>3%</td>
</tr>
</tbody>
</table>

Composer Mary Ellen Childs (BAF ’89 & ’99) is acclaimed for creating both rhythmic, exuberant instrumental works and bold, kinetic compositions that integrate music, dance and theater in fresh and unexpected ways. She has created numerous “visual percussion” pieces that embody the concept of music in motion, for her ensemble CRASH, shown above in *Drumming in Motion: Mixed and Remixed*. 
The interviews with fellows and observers confirmed the implicit understanding of how broader impact occurs that led to the Foundation’s creation of the fellowship programs. As illustrated below, a fellow’s common pathway to broader impact includes five stages: (1) fellowship experiences, (2) individual changes in the fellow, (3) work and activities after the fellowship, (4) broader impact on colleagues, organizations, institutions or fields and (5) broader impact on groups of people (such as students, women, members of specific racial or ethnic groups, audiences, patients) or communities.

The model below illustrates how influences can loop back from one stage to a previous one. For example, in a testament to the ongoing transformation associated with the fellowship experience, almost all (96 percent) of the fellows interviewed experienced personal change not only as a result of the fellowship experience itself, but also as a result of post-fellowship activities. These later changes contribute to continued gains in the fellow’s capacity to promote broader impact through further — and more effective — work and activities.

The in-depth interviews revealed numerous examples of “feedback loops,” including many instances where fellows applied their learning from others to strengthen their own work and activities. When the fellow’s activities influence the way colleagues or entire organizations work, and those colleagues also learn from others, the feedback loop can increase not only the fellow’s capacity to create broader impact, but also the chances that others will begin to create impact in a similar way.

Many fellows engage in multiple parallel activities, with each activity helping to promote conditions that make the other activities more successful, so creating an overall impact that is greater than the impact possible from each activity by itself.
The ability of fellows to create a broader impact is based on individual changes within themselves, which form an essential link between the fellowship and the broader impact. Indeed, personal transformation is a significant component of many fellowship experiences, particularly those that appear to have resulted in broader impact. Every fellow surveyed and 96 percent of the fellows and observers interviewed report personal change as a result of the fellowship experience. For many fellows, personal change occurs in ways, and to an extent, that they did not imagine when they planned their fellowships.

Fellows report that receiving the fellowship caused them to feel responsible, or even obliged, to work to benefit others. This new motivation helped them to make the most of opportunities to equip themselves with new knowledge and skills, to understand the kinds of impact they might be able to make and to gain access to new and well-placed networks.

The most common personal changes, cited by about 80 to 90 percent of fellows and often by observers, were increased knowledge or skills, and increased focus, motivation and confidence. Between two-thirds and three-quarters of fellows also note a new perspective, ability to produce better work, increased visibility or prestige, and access to more opportunities. Over half of fellows deemed an increase in knowledge and skills as most important to their goals and their ability to create a broader impact. Others said the most important change involved confidence, recognition or connections.

**Impact of Fellowships on Fellows Themselves**

Personal transformation is a significant component of many fellowship experiences.
Fellows across all three fellowship programs use a very wide range of strategies to achieve broader impact, as noted in the chart at right. Within this broad range of strategies, fellows rate interactive and interpersonal strategies highest, with more than half of survey respondents identifying such strategies as very important. This confirms what we heard in the interviews, where fellows and observers mentioned strategies related to networking and communication as among the key approaches to achieving broader impact.

While the strategies a fellow uses may vary depending on the fellow’s field, setting and opportunities available, a fellow’s networks and communication skills influence the effectiveness of all the fellow’s efforts. Fellows with more extensive or strategically placed networks—and the human relations skills to develop and nurture relationships—are more likely to have the opportunity to introduce changes at key leverage points. And fellows with stronger communications skills—including convening, motivating, educating and persuading—are more likely to be able to capitalize on whatever opportunities they have.

**Key Findings Strategies for Creating Impact**

In 2004, Erma J. Vizenor (BLF’88) became the tribal chair of the 22,000-member White Earth Band of Chippewa in Minnesota. But her fight for justice on her reservation began in 1991, with a three-day sit-in at Tribal Council headquarters. After five years of reform work led by Vizenor, the tribe ousted its corrupt leadership and started on a new path.

A fellow’s networks and communication skills influence the effectiveness of all the fellow’s efforts.

These skills are often well-developed in fellows at the time they enter the programs, but fellows and observers also frequently say that fellowship experiences that helped fellows strengthen their networking and communication skills laid the groundwork for broader impact.
### Strategies Used to Create Broader Impact

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting ideas or approaches</td>
<td>62%</td>
</tr>
<tr>
<td>Motivating or empowering others</td>
<td>55%</td>
</tr>
<tr>
<td>Creating a new program or delivering new services</td>
<td>53%</td>
</tr>
<tr>
<td>Learning from others</td>
<td>52%</td>
</tr>
<tr>
<td>Understanding a community or group of people before attempting to make changes</td>
<td>52%</td>
</tr>
<tr>
<td>Networking or forming relationships, partnerships or collaborations</td>
<td>51%</td>
</tr>
<tr>
<td>Communicating with colleagues and other professionals</td>
<td>51%</td>
</tr>
<tr>
<td>Strengthening existing programs, services or organizations</td>
<td>50%</td>
</tr>
<tr>
<td>Developing or implementing new methods</td>
<td>49%</td>
</tr>
<tr>
<td>Pursuing more than one approach to reach my goal</td>
<td>48%</td>
</tr>
<tr>
<td>Teaching, training or mentoring colleagues or other professionals</td>
<td>47%</td>
</tr>
<tr>
<td>Creating and showing, publishing or otherwise disseminating my own work</td>
<td>46%</td>
</tr>
<tr>
<td>Conducting research, developing knowledge or integrating knowledge from other areas</td>
<td>44%</td>
</tr>
<tr>
<td>Communicating with the public, including audiences, patients/clients or media</td>
<td>44%</td>
</tr>
<tr>
<td>Persuading others</td>
<td>41%</td>
</tr>
<tr>
<td>Teaching or mentoring students or youth</td>
<td>38%</td>
</tr>
<tr>
<td>Linking with or capitalizing on work already under way</td>
<td>34%</td>
</tr>
<tr>
<td>Attracting new resources</td>
<td>34%</td>
</tr>
<tr>
<td>Policy work</td>
<td>32%</td>
</tr>
<tr>
<td>Leveraging existing resources</td>
<td>32%</td>
</tr>
<tr>
<td>Consulting</td>
<td>29%</td>
</tr>
<tr>
<td>Committee or board work</td>
<td>27%</td>
</tr>
<tr>
<td>Founding a new organization</td>
<td>26%</td>
</tr>
<tr>
<td>Launching a new business</td>
<td>17%</td>
</tr>
<tr>
<td>Holding elected or appointed office</td>
<td>15%</td>
</tr>
</tbody>
</table>
Compared to fellows reporting some or minimal impact, fellows reporting the greatest impact rated numerous strategies as very important. The general ranking of strategies considered important by those reporting the greatest impact was the same as other fellows. However, the strategies considered significantly more important by those with the greatest impact include learning from others (noted by 62 percent of fellows reporting the greatest impact); developing or implementing new methods, programs or services (60 percent); and attracting new resources (46 percent). The process of implementing these strategies often relies heavily on communication and networking.

Teaching, training and mentoring are important supplementary strategies for achieving broader impact. Based on the interviews, teaching is never the only strategy used by fellows; it is always accompanied by other activities, which are more commonly the ones to which fellows and observers ascribe the main impacts they cite. Forty-six percent of fellows interviewed reported broader impact through teaching students or youth; 35 percent reported teaching, training or mentoring colleagues or other professionals.

When asked to identify the most important thing they have learned about how individuals can create a broader impact, a quarter to a third of survey respondents mentioned the need for persistence and passion, collaboration, clarity about focus and scope, and knowledge and skills. And when asked what they might have done differently to enhance their ability to create a broader impact, almost a fifth of fellows strongly agreed that they would have taken more time for the fellowship experience, promoted themselves or their ideas more, and pursued more networks and contacts. About 13 percent would have taken more risks, and an equal percentage say they would not have done anything differently.

Leverage Points for Change

The fellow and observer interviews identify several key leverage points for change including:

- Discovery and/or dissemination of new knowledge or new ways of communicating, such as an effective treatment for a medical condition, a new method of cross-cultural understanding or using innovative ways to make art meaningful and accessible to audiences. Sometimes knowledge has been introduced to a field, but effective leaders are needed to help practitioners or funders understand and accept new practices and implement them in a variety of communities and conditions.
Creating Broader Impact: The Bush Foundation Fellowships

Awareness of what fellows themselves and others have tried before and the results of those efforts. Essential components of this are building on the work of others and the flexibility to make changes in their own strategies as the results develop or to reinforce elements of strategies that they find most effective.

Introduction of new methods or messages to strategically selected key individuals or groups first. Sometimes broader impact depends on the gradual accumulation of results and the reinforcing efforts of many people until a change has spread broadly enough to have its own momentum.

Neal Holtan, M.D. (BMF’98), left, meets with medical residents who are interested in his project to develop safety information for farmers and others who handle or are exposed occupationally to pesticides. Research shows that children who live in agricultural areas or are otherwise exposed to pesticides have higher death rates from birth defects and, similarly, adults experience an increase in thyroid cancer.

Excellent interpersonal and communication skills, including the ability to motivate and persuade others and the capacity for making and sustaining relationships. Additional personal characteristics associated with greater impact include persistence, passion and energy.

Luck — being in the right place, with the right skills, at the right time, and having a strategic sense of how to position oneself to maximize luck.
In addition to personal changes in fellows as a result of their fellowship experiences, and the strategies and activities they employ to create change, three important sources of influence affect fellows’ capacity to create broader impacts: (1) personal characteristics, (2) external conditions and events, and (3) the fellowship program activities. These are illustrated in the diagram below.

**Contributing personal characteristics.** Fellows rate personal factors higher than external factors as contributors to their effectiveness in creating broader impact. Helpful personal characteristics, cited as strong contributors by two-thirds or more of fellows and also by observers, are passion and energy, persistence and a clear vision of what the fellow wants to accomplish. Additional helpful personal characteristics, noted by approximately half of fellows, include creativity, talent and skills; timing or the ability to recognize opportunities; previous experience (e.g., being raised in another culture, having worked with community-based organizations); and being a member of the community in which the fellow works.

**Contributing external conditions and events.** Among the external conditions and events cited by about a third to a half of fellows as contributing to their ability to create broader impact were awareness or (better yet) support by others for the issue that was the subject of the fellow’s efforts, an organizational culture or directives that supported change, availability of funding and being able to capitalize on an initiative already under way.

**External barriers.** In contrast to their ratings for contributors to their effectiveness, fellows rate external factors higher than personal factors as barriers to their effectiveness in creating broader impact. A fifth to a third of fellows...
The interviews suggest that fellows and observers view fellows’ activities as the things they did, rather than as things they chose with a deliberate intention to create a foreseen result. Neither fellows nor observers tended to mention why fellows chose certain activities or approaches over others. It appears that most fellows tended to rely on an experience-based intuition about how people and systems work and what is likely to happen when they are prodded to work differently. However, the interviews do suggest that fellows with the greatest impact tended to have greater insight into their reasons for choosing certain strategies or approaches over others.

For the most part, however, it was not necessary for fellows to have a clear “theory of change” in order to be effective. Those with less clarity about how they would create broader impact at the time of application reported similar types of impact as those with more clarity.

Some fellows’ experiences during their fellowship periods led them to begin to create a theory of change, at least implicitly, as their experience and knowledge grew. For example, the acquisition of skills, especially those related to leadership, during the fellowship appears to have helped some fellows begin to think more strategically about planning and carrying out activities for organizing or persuading others.

The findings suggest that fellows with the greatest likelihood of creating broader impact have thought about what they want to do and how to do it, yet remain open to new ideas and to expanding and focusing their vision as part of the fellowship experience. This in turn also suggests that findings about the strategies (however intentional) most associated with broader impact would be of value both to individuals and to those interested in supporting the role individuals play in creating communal benefits. These findings could potentially help fellows complement experience-based intuition with knowledge-based decisions about which strategies to pursue.

Surveyed (and larger numbers of fellows and observers interviewed) identified the following as strong external barriers to impact: lack of funding, resistance to change on the part of individuals or organizations, bureaucracy, complexity of the issue or area, public policy or politics, and lack of interest in the fellow’s field or area of work.

Personal barriers. Fellows identified personal or family responsibilities or events, such as children’s needs or a serious illness, as the most frequent personal impediment to fellows’ ability to create broader impact (12 percent of fellows surveyed and 23 percent of those interviewed). A smaller number of fellows (6 percent of fellows surveyed) cited as personal barriers reluctance to promote themselves and their work and a lack of a strategic vision or plan for how to make an impact.
Fellows who focused on either an inner-city or a rural area pointed to specific characteristics of these areas as significant in affecting their work. For fellows with rural interests, those characteristics included: remoteness and dispersal of people, requiring more travel and time to make connections; poverty and fewer resources, including fewer services for residents and a less well-developed community infrastructure to draw upon to develop new services; a slower process for acceptance of change; and less efficiency, due to all of the above. Fellows with inner-city interests spoke of the diversity of residents; poverty and hopelessness, including a greater concentration of people and problems; more resources than in rural areas, but with resources often inaccessible to inner-city residents; and more bureaucracy, rules and politics.

While the majority of fellows who focused on inner-city or rural areas believe there are differences in how one makes an impact in each area, both groups of fellows primarily stressed the importance of developing personal relationships and trust with residents in order to be effective. Not surprisingly therefore, fellows with either a rural or inner-city focus emphasize strategies that involve networking and collaboration. They are also more likely than other fellows to say that capitalizing on work already under way and leveraging new and existing resources are very important strategies; to have changed their ideas after the fellowship about the way to create a broader impact; and to believe that opportunities to develop skills in community outreach, public education, leadership and communication would enable them to be more effective.
When emergency medicine physician Jeff Ho decided to apply for a 2003 Bush Medical Fellowship, it was because he knew he could contribute at a deeper level to his part-time job as tactical police physician and medical director for the Minneapolis Police Department’s Emergency Response Unit if he became a police officer. Since then, Ho has left an active medical practice to become a deputy sheriff in Meeker County.

Fellows primarily stressed the importance of developing personal relationships and trust with residents. Not surprisingly, [they] emphasize strategies that involve networking and collaboration.

Fellows with a rural focus are more likely than other fellows to believe their work has improved health and health care and believe that being a member of the community in which they work strongly contributes to their effectiveness. Fellows with an inner-city focus are more likely than other fellows to believe that creativity strongly contributes to their effectiveness and that opportunity to develop skills in marketing and promotion would be helpful in creating broader impact. Unlike fellows who had a rural focus and who often were from rural communities themselves, few fellows with an inner-city focus said they had grown up or previously resided in an inner-city community.

Change Takes Time

Differences in types of impact created by fellows from different time periods, while modest, reflect the amount of time needed to bring about specific types of change. For example, the most recent fellows (1999-2002) were most likely to mention changes in themselves, such as increases in their own leadership or communication skills and/or knowledge of their field. Similarly, fellows in different time periods mentioned different strategies. The recent fellows were more likely to mention networking, while the middle group of fellows (1995-1998) were more likely to mention fostering collaborations (networking at the organizational level); the earliest group (1990-1994) were more likely to mention starting a new program.
The approach, especially from a systems approach, is different [in rural areas]. People are so spread out, with the unique needs that brings, so you have to find ways to bring the care to them. The population tends to be of lower income, a respectively older population, and with fewer resources near them. You need to create systems of care... so you can meet the needs of the population from a community perspective.

The systems are so multilayered in the larger metro areas compared to rural areas... that you have to work at change.... Poverty in the inner city has dramatic impact, like crime and lack of education. The subsystem gets set up in an inner city that doesn't get set up in rural areas. You have to get close to the ground. You have to get to know the people at a neighborhood community level. You have to work at change at that level as well as the systems poverty level.

Kids, whether rural or inner-city, all have the same issues. But rural kids don't have access to so many of the things that give them broader knowledge.... We have huge drug and alcohol problems. This is a major rural issue. In this county we have something like one liquor license for every 82 people, where the Twin Cities may have one for, say, every 11,000 people.... I think being in a rural area makes it easier. There are fewer political, territorial issues, not a lot of political entities to deal with. It can be a lot easier to get things changed. It is easier to access the youth and get them to participate.

You need to find the gatekeeper in both areas to let you into the culture you are working with. You need to understand the unwritten rules. Sometimes that is easier in the rural areas because it is a little more out in the open. In both areas, I think you need to establish a relationship of trust before progress can be made.

Bun Leoung (BAF’06) survived the Khmer Rouge’s slaughter of classical musicians and dancers in his native Cambodia and came to Minnesota from a refugee camp in 1982. A self-trained musician known for his artistry on several instruments, including the hammered dulcimer, he passed away unexpectedly in 2007.
Fellowship Program Differences in Creating Broader Impact

Because the type of impact fellows create is affected by professional differences, there is more variation among the three fellowship programs in type of impact than in the basic model of how impact occurs. See the Foundation’s website (www.bushfoundation.org) for supplementary materials and detailed charts for each fellowship program.

Artist fellows. The primary impacts for artist fellows were increased appreciation for art, a new way of looking at things or changed perspective for audiences of the art and use of new techniques among other artists. Creating and making their art available was the primary means to broader impact for artists. The majority of artist fellows also employed other activities to create impact, such as engaging in dialogue with audiences, critics and other artists, or teaching and networking.

Leadership fellows. The primary impacts for leadership fellows included increased knowledge and skills among colleagues and the general public; new methods, structure or policy; and improved opportunities for others. Leadership fellows used the knowledge, skills and experience gained during the fellowship to collaborate with others in order to promote ideas or approaches and motivate, teach or train others. They strengthened existing programs, services and organizations or created new ones. They also used research, including community-specific research, and the incorporation of best practices.

Medical fellows. The primary impact for medical fellows was improving the quality of and access to health care for patient populations. Within specific medical fields and institutions, colleagues gained new knowledge, perspectives, and approaches. Medical fellows primarily used knowledge or experience gained through the fellowship—in a current area of practice or in a new (but typically related) field—to collaborate with colleagues, mentor medical students and inform organizations, often implementing new methods or pilot programs.
The vast majority of fellows (96 percent) believe their fellowship was “critical” or “useful” (85 percent and 11 percent, respectively) to their ability to have an impact on their communities, institutions or fields. Three-quarters or more of fellows cite three aspects of the fellowship programs as very effective in helping them prepare to create broader impact: time, opportunity and funding. The fellowships provided the time to step back from a job or other responsibilities, concentrate on work and have a chance to reflect. They provided the opportunity to develop new skills, have new experiences or study a new area. And they provided flexible funding to enable fellows to pursue their goals.

Additional effective aspects of the programs, cited by approximately half or more of fellows, included travel, support and encouragement of fellowship staff, the sense of obligation to benefit others, the recognition and credibility that come with receipt of the fellowship, and the application process itself.

Fellows’ suggestions. When asked how their efforts to create broader impact can be supported, almost half of all fellows expressed greatest interest in networking opportunities and in opportunities to develop skills in leadership, communication and building/sustaining networks. Perhaps not surprisingly, the interest in networking opportunities was noted twice as often by fellows from outside the Twin Cities, compared to fellows in the seven-county metro area.

A third or more of fellows believe opportunities to develop skills in the following areas would facilitate their abilities to create broader impact: collaboration, marketing and promotion, community outreach and public education, and policy work. Additional suggestions made by a third or more of fellows for how to promote broader impact included: require or encourage fellows to think more about broader impact, provide opportunities for mentoring and coaching, and increase the visibility of the fellowship programs.
Fellows Profiles

The following profiles are based on in-depth interviews with the fellows themselves and with people who have observed their work. These stories suggest how the study’s themes play out in the lives of individuals: the role of the fellowships in providing individuals with time, knowledge, connections, tools and prestige; the range and extent of impact fellows have had—on their communities, fields, audiences and institutions; and the variety of strategies fellows have used to accomplish their goals. We believe the profiles also provide evidence of the energy, commitment and passion with which fellows have approached their work and their lives.

26 Arthur Amiotte (BLF’81 & BAF’02)
Growing Where One is Planted — Documenting the Changing Culture of the Sioux People

29 Anita Fineda y (BLF’96)
Nation Building — Creating a Tribal Judicial System that Embodies Cultural Values

32 Alan Kenien, M.D. (BMF’90)
Creating Capacity in a Rural State — A Clinic That Affects Patients’ Lives, Access to Care and Public Policy

34 Patricia Sanchez (BLF’99)
From Community Deficit to Community Asset — Developing Youth in a Rural County

38 Michael Sommers (BAF’90 & ’98)
Infecting People with the Possibilities — Creating Art that Reaches a Broad Audience

41 Michele Strachan, M.D. (BMF’94)
The Interaction of Culture and Health — Harnessing a Powerful Resource to Resolve “Shameful” Health Disparities
Arthur Amiotte has focused on creating collages that document the history and culture of the Sioux people from 1880 to 1930. Amiotte was drawn to this time “because it is a dynamic period in which Indian people adapted to a changing culture.” A 2002 Bush Artist Fellowship and an earlier Bush Leadership Fellowship have allowed him to conduct research in archives and museums that has been critical “to my functioning as an artist, to make sure my work is accurate” in depicting this “minimally documented” period of his tribe.

The 1981 Bush Leadership Fellowship enabled Amiotte to earn a master’s degree in interdisciplinary studies, which provided a strong academic background and solidified his credentials. “In the 1960s I was one of the few college-educated people on the reservation,” he said, and it paved the way for building contacts through national and international speaking engagements. Interaction with other scholars and artists “who have things to say” has been invaluable throughout his career.

In 1989, Amiotte began exploring “ledger art” images, a type of transitional Plains Indian art that developed in response to the destruction of the buffalo herds, when painting on buffalo hide with traditional paint and brushes was replaced with works on ledger paper and on muslin and canvas with colored pencils, crayons and watercolor paints. According to the Plains Indian Ledger Art website, “As the U.S. government implemented the forced relocation of the Plains peoples to reservations, Plains artists added scenes of ceremony and daily life from before the reservation to the repertoire of their artwork, reflecting the social and cultural changes brought by life on the reservation within the larger context of forced assimilation.”

Amiotte noted that he was the first to “exploit this type of imagery,” and that this “has become something of a movement.” He sees his role, in part, as an “informer,” using lectures and exhibitions to broaden the knowledge of the history of his tribe, influence “the direction many young artists take in using these images,” build the understanding of arts institutions and universities, and lead to an increased interest in ledger art imagery and in the region.

Born and raised on the Pine Ridge Reservation, Amiotte has a deep appreciation for the region’s “rich artistic heritage based on the Native Americans who lived here.” He believes the Dakotas are a “reservoir of wealth and cultural knowledge” and pointed to the historical and cultural objects collected by ethnologists that are treasured internationally as evidence: “It has been my mission to bring that awareness to the forefront of the minds of people who live in this region. As a Sioux, I want to make the region aware of this rich artistic heritage…. The Bush Fellowships enabled me to do this.”

Indeed, Amiotte noted a number of ways artist fellowships enable artists to “increase their knowledge and spread, and share that knowledge through their own artwork and through their interactions through lectures” — all activities, he believes, more difficult for artists without fellowship support. In addition to lectures and exhibitions, Amiotte has consulted with the National Museum of the American Indian and other museums and served on committees for the National Endowment of the Arts, the South Dakota Arts Council, and numerous other arts organizations.

The Bush Artist Fellowship provided Amiotte the opportunity to put his studio in order — “I have a huge collection, so it was a nice respite” — as well as visit museums and produce eight pieces of new artwork: “I do not make
my income from the sale of artwork. It comes from my participation in the academic, museum and art history world. The fellowship let me lessen those activities.”

Amiotte valued the flexibility of the fellowship support: “I used the fellowship in numerous ways, some of which were not in my application, but the uses for travel, for example, came about after I received it.” On one trip, Amiotte returned to Dresden, Germany, where he had discovered a mural done by his great-grandfather. “I brought a professional photographer to photograph the work, and the museum people opened the case and let me document it. I gave them a donation for upkeep of this important artifact.”

Amiotte identified several critical factors in his success, including a combination of life experience, academic credentials and academic knowledge in such areas as anthropology and ethnography. Additional success factors include “skill and giftedness” and “endeavor and interest.”

Networking too has been key: “As a professional I belong to organizations and learned societies. I continued to do my fieldwork and work with people in other tribes. Through these contacts, I was invited, got in shows, got accolades, was invited to other shows. After a while you get more invitations to give talks and lectures related to the work in the exhibitions. I was able to go to Europe and see all the great collections. As a result I had comparative knowledge, so when new museums were being built I could give special advice about space, lighting, treatment and content of exhibitions. It’s a growth process that is related to association.”

While he knows that geography can be an obstacle for artists out of the mainstream, Amiotte spoke passionately about his commitment to this region: “I choose to live here. It is important to grow where one is planted. . . . The art here is just as fine as that produced in New York or anywhere else.”

Arthur Amiotte (BFL’81 and BAF’02)
He believes that the art here is “just as fine” as that produced “in New York or anywhere else.”

Yet, along with the cultural advantages, the region has also brought challenges for Amiotte. He noted that “we’re a bit short in this region of the three things that run the art world”—wealth, interest in art and knowledge of art. And there is also a lack of interest by non-Indians in Indian culture and art: “The problem here in the northern Plains is that there is…indifference to the arts among a majority of the population. They’d rather take their boats out on the lake fishing. It becomes increasingly more difficult to sell art because there is not an art-buying public.”

These challenges spurred him to make contact with buyers and museums elsewhere and invest effort into exhibiting in other places: “I do not depend on this particular region. The state museums here are too poor to collect contemporary art. They depend on historical art donated privately by wealthy individuals.” While promotion and fundraising are “ongoing challenges” for artists, as Amiotte grows older, he finds himself “becoming more reflective and wanting time to myself,” rather than participating in “the rat-race of promotion.”

A curator and art historian who has known Amiotte’s work for 30 years said that the Bush Artist Fellowship “was an endorsement of a major South Dakota artist, the leading Native American artist not only in South Dakota but on the Plains.” The fellowship provided Amiotte with the time to do his work, according to this observer, and also “freed him to be more adventurous, to explore more options…in style, material, and subject matter…. The fellowship provided him the opportunity at the right time in his career to explore more personal things in his artwork and to be more bold. I am excited by his new work, by the maturity he could not have produced 10 years ago.”

According to the curator, the Bush Artist Fellowship brought attention and benefit not only to Amiotte, but to Native American artists: “He is a role model. The more adventurous his work is, the more adventurous other artists are encouraged to be, to be other than stereotypical.” This modeling is especially important in this region, because “artists here tend to lack the criticism that is available in other regions, so they tend to measure themselves by other artists’ works…. The opportunity the fellowship gave him has helped to move the line for contemporary art for Native American people…. In that sense, his recent work has contributed to a broadening awareness of contemporary Native American work.”

During the judging of applicants to the Bush Artist Fellows Program in 2006, panelists Jorge Merced, left, and Bently Spang discussed the star quilts of Viola Colombe, who went on to become a 2006 fellow. In recognition of the artistry of traditional and folk artists like Colombe, the Foundation added a category for these artists in 2004.
Nation Building—Creating a Tribal Judicial System that Embodies Cultural Values

Anita Fineday, currently serving as chief judge of the White Earth tribal court, used her 1996 Bush Leadership Fellowship to get a master’s degree in public administration at Harvard’s Kennedy School of Government. When she applied for the fellowship she was torn between getting an advanced law degree or the degree in public administration. She credits the application and selection process with helping her make the decision and believes her experience at the Kennedy School has been both personally and professionally formative.

In addition to hearing cases on the White Earth Reservation in northwestern Minnesota, Fineday has worked for seven years to develop a judicial system for the tribe, the White Earth Band of Chippewa. She believes this effort is critical for the tribe’s social well-being and economic development, and traces her current commitment to this work to her studies at the Kennedy School. A class on nation building, which focused on tribal development, was particularly useful.

“The class is taught by widely respected experts who travel through Indian country doing research, mainly on economic development,” Fineday explained. “One of the instructors talks about how you can’t do economic development until you have government structures in place, including having a judicial system free of political influence. That was the number one factor in tribes that had successful economic development, whether they had an independent judiciary.”

This research has influenced Fineday’s career choices and has made her a strong advocate for putting a judicial system into place. Her work is now serving as a model for other tribes—the Leech Lake tribe, for example, has asked for her help in developing a judicial system—and she is asked to talk about several innovations at national forums.

Innovation, however, is not the only impact of Fineday’s work on White Earth. “Our court system has grown exponentially,” she said. “We are hearing about one thousand cases per year, and when I first came here we heard maybe 50 cases per year. Tribal members are more comfortable having their cases heard by this court.”
Fineday also credited her year at the Kennedy School with giving her the time “to think about what I wanted to do, how to plan things, what were the needs of the tribe” before the challenges of “coming back to a very rural, very isolated area.” She was able to “think big picture things” and develop an international perspective on local issues. She spoke of the many international friendships developed during the year and of a study trip to Cuba to look at government, education, and economic systems. Visiting friends in Europe and Australia followed and provided opportunities to compare other systems. A friend in Australia, for example, is interested in aboriginal issues, which Fineday noted are “very similar to what has gone on here with American Indians.” Reflecting on these experiences, Fineday said, “I wouldn’t have done all that without the fellowship. For me personally, it has opened so many doors. It has literally changed my life. I have no doubt about that.”

Several key messages that emerged from her studies and from the opportunities to exchange ideas with other professionals have guided her work since. “One of the messages I learned,” Fineday noted, “was that we needed to be more culturally appropriate and try to incorporate cultural values into our court system, to think about how that could happen.”

Indeed, incorporating cultural values and strengths into the work has been one of Fineday’s key strategies in her work on White Earth. For example, while White Earth is “not the first tribe to try to operate in a more culturally appropriate way,” they have been the first to use customary adoptions, an approach to out-of-home placement for children that recognizes the strength of the extended family system.

“We have a high rate of out-of-home placement for our children, and the U.S. and state governments terminate parental rights in many of these cases and put the kids up for adoption,” Fineday explained. “Our cultural system means kids are a part of the extended family, so we work to keep children in the family, and we merely suspend the parents’ rights rather than terminating them.”

This approach has captured attention among other tribes. According to Fineday, “It will have a long-term effect on the tribe as a whole because we are keeping more children within their families and keeping the tribe more culturally intact.”

Fineday incorporates several other lessons from her Kennedy School experience into the way she approaches her work. “One thing I learned,” she said, “is that when you want to be an agent of change and when you have ideas, things you want to do differently, it is important to do it slowly.”

In addition to the need to make change slowly, “to take small steps,” Fineday learned the importance of leading from within a solid understanding of and connection to the community: “You learn that you have to work with people. You need to keep your ear to the ground, stay in touch with the community.”
touch with the community, and see if you are getting any backlash. I am very involved in the community so I can stay in tune with that.”

She also noted the contribution of her Bush Fellowship experience to her effectiveness: “Being a Bush fellow and having the master’s degree from the Kennedy School gives me credibility. People are aware of that. There are several Indian attorneys in Minnesota, but I am the only Indian attorney who has the master’s degree in government from the Kennedy School, and the tribal government takes note of that. It has given me a bit of an edge.”

Fineday has a close working relationship with the current tribal chair, Erma Vizenor (BLF’88), noting that “she was also a Bush fellow and she is very supportive of me.” The tribe followed Fineday’s request to make the judicial branch “as separate as it could be within the confines of our tribal constitution.”

A tribal government official spoke of Fineday’s impact in creating the judicial system: “She drafted the codes, created the structure, and became the first judge. Her impact affects the whole reservation — the way we govern, the way justice is viewed.” While Fineday has “always been a leader,” according to this official, the fellowship experience gave her “the knowledge, the contacts, the respect and the leadership to take on bigger challenges and see them through.”

But the work has not been without its challenges, noted the tribal official. “As with all change, there are those tribal members who do not want to see change happen. Some feel that Anita’s ideas are too progressive and they prefer to remain with more traditional methods…. So far, she has withstood the challenges very well. She has won over many who have objected to her ideas.”

One critical turning point, the official noted, was a case a few years ago when Fineday ruled against the tribal council: “Everyone thought that because she was appointed by the council, she would side with them, but she did not. That gave her immense credibility and showed that she operates her court as a separate part of tribal government. She is seen as very fair, very strong, and has the respect of all who know her.”

Fineday’s impact on the tribe extends beyond her judicial work. She has also been working to create a new nonprofit organization — the White Earth Children’s Fund — to provide services and funding to improve the lives of children on the reservation. “We have poverty across the board, high rates of children not graduating from high school, teen pregnancy and suicide, drug and alcohol use, a high level of violence. We want to bring resources to address those issues.”

Fineday also attributed this work to her fellowship experience and what she learned about the potential community impact of nonprofit organizations: “I have this goal in my mind that we will create something that has longevity. Start small and build slowly for long-lasting impact. I learned those skills of managing things well, being responsive to people you serve.”

In many ways, Fineday’s life and work since her fellowship embody one of the main values she took from her time at the Kennedy School — public service. She said, “One of my goals is to get people to think about what they can do to improve the tribe, rather than what they can get from the tribe.” As the tribal official noted, “It takes a strong branch to withstand the winds of change. That is what I see in Anita’s role here on the reservation. Her impact will be felt for generations to come.”

Judge Anita Fineday (BLF’96) presides over a “customary adoption,” a process that recognizes the strength of the extended family that is a culturally appropriate response in her tribal court.
Creating Capacity in a Rural State — A Clinic That Affects Patients’ Lives, Access to Care and Public Policy

Alan Kenien, M.D., received a Bush Medical Fellowship in 1990 to develop the skills “to become a resource in the diagnosis and management of inborn errors of metabolism.” Kenien had always had an interest in children with metabolic disorders, fitting them into his schedule as needed, but the fellowship — and the help of a proposal writer at his Fargo practice — allowed him to create a multidisciplinary clinic serving children in North Dakota and neighboring states.

Multidisciplinary clinics are especially valuable in rural areas, according to Kenien: “North Dakota is a rural state, with long distances between communities…. The multidisciplinary approach is important to a rural area. Many of the patients travel long distances for treatment and having a multidisciplinary clinic where they can see several different providers on one day makes it much easier for them.”

Initial state funding for the clinic has now created medical access for patients “from every ethnic group and every kind of background” from North and South Dakota and Minnesota. As Kenien commented, “I work closely with other specialists and work to keep the clinic viable to all who need it.” He also works closely with state screening programs in North Dakota and Iowa. While Kenien continues to refer some patients elsewhere — “I am not a specialist in all inborn metabolic disorders” — many can now be treated closer to home. Before the clinic was established, families often had to drive long distances for appointments at the Mayo Clinic or the University of Minnesota.

In addition to access, Kenien’s work at the clinic has affected state health policy. The State of North Dakota now covers any costs above what insurance reimburses for treatment of North Dakota patients. And several years ago, Kenien led the clinic in petitioning the state legislature to cover the cost of special formula for children with PKU (a metabolic disorder that can cause mental retardation if not treated early).

Kenien and “a bunch of enthusiastic people” were successful in conveying the importance of funding for the formula: “We spread the word that if these children didn’t get their formula, they were going to be a huge tax burden to the State of North Dakota, because they would develop mental retardation. We could prevent this by the use of a simple formula. Although it’s very expensive, it prevents the need to institutionalize these children as they get older, and it allows them to be really excellent members of society as they mature and become adults — and potentially tax-paying individuals.”

After Kenien’s appearances with several patients at the legislature and on television, as well as the publication of letters to the editor in major state newspapers, the legislature rescinded its rejection of payment for the formula. As Kenien noted, “I think we’ve had a huge impact in that regard. Parents don’t have to worry where their kids’ formula is going to come from.”

Kenien also pointed to the social impact the clinic is having on patients and their families as it provides a means of connecting families who have children with fairly rare diseases: “During our clinics parents and children mingle with each other, so they have the means to communicate with each other.”

Kenien singled out the work of the “extraordinarily talented” children’s metabolic nutritionist, a critical member of the care team, who advises patients and arranges “taste tests” of foods that can be safely eaten...
by patients with these conditions. Kenien commented: “Without her it would be very difficult to carry out the work of the clinic.” The input from the multidisciplinary care team and the opportunity to connect with other families facing similar challenges led Kenien to observe that “we actually in some ways do more for our patients than maybe they would get if they went to a larger center.”

The Bush Medical Fellowship was a turning point for Kenien. Without it, he observed, “I would not have had the confidence or training or the experience” to create the clinic. Especially valuable was the chance to “attend the clinics at the places I studied — just being part of the team and looking at the approaches they used to help manage their patients.”

A physician specialist familiar with Kenien’s work noted that education — of both physicians and patients — is a key strategy employed by Kenien: “He provides education about the metabolic disorders and what they mean and how they should be managed and what the treatment is.” The specialist also spoke of Kenien’s impact on physicians in North Dakota through the clinic and by serving as the state’s consultant for the newborn screening program: “He took over more responsibility for metabolic disease in the state. There isn’t anyone specifically trained for that in the state. It’s providing improved care and management for children with metabolic disorders. It means that kids… will be diagnosed earlier and appropriate treatment will be provided earlier.”

We spread the word that if these children didn’t get their formula, they were going to be a huge tax burden to the State of North Dakota, because they would develop mental retardation. We could prevent this by the use of a simple formula.

Alan Kenien, M.D. (BMF’90) examines a young girl with galactosemia, a rare metabolic disease which, if not recognized and treated in the newborn period, can have catastrophic consequences.
From Community Deficit to Community Asset —
Developing Youth in a Rural County

Patricia Sanchez used her 1999 Bush Leadership Fellowship to earn a master’s degree at Prescott College in experiential education and wilderness leadership. Her studies in turn led her to create two innovative programs in her rural Wisconsin community—a wilderness program for low-income women and a county-wide search and rescue team run by youth.

The youth program has taken troubled youth, many of whom have been through the juvenile justice system, and produced a cadre of trained emergency responders available throughout the county. “These kids are nationally certified in search and rescue,” Sanchez said. “Some have training as man trackers and are working toward certification. They are all certified in medic first aid. We are also certified as a Community Emergency Response Team and have a grant for training them as first responders.”

The young people have enhanced the work of agencies throughout the county and have changed their own and others’ perceptions of their futures. As Sanchez explained, “Most of these youth don’t leave the county when they get older. They are already tied into the county as a volunteer base for programs like fire departments and EMT units, which are all paid volunteer roles. Some have gone on to things like nursing school, joining the National Guard, etc. People see these kids now as a positive asset for our community.”

Sawyer County (Wisconsin’s second largest county in size) is home to only 17,000 people. The limited population affects opportunities and life for young people.

Sanchez noted, “Kids, whether rural or inner-city, all have the same issues. But rural kids don’t have access to so many of the things that give them broader knowledge. My job is to give them a variety of experiences that broaden their knowledge.”

Alcohol and drug problems affect many of the youth and families with whom Sanchez works, including residents of the county’s large Native American reservation. As Sanchez said, “This is a major rural issue. In this county we have something like one liquor license for every 82 people, where the Twin Cities may have one for, say, every 11,000 people. In our county so much of what there is to do has some connection to an establishment where there is drinking. Parents in our state can go to a bar and buy their kids alcohol. You probably don’t see that in the Cities, but it is more of a community norm in rural areas here.”

While rural norms present challenges, they also make some things easier, according to Sanchez: “There are fewer political, territorial issues, and not a lot of political entities to deal with. It can be a lot easier to get things changed. It is easier to get the kids out of school to be able to participate in activities. It is easier to influence policy in a rural area. For one thing, everyone knows everybody.”

Sanchez attributed her work with the youth program directly to her Bush Fellowship and her fellowship-supported study. Her thesis had focused on another
Many of these kids have been known in these small towns for the things they have done that are bad…. People see these kids now as a positive asset for our community.

Patricia Sanchez (BLF’99)
The program Sanchez runs takes troubled youth, many of whom have been through the juvenile justice system and produces a cadre of trained emergency responders available throughout the county. Many are certified in medic first aid.

wilderness program that worked with troubled youth, and her research enabled her to demonstrate that this type of programming prevents delinquent behavior. “County government has to be accountable for their money,” Sanchez explained, “and I was able to demonstrate the financial accountability of this kind of programming. It is a vital and necessary function for the county.” County support now includes funding as well as several officials who have joined the program.

Sanchez believes timing was important to her fellowship proposal and to her work: “A lot of the fellowships that I saw that had been given out had been for political leadership. Then Columbine happened, and I came along. I could have moved up in my original work, but I didn’t want that.”

The Bush Fellowship brought credibility, knowledge and tools. “Because it is such a prestigious thing,” Sanchez explained, “it gave me credibility outside of my community — that I had the ability to be a leader because I was a Bush fellow. That’s why the county gave me the 18 months off. They were impressed.”

The fellowship also brought “backbone to do these things and to speak out.” Sanchez believes it was also important “to learn who the key policy makers were, to have the
Indeed, Sanchez sees advocacy as central to her ability to accomplish her goals and recommends it to others: “Advocate, advocate, advocate. Advocate for youth and for what you believe in.”

Sanchez noted the importance of the encouragement and support she received from fellowship staff: “It was very empowering, very confidence-building. Also the whole selection process they put you through made you feel so comfortable. Even if I had not gotten the fellowship but had just made the first two cuts, that experience alone gave me such confidence.”

Confidence is central to Sanchez’s reflections on the value of the fellowship experience: “Part of the fellowship experience is a journey. It is not just about knowledge but is also about developing our own self-efficacy.”

If Sanchez has one regret about her fellowship experience, it is about an opportunity that presented itself too early in her journey: “I had an opportunity to go to base camp [on Mt. Everest] to study women’s issues with sherpinas, female sherpas. Instead, I went as a participant in a women’s wilderness program over here. I chickened out on doing the base camp trip and regret it now. That would have been a real cultural experience, and it would have taken me out of my comfort zone. In my work with the kids, part of it is to take them out of their comfort zones, so it was not walking the walk.” Despite her regret about this missed opportunity—or perhaps because of it—by the end of her fellowship period Sanchez was “willing to do anything, stepping out of my comfort zone, so I can take kids to experience stepping out of theirs.”

A youth development trainer who has observed Sanchez’s work closely summed up her influence this way: “She is a champion in the middle of a pretty tough situation in a very rural, high-crime area. She works to help people see other possibilities for themselves and then to act on that. She has affected kids at risk, women at risk, having created programming you just do not see very many other places.”

The youth trainer emphasizes both the personal and community impact of the programs Sanchez has created. The programs are “very constructive and enriching” and the high-risk youth involved “attend school more and, beyond what they are learning, they are also engaging in better behaviors.” According to the trainer, Sanchez has influenced colleagues throughout the state. She is a member of a youth services network and has received grants to support network projects. The writing skills she honed during her fellowship study have facilitated her success in attracting funding support.

When Sanchez is asked what she would like to tell the Bush Foundation about its support of fellowships for individuals, she said, “Keep investing and believing in individuals. One person can make a difference. I am not an attorney or a policy maker in D.C. I am just a worker with youth in a very rural county, seeing kids turn their lives around.”
“Infecting People with the Possibilities” —
Creating Art that Reaches a Broad Audience

Michael Sommers has used support from two Bush Artist Fellowships (in 1990 and 1998) to develop his multimedia art—“work that lives in time and space in front of an audience,” as he described it. The first fellowship enabled him to move his work from his basement into a studio, a critical move, according to Sommers, that enabled the work to get larger and to involve other people. Sommers identified other key opportunities created by his Bush Fellowships, including a change in the perceptions of others (“getting the pedigree of being a Bush fellow had people look at you in a different way”), receiving a commission from the Walker (“it spearheaded a new direction in the work for the next 10 years”) and forming a nonprofit company.

The development of the work and his reputation in turn led to additional opportunities: “Because of that affirmation, that huge step, I’m able to be such a chameleon, doing all kinds of things.” In addition to the work itself, Sommers has taught and consulted in a variety of settings, including work with the Guthrie and Children’s theaters, the Walker Gallery, Disney, and others.

The community involvement and the variety feed his work. As Sommers explained, “I’ve had the ability and the fortune to work in all these different communities—from Children’s Theatre and the Guthrie to some punk-rock basement in south Minneapolis—and I continue to do that because it is important, and it’s a way for me to keep learning and growing too.”

While “financial reasons” contribute to the decision to take on freelance consulting work, it is clear that Sommers welcomes the opportunity to be engaged with his community. He talked of his commitment to living and working in South Minneapolis: “I think there’s a broader political and social resonance about it—it’s about being committed, about embracing your city and culture and being a booster for the work that goes on.”

In addition to “trying to be a strong community member,” Sommers has come to believe in the importance of “trying to go beyond art for art’s sake.” Over time, he has enlarged his sense of his responsibility as an artist “to infect those people who don’t normally consume art.”

One way to “take the work to the people” is to make it accessible and “let the work do the talking.” While audiences and locations may vary, “people are people and want to consume good work. So if the work is good, it will resonate with people anywhere.”

Creating work that all ages can consume together is important “because children are really the future.” Sommers hopes to convey that “going to see a play or a dance is just as valuable as seeing Finding Nemo on the big screen.” He has taken shows to small villages in Mexico and is replicating that effort in Minneapolis by “just setting up something on the street.” According to Sommers, these efforts become “a political act” and can show how art can transcend the difficulties of life. As audiences “are laughing and having a good time for 15 minutes—something is happening, a dialogue is happening.”
In order to be successful in bringing art to diverse audiences, Sommers believes that artists must look beyond current models—often developed from a business perspective—and let the work itself dictate the approaches used to connect it with audiences. He noted that this realization "has carried my work along as far as it has and is going to continue to carry it."

In reflecting on barriers he has encountered, Sommers identified the struggle to go beyond "who I am and what I know" in order to "be more aware and rounded." Because he recognizes that the art world is heavily male and white, Sommers has made a point of working with women and with people of color "to try to expand myself." He believes the second Bush Fellowship has enabled him to "begin to crack that nut" by providing him the opportunity to use his time differently and "go into places in the work—like theme and content—in a deeper way, and to investigate it maybe in a more honest way."

Additional barriers have included the difficulties of reaching a broader audience: "Because for the most part, people who consume the arts are a pretty small demographic, and how do you get beyond that without compromising or patronizing the work?"

Another ongoing challenge is "the barrier of just being an artist in this culture." While Sommers is grateful that he is an artist, he recognizes the many complications that come with the role, especially in a society that "considers it a marginal thing." The efforts to reach a broader audience have been helpful in this regard, as has the decision "not to worry or compare or question being outside the normal model."

An artistic director of an organization that has collaborated with Sommers noted the many types of impact Sommers has had—on his field, on audiences and in collaboration with artists, art students and arts organizations. The artistic director spoke enthusiastically about Sommers, attesting to both the quality of his work and the success of his community outreach.

Not only has Sommers "set an incredibly high standard for the creation of new work," he has "collaborated with numerous artists, created a new set of aesthetic experiences for audiences and is a huge and important player in this community in terms of a fearlessness of imagination and the depth of exploring new aesthetics in theater and in object theater." The outreach efforts, noted the artistic director, have involved developing a neighborhood theater, opening spaces to the community and "creating ways of bringing neighbors together in ways most people have never dreamed of."
The Interaction of Culture and Health—Harnessing a Powerful Resource to Resolve “Shameful” Health Disparities

Michele Strachan, M.D., who received a Bush Medical Fellowship in 1994, had originally intended to focus on fetal alcohol syndrome but changed her plans as a result of the selection seminar and interview, shifting her focus to spirituality in children’s health. Following a fellowship at the University of Minnesota, she reported, “I also went even deeper into cultural issues and found out that when treating people from Native or African cultures you can’t separate culture from spirituality.”

After her Bush Medical Fellowship, Strachan helped to found the Powderhorn-Phillips Cultural Wellness Center in South Minneapolis, a clinic she described as “powerful and continuous over the last 10 years in looking at the interaction of culture and health.” The clinic has been instrumental in teaching both minority communities and professionals to look at culture as a resource.

Strachan’s interests lie in making an “innovative contribution to addressing the shameful health disparities between Europeans and other groups.” Despite efforts of the medical and public health fields, health disparities persist, even after controlling for variations in health insurance and income. Strachan believes culture plays a key role in understanding both the source of the problem and how to address it: “The work we have done shows the impact of different cultures, the role of the relationship between practitioner and patient…. We teach how to identify and resolve these issues, which in time will resolve the disparities.”

A good deal of the work is done within the various cultural communities, encouraging people to feel comfortable in bringing their culture “into the sterility of the medical setting.” The goal is to “transform the clinical experience through the patient/practitioner interaction.”

Strachan was quick to point out that “our method at the Center was not just developed by me.” She became part of a community group that used tools and approaches anchored in cultural backgrounds: “We listened to the communities, reconnected with ancient, ancestral traditions and then worked according to those philosophies.”
Strachan believes her presence as a physician and her willingness to work within her own culture has helped to increase the effectiveness and reputation of the Center. Indeed, a nonprofit professional familiar with Strachan’s work said that “she opens the door for both the community and the broader medical field. She is a bridge between the two.”

“My heritage is African,” Strachan noted, “so that’s where I have had the biggest impact. But the trademark of the Center is that it works across cultures.” In addition to African Americans, Strachan believes the Center has made a difference for Asian Americans (especially Hmong), Native Americans and more recently Mexicans. She pointed to the way the Center’s training — through contracts with Allina, Abbott-Northwestern Hospital, the College of St. Catherine, Hennepin County Medical Center and Region’s Hospital — is having an impact on how professionals approach their work, “learning how to see culture as an asset, an untapped source of energy and depth.”

The training has been innovative, not only in subject but in approach. As Strachan explained, “Typically, cultural education is teaching about cultural practices. Our method is different: You must learn about your own culture, your own assumptions and the body language you bring to a medical treatment setting.” Practitioners who participated in the training were sometimes initially disappointed because it was not what they were expecting, “but six months later they were coming to us and saying they had seen the value of the training.”

The innovation of the approach has created funding issues as well: “It was a new program so funders were reluctant to fund it. Also, my way of working doesn’t fall into conventional categories. For example, if a family brings in their rebellious teen who is failing in school, having problems with delinquency and his stress is leading to stomachaches, a sign of an ulcer, conventional medical treatment says the teen is the patient, and everything billable must be related to his treatment or care. But a cultural point of view says I should work with the family
to strengthen relationships. The insurance companies say they can’t pay for this type of treatment. No one really wants to pay for education in this cultural context. Only recently have boards of medical practice awarded permission for continuing education credits in the area of culture, health and healing.”

When asked how she has handled these barriers, Strachan said, “I work within systems. I don’t violate the rules.” This often means sending “lots, lots, lots of letters [to insurance companies and boards of medical practice] saying that you can’t treat the child out of context of the family, including the extended family.” It has also meant doing much that is above and beyond the requirements for medical treatment.

Strachan had worked full time with the Center, but because a physician’s salary was a drain on the Center’s budget, she returned to the University of Minnesota behavioral pediatrics department, where she has continued to apply her interests and insight: “The way I work hasn’t changed, so I have also brought a cultural way of operating to the conventional department at the University.”

As part of her work there, she trains adolescent health fellowship recipients, meets with community professionals and provides training for University medical students who volunteer in the Phillips neighborhood. She also continues to volunteer at the Center, teaching classes, holding support groups and seeing people individually.

And, as the nonprofit staff person commented, “She lives in the community, she is a mentor in the community, she participates in the community. She is a sister, an aunt, an elder. She functions in all these roles. People do not go to her as a professional only. People go to her because she is a healing force in their lives.”

The nonprofit professional noted the substantial impact of Strachan’s work for people who have had a difficult time controlling their diabetes: “I have seen people change eating patterns, change their thinking about movement and exercise, having an impact on diabetes in their lives.”

This observer also pointed to Strachan’s impact on people suffering from traumatic stress syndrome over loss in their families: “Her emphasis on teaching cultural health practices changes how people deal with these things, both in terms of their mental health and physical health practices.”

Strachan is a powerful role model for other physicians, according to the observer: “I think physicians of color get trained as doctors and often leave their own communities and give up their ties to their own cultures. She has been able to model her citizenship as a member of a community and as a doctor. Her becoming a doctor does not preempt her membership in her community. In fact, it enhances it. She models this as no one else we have seen.”

Strachan believes the Bush Medical Fellowship has helped her work in many ways, not only providing her with “time to think and follow ideas” but bringing her in contact with the group who formed the Center. She also spoke of the value of the fellowship leadership training: “When I came back to the University, I didn’t set out to convert other professionals to my way of thinking. I had a quiet leadership style, and the training gave me confidence to wait for the right time to have an impact, to know that my leadership style could be effective.”

Also of key value were the contacts and networking opportunities provided by the Foundation: “When we needed to seek funding for evaluation at the Center, we applied to Bush for funding…. New fellows were sent to the Center for training. And after a Bush Medical Fellows gathering on the topic of providing care in an inner-city setting, many people have contacted me to learn more about the Center.”

Reflecting on the value of fellowship support to individuals, Strachan said, “When you enrich people you impact the whole system. Our biggest resources are our people. If you increase human potential, those who are impacted can’t help but to want to give back.”
The Fellowship Landscape

Over the last decade the number of fellowship and leadership development programs nationwide has increased across public and private sectors. Research conducted for the California Endowment identified thousands of emerging programs. A Foundation Center database search for foundation-supported fellowship programs produces almost 700 entries, ranging from the AAA Foundation for Traffic Safety to the Zucker Foundation.

While these programs, not surprisingly, vary in focus, goals, structure, philosophy and commitment required of fellows, a number of efforts have been made recently to categorize fellowship/leadership development programs according to type or approach. For example, a very helpful analysis of leadership development programs published by the Kellogg Foundation in 2002—Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs—identified the following categories: fellowship programs; individual skill-building programs; social entrepreneurial programs; community service programs; pipeline programs; organizational development programs; community-based, grassroots leadership programs; and issue- and/or field-based programs.

In addition, A Conceptual Map of Leadership Development Models, developed by Deborah Meehan in 2001, identified similar types of leadership development models and noted that “most programs draw program elements from the different models.” Meehan described six types of programs: a grassroots community model, a skills/capacity-building model for individuals, a social entrepreneurial model, an organizational model, a community service model and a model designed around a specific focus, issues or target populations.

Philanthropic support has both mirrored and helped to shape the types of programs. Research conducted by Anna-Nanine Pond for the California Endowment in 2001 identified the following trends in philanthropic support for leadership programs: investing in individual leadership development and recognition, investing in individual leadership to develop leaders’ organizations, investing in professionalization of the work force within particular fields, improving access to leadership opportunities for underrepresented populations, building individual leadership within a specific community and advancing the field of leadership.

Program management and practices

Just as programs vary in purpose and approach, they vary in length of fellowship support, selection processes and other program management issues. Many programs that provide support for individuals with a focus on leadership development provide a collective or cohort experience and target nontraditional leaders.

The Fellowship Landscape

What is helpful to know about other fellowship programs?

Many programs that provide support for individuals with a focus on leadership development provide a collective or cohort experience and target nontraditional leaders.
participant capacity for adaptive work and provide opportunities for collaboration that brings diverse voices together.

Individual program experiences and changing intentions often contribute to program evolution or redesign. For example, in working to serve applicants from underserved communities, especially communities of color, many programs have adapted their outreach efforts, diversified staff and modified program operation. Managers of a number of fellowship programs report interest—sometimes based on evaluation findings—in providing ongoing support to fellows once the fellowship program has concluded. However, finding the time, resources and methods to do so was a challenge.

Managers of a number of fellowship programs report interest in providing ongoing support to fellows. However, finding the time, resources and methods to do so was a challenge.

Many people spoke of the value of sharing learning and assessment tools with other programs, but many fellowship programs do not evaluate their efforts, some for cost reasons and others because they don’t believe evaluation can prove the impact of the fellowship. Fellowship programs that conduct evaluations often focus on tactical funding or operational issues, rather than on impact. Evaluations that do study impact tend to focus on outcomes for individual fellows. According to the Kellogg study, “Few leadership development programs…document outcomes and impact on organizations, communities, fields or systems.”

According to the Kellogg study, “Few leadership development programs…document outcomes and impact on organizations, communities, fields or systems.”

In addition, few leadership development programs have an explicit theory of change, according to the Kellogg study—few programs identify how and why their activities are expected to lead to desired outcomes. This not only complicates evaluation efforts, but it can also contribute to a disconnect between program activities and targeted outcomes. As the Kellogg report noted, “Some programs desire to attain outcomes and impacts at the organizational, community, field or systems level, yet the program activities that are planned and implemented primarily focus on individuals.”

Community impact and the role of individuals

According to many, providing support for individuals can be an effective strategy for achieving broader impact, but community impact can be hard to prove. It can be indicated, however, by a close look at the achievements of individual fellows, especially over the long term. As the Kellogg analysis of leadership programs noted, “There is a lot of knowledge about how leadership programs impact individuals; we have far less knowledge about impact on organizations, communities, fields and systems.” The Bush Foundation hopes its report contributes to the growing dialogue about these issues.

A few people interviewed for this study noted that investments in individuals may enhance their professional competence but not necessarily their community contributions. Research about rural communities
conducted by a team led by Cornelia and Jan Flora for the Northwest Area Foundation in 2001 emphasizes the need for a community infrastructure, based on relationships and interaction, to support leadership rather than a solely individual approach.

A wide range of potential indicators of broader impact was cited in the literature and by people interviewed for this study, including changes in an individual’s spheres of influence; magnitude and quality of service; institutional impact of various kinds; creation of new programs, services or networks; empowerment or other changes in a group of people; changes in the focus or strategies within a field; changes in community conversation and in who participates in the conversation and changes affecting the way systems operate.

Stories and case studies can be effective in capturing and conveying how fellowships have affected individuals, according to some interviewees. Respondents varied in their trust in quantifiable evidence, with several skeptical about the value of hard data and others more interested in it, especially if the “so what?” question can be answered.

Voices from the Field

The following comments are drawn from interviews with fellowship program managers, philanthropic leaders and evaluation specialists:

- You have to decide if you believe community impact can be done by individuals rather than just by institutions. Fellowships are unique. They say individuals matter. They make up institutions. They are the building blocks.

- If community impact is what you’re looking for, what are the steps leading to that in the intervention?... What’s the causal model of change and what do you contribute?

- What is it that fellowship programs can best produce? My sense: Getting empowered individuals — if they’re in gate-keeping positions — can be extraordinarily helpful.

- I’d teach fellows how to network and not just with each other. Make them able to pull together a critical mass to make change within their sphere of influence.

- My impression is, it’s 90 percent about selection. If you select those with community orientation, it will likely be strengthened. If you choose people with professional orientation, that will be strengthened.

- How do you observe change at the community level?...The first way is to change the conversation. The second way is to change the participants in the conversation.... But how do you get enough aggregation where you can say there’s been a shift?

- I believe it’s only individuals who change the world. Of course no one can do anything alone. But I believe in the ability of individual creative people to make a difference.
**Conclusion**

Investment in individuals produces a return on that investment for the broader community. The Bush Foundation’s fellowship programs enable individuals not only to enhance their own skills and abilities but also to have a significant broader impact on the region. Indicators of fellows’ broader impact include:

- New programs and services created and maintained
- Groups of people supported, empowered or changed
- Stronger, more stable organizations
- Changes in the ways systems operate and professionals do their work
- Introduction of new methods to fields and the creation of new fields
- New perspectives and insight on issues
- Strengthened or new public policies
- New participants involved in community activities and new networks of connection among them
- Vibrant art in a variety of media and vibrant arts communities
- Increased access to health care and improved health
- New and diverse leadership

The fellowships were critical to fellows’ ability to achieve broader impact. The fellowship experience is the key first step in a fellow’s path to personal change and broader contributions — especially the time it provides for reflection and focus, the opportunity to develop new skills and have new experiences and the flexible funding support.

What might the study’s findings mean for others — not only for managers of fellowship, leadership and professional development programs, but also for others interested in the role of individuals in contributing to the common good?

Perhaps most important, a focus on the development of individuals is an effective way to improve community quality of life. For grantmakers — and other supporters of community, nonprofit and public institutions — fellowships can be an effective strategy and a good complement to organizational support. Broad and flexible fellowship programs can allow funders and others to respond to changing community and regional conditions. Based on the Bush Foundation’s experience, support for individuals helps to deepen their commitment to their communities.

The study’s findings about how individuals create broader impact suggest that supporters of fellowship, leadership and professional development programs may want to:

- Encourage participants to form and articulate a vision of what they want to accomplish.
- Create expectations among participants that their work will have a broader impact that benefits others. At the same time, help individuals understand the full range of approaches they can draw upon and the experience of others in using these strategies.
- Enable participants to gain the knowledge and skills they need. In particular, provide support to connect with others and opportunities to develop communication and networking skills. Providing increased networking opportunities was Bush fellows’ most common suggestion by far and is strongly linked to greater impact. Related skills include collaboration, marketing and promotion, community outreach and public education, and policy work.
**Selected Resources**

**Briefing Paper: The Potential for Leadership Programming**
preparing for the California Endowment by Anna-Nanine S. Pond, 2001. This paper was commissioned to help the Endowment evaluate the benefits and risks associated with developing a leadership program for health care professionals. It outlines the literature, types of programs and potential areas for Endowment involvement.

**Community Leadership and Poverty Reduction Study: Inventory of Leadership Curricula**
conducted by the North Central Regional Center for Rural Development by Cornelia and Jan Flora, Liz Manion, Victor Raymond and Stacy Bastian for the Northwest Area Foundation, 2001. A broad assessment of leadership development programs focused on communities. Program curricula were analyzed to determine the degree to which they take a community-based approach, focus on poverty reduction and inclusivity, and are strategic.

**Emerging Leaders Research Survey Summary Report**
by the Center for Creative Leadership, 2003. This survey was conducted to understand the similarities and differences between generational groups in the workplace. Finding more similarities than differences, the survey highlights what emerging leaders want to learn and how they prefer to learn it.

**Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs**
by Craig Russon, W.K. Kellogg Foundation, and Claire Reinelt, Development Guild/DDI, Inc., 2002. The Kellogg Foundation commissioned the Development Guild/DDI to conduct this scan to determine the status of efforts to evaluate change-oriented leadership programs. The report highlights desired and unintended outcomes, evaluation approaches, data collection methods and data sources.

**Leadership Learning Community Website**
www.leadershiplearning.org. The goal of the Leadership Learning Community (LLC) is to strengthen the work of those dedicated to developing leadership that can address a range of significant social issues. LLC connects leadership development practitioners, grantmakers and thought leaders through its website, and regional and national meetings.

**Synthesizing and Integrating Learning from Across Leadership Development Evaluations**
www.leadershiplearning.org/pools/evaluation/ EvalCircleNotes11-05.pdf, Evaluation Learning Circle, 2005. This report, based on a two-day meeting of the Evaluation Learning Circle, explores the possibilities of integrating learning across leadership development evaluations. The report includes key learning questions and a list of evaluations of leadership development programs.
About the Authors

Susan Showalter advises philanthropic organizations on policy, strategic management, research, evaluation, program development and grantmaking. She is the ongoing evaluator for the Bush Leadership Fellows Program and the Phillips Scholars Program, and has evaluated programs in such areas as organizational effectiveness, faculty development, employment and supportive housing. Showalter also has experience in health care policy and system reform. She earned an M.B.A. in organizational leadership and strategic management from the University of Minnesota under a 1983 Bush Leadership Fellowship, and holds a B.A. in mathematics and psychology from Gustavus Adolphus College.

Vicki Itzkowitz provides research, evaluation, strategic planning and program development services to philanthropic and nonprofit organizations. She works with program leaders and others to capture and disseminate learning, and has conducted recent projects on poverty reduction, community development, social determinants of health, early childhood policy, affordable housing and nonprofit capacity. Itzkowitz is a former member of the Grantmakers Evaluation Network and has served on advisory boards for the Council on Foundations, the Pacific Northwest Grantmakers Forum, the Minnesota Council on Foundations and the Communications Network in Philanthropy. She holds a B.A. from Brooklyn College and an M.A. from Columbia University.
About the Foundation

The Bush Foundation is a private grantmaking organization whose mission is to improve the quality of life in our region by strengthening organizational, community and individual leadership. Established in 1953 by 3M executive Archibald Granville Bush and his wife Edyth, the Foundation supports programs and efforts to sustain communities in Minnesota, North Dakota and South Dakota through the promotion of healthy people, a thriving cultural life and economic vitality. The Foundation also improves its communities through its three fellowship programs that focus on the individual development of leaders, artists and physicians throughout the region.