JOHNSON SCHOLARSHIP FOUNDATION

Making a Difference 2005

Theodore R. and Vivian M. Johnson Scholarship Foundation, Inc.

Theodore R. and Vivian M. Johnson

Theodore R. Johnson and his wife of 52 years, Vivian Chesley Macleod Johnson, placed great faith in education as a means to help people improve their lives. This was based, in part, on personal experience. Mr. Johnson worked his way through college and, after joining United Parcel Service in the early 1920s, obtained an MBA at night school. He rose to the position of Vice President of Labor Relations at UPS and served on its Management Committee. He believed strongly in the company and bought shares at every opportunity. The value of those shares continued to appreciate over his lifetime.

Mr. Johnson felt that he had been lucky in life and he wanted to use his wealth to help people who were less fortunate. Through the establishment of the Foundation, Mr. and Mrs. Johnson sought to help future generations of deserving people to educate themselves.

Originally established by a trust set up by Mr. Johnson in 1991, the Foundation's assets were joined in 1993 with assets from a trust established by Mrs. Johnson in 1987. The main purpose of these trusts was to provide financial support to individuals who were qualified to attend college but lacked the financial means to do so. Within this broad context of scholarship support, the Johnsons also sought to benefit particular groups and institutions. Among the groups were physically disabled, blind, deaf and hearing-impaired students, American Indians, and children of UPS employees in Florida.

Mr. Johnson died in 1993 and his son, Theodore R. Johnson, Jr., became the Foundation's second President. Under the leadership of Ted Johnson, Jr., the Foundation made important advances in the areas of investment management, grant programs and governance. The Foundation's investment management company was replaced by a Board committee, which, with the advice of an independent investment consultant, took on the task of diversifying its portfolio and gradually placing it with specialized money managers. Aided by a public offering of UPS shares, the Foundation's corpus tripled from 1993 to 1999. Detailed financial performance data for the Foundation may be found in the financial section of this report.

The increase in Foundation assets provided the opportunity for many new grant programs, which were created during the tenure of Ted Johnson, Jr. Among the most notable of these are the Tribal College Entrepreneurship Scholarship Program and the MBA in American Indian Entrepreneurship. These programs exemplify the Foundation's desire to assist deserving people and its belief in education as a means to help people to succeed in a free enterprise system.

In the area of governance, there were many reforms. The Foundation became an incorporated body and developed bylaws and policies, which continue to provide a more efficient framework for the Foundation's operations. One of these policies was mandatory retirement from the Board at the age of 75. Pursuant to this policy, Ted Johnson, Jr. and two other founding members of the Board retired in 2001. Malcolm Macleod, the nephew of Vivian Macleod Johnson, became the Foundation's third president.

The Foundation has continued to mature as an independent and professionally managed organization. Six of the eight board members are not related to the family in any way. However, everyone at the Foundation shares a passion for its mission and the commitment to advance it.

Making a Difference

"Our Foundation exists to serve disadvantaged people by assisting them to obtain education."

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Cover photo: *People Weekly*, photography by Aley Harper

State University System of Florida Scholarships for Disabled Students

Theodore R. and Vivian M. Johnson Scholarship:

The Past, Current, and Futuristic Impact on One Student's Life

What a wonderful opportunity the Johnson Scholarship has afforded me throughout my educational endeavors in a higher education setting. I was not considered a traditional student because of my age or disability. However, I was faced with many of the traditional expenses that all students face while attending school (i.e., rent, transportation, insurance, etc…). At the time I started back to school, I was living off campus and commuting everyday. In addition, I was working part-time. The commute between home, school, and work really began to take a toll on me. My doctors had to adjust my medication, which placed an additional burden on balancing my schedule. When I was at the brink of throwing in the towel, I became a recipient of the Johnson Scholarship. These funds afforded me the opportunity to move on campus thus eliminating many of the issues that I was struggling to balance between my personal, educational, and work life.

This past summer, Summer 2004, I graduated with a BSBA – Management (Bachelor of Science in Business Administration – Management) with a 3.32 GPA. I feel that this achievement would have been unachievable without the Johnson Scholarship. The Scholarship allowed me to focus on my studies and afforded me an opportunity to participate in many campus activities that otherwise would have been left unchallenged.

After graduation, I continued to work on campus in a graduate assistantship. The scholarship allowed me to achieve my desired goal of obtaining my degree, and that opened the door for other employment opportunities. With my degree, I became a qualified applicant for several jobs on and off-campus. I became a prospective candidate for two on-campus jobs and two off-campus jobs. I proceeded through one interview process on-campus and realized I had identified the right job with a specific niche within the student affairs division. Now, I hold a full-time job on-campus in the Career Services office working in the role as office administrator. Thanks to the Johnson Scholarship, I have realized most of my dream. Best wishes on the prospects of your dream coming true as well.

Mark Anthony Gross

President's Message

R. Malcolm Macleod

It is a privilege for me to introduce the Report of the Johnson Scholarship Foundation. We are an independent foundation and, as our name suggests, we are active in the field of education. Last year our grants exceeded $5 million and were spread among thousands of individuals and over 40 institutions. Since inception, our grants have totaled over $38 million. The Foundation does not give scholarships or grants to individuals. All of our programs are delivered through partner institutions.

The title of this year's report is "Making a Difference". We try to make a difference through scholarships that assist growth and development in the students that we serve. The criteria for each of our programs are different but the common thread that runs through all of our scholarships is financial need on the part of the recipient. We believe that education is the best means to empower people, particularly disadvantaged people, to become more independent and to participate more fully in the benefits of our society. Scholarship aid makes a positive difference in the lives of the students and their families.

In order to maximize the impact of its new programs, the Foundation does more than provide scholarships to needy individuals. Through research and experience, it identifies challenges and opportunities, and tries to act on these with an entrepreneurial spirit. This often means working with educational institutions to define and pursue long term goals that will help them better serve their students. In this report, we illustrate 4 examples of this approach.

At its best, our work engenders growth and change - not dependency on grants - in our institutional partners and students. Our grant making should be a catalyst to help our partners and their students become more independent and self sustaining.

The Johnson Scholarship Foundation is intended to be a perpetual body and it is our responsibility to improve it with each succeeding generation. We are privately endowed and do not solicit donations. Our capacity for good work depends upon our investment returns. Oversight and management of the Foundation's capital is, therefore, a vital part of our work. The financial section of this report contains a description of our financial management, diverse asset allocation and investment process.

We hope that you enjoy the Foundation's report and share our admiration for the work of our grantee partners and the people that we serve. Should you desire additional information or copies of this report, please do not hesitate to contact us.

Palm Beach Atlantic University students outside M.E. Rinker, Sr. School of Business

Gallaudet University students share ideas

Classroom at Florida School for the Deaf and the Blind

Grant Programs Strategy

The Foundation operates a number of "core" scholarship programs, which were developed by our founder. These include scholarships for students attending Palm Beach Atlantic University, disabled students attending universities within the State University System of Florida, and hearing impaired students at Gallaudet University in Washington, D.C. Other elements of the Foundation's core programming are scholarships for children of UPS Florida employees, support for Florida School for the Deaf and the Blind, and support for education of American Indians. Financial need is a requirement for all scholarship applicants. The scholarship program for disabled students within the State University System of Florida receives a 50% match from the State of Florida.

There is a pattern in the Foundation's core programs. The programs are meant to help people who, through no fault of their own, do not enjoy the advantages of the affluent. We have built on this premise and developed new programs to assist disadvantaged people.

Because the Foundation's resources are limited, its programs need a sharp focus in order to make a difference. We fund very few unsolicited proposals. Opportunities are identified by the Grant Program Committee, which is supported by staff and consultants. The Committee deals with its regular business in quarterly meetings and conducts site visits and special meetings as required. The Committee's present mandate is to manage existing programs and identify strategic opportunities to support American Indian education, the disabled and the economically disadvantaged. The Committee favors situations where the Foundation can identify a desired result, serve as a catalyst to help bring about that result, and then move on to another opportunity.

Many of the Foundation's programs are directed towards a single idea or belief. For example, we have diverse education programs to assist American Indians, but they are all driven by the premise that privately owned Native American business represents the best hope for economic betterment on Indian Reservations. This is not our idea. We have learned from working with and listening to Native American business leaders and educators. We are proud to put our faith and resources behind these people.

We cannot, in one report, explain each of our programs in depth. These pages contain a list of grants since inception and a brief description of programs funded in 2004. We have also selected 4 programs for more detailed illustration. We hope that all of this will give the reader an understanding of our work and why we think it is important.

CORE PROGRAMS

Palm Beach Atlantic University	scholarships for deserving students attending this private Christian university	1,215,000
UPS employees' children scholarships	scholarships for the children of Florida based UPS employees to attend post secondary schools in Florida	900,000
Gallaudet University	scholarships for deserving students attending this private university for deaf and hard of hearing students	470,000
Florida School for the Deaf & the Blind	special projects support for this K thru 12 school for deaf and blind children	470,000
State University System of Florida	scholarships for disabled students living in Florida to attend one of the 11 state universities	400,000

AMERICAN INDIAN PROGRAMS

College of Menominee Nation	scholarships for business and entrepreneurship students at this tribal college in Wisconsin	25,000
Fort Belknap Community College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	37,500
Fort Berthold Community College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	44,450
Fort Peck Community College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	56,000
Oglala Lakota College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	75,000
Salish Kootenai College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	75,000
Sinte Gleska University	scholarships for business and entrepreneurship students at this tribal college in South Dakota	36,500
Sitting Bull College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	35,180
Turtle Mountain Community College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	57,500
United Tribes Technical College	scholarships for business and entrepreneurship students at this tribal college in Montana; support for special project	29,560
American Indian Business Leaders	assistance in establishing a endowment for college scholarships	25,000
Four Bands Community Fund	support for financial training offered by this Community Development Financial Institution in South Dakota	25,000
Gonzaga University	primary support of a on-site and distance learning program leading to a Masters Degree in American Indian Entrepreneurship	244,594
Lakota Fund	support for financial training offered by this Native American loan fund in South Dakota	50,000

DISADVANTAGED PROGRAMS

Berklee College of Music	support of the Berklee City Music program for teenagers living in and around Boston; full scholarships to Berklee College of Music for City Music program graduates; matching grants support to establish an endowment to provide full scholarships to Berklee College of Music for City Music program graduates	450,000
Enterprise Development International	support for financial training offered through an Individual Development Account program at Emmanuel Gospel Center in Boston	10,000

DISABLED PROGRAMS

Abilities Foundation of Nova Scotia	support for critically ill children to attend a summer camp at this Nova Scotia, Canada special needs camp	26,953
Boggy Creek Gang Camp	support for families of critically ill children to attend a family weekend at this Florida special needs camp	25,450
Canine Companions for Independence	support for training disabled persons to work with their personal service dog	24,000
Guide Dogs for the Blind	support for training disabled persons to work with their personal service dog	50,000
Landmark East School	scholarships for deserving students to attend this private high school in Nova Scotia, Canada, for students with learning disabilities; matching grants support for the establishment of an endowment to provide scholarships for deserving students	150,000
National Education for Assistance Dog Services	support for training disabled persons to work with their personal service dog	50,000

OTHER GRANTS

	support for various educational causes	72,000

Larry and Emi from the National Education for Assistance Dogs Services

Music City Blowout Concert

2004 Scholarship Recipients

Music City Blowout Concert

City Music Program

Berklee College of Music
Boston, Massachusetts

Berklee is the largest college of contemporary music in the world. Its enrollment is 3,800 students and over 25% of these are from countries other than the United States. In 1992 Berklee City Music was established for underserved students in the city of Boston.

The Foundation's partnership with Berklee began in 2000. In that year the Foundation provided $200,000 for scholarships for City Music students. In 2001 the Foundation increased its scholarship support to $213,000 and began its support of other aspects of City Music. Since then, the Foundation has participated in every aspect of City Music and provided seed money to develop the mentoring program and the preparatory school, which are 2 key elements of the program.

Berklee City Music responds to the Foundation's mission to assist financially disadvantaged students obtain education. What makes the City Music particularly effective is its use of contemporary music to connect with disadvantaged youth in their formative years. The various aspects of the program help prepare these youth for college. They develop the discipline and maturity that they need to succeed in college. The retention rate for scholarship recipients is 92%. Without City Music, many of these individuals would not have obtained a high school diploma, much less a college degree.

In October 2004, the Foundation entered into an agreement with Berklee which is designed to build a permanent endowment for college scholarships for City Music students. The Foundation has made a commitment to Berklee of $450,000 per year for the next 5 years. Over that period, the Foundation's level of scholarship support will decline and the balance of the commitment will be in the form of matching grants to the endowment. The ratio of Berklee funds required to obtain matching Foundation funds will increase over the life of the agreement.

In 2004, Berklee raised $157,000 for the scholarship fund, which the Foundation matched. In 2009, Berklee's required contribution will be $1,284,000, if it is to obtain the maximum Foundation match. This will require great effort and commitment to City Music on the part of Berklee. However, the end result will be a permanent scholarship endowment of $4.4 million for City Music students.

The 2004 Scholarship Endowment Agreement with Berklee is another example of the Foundation's strategy of concentrating its resources in order to make a difference, both at the student and institutional partner level.

Hundred Book Challenge Project

Basketball court equipped for the blind

Life skills – Learning how to live independently

Florida School for the Deaf and the Blind
St. Augustine, Florida

Florida School for the Deaf and the Blind was founded in 1885 and serves students from K to 12. It is the largest school of its kind in the United States and is one of the Foundation's core education programs. Our partnership with the Florida School for the Deaf and the Blind responds to the Foundation's mission to assist disabled students. The school is State supported and students are not charged tuition or board. The Foundation supports projects which are proposed by the school and approved and evaluated by the Grant Program Committee.

The Florida School for the Deaf and the Blind campus at St. Augustine is unique. It nurtures students but also frees them to discover their talents, skills and assets. Students come from diverse backgrounds but the goal for each of them is always the same: success in the "outside" world through literacy, employability and an enduring desire for knowledge. This fits perfectly with the Foundation's strategy to help people to become more independent through education.

The Foundation's partnership with Florida School for the Deaf and the Blind is in its second decade and our grants to the school have exceeded $3,700,000. The Grant Program Committee and the School work together to ensure that these funds are put to good use. The Foundation tends to support programs for which no other funding can be found.

In the literacy arena, the Foundation funds innovative reading programs, and the newest technology to assist each child reach maximum literacy potential. Placement in the workforce after graduation is a huge issue for students of Florida School for the Deaf and the Blind. The Foundation supports transitional work experiences for hearing impaired and visually impaired students, which help them along the path to meaningful employment. The Foundation also supports a broad range of recreation, therapy and health programs, which respond to the social, emotional and physical needs of students.

Over the past 13 years, the Foundation has been the largest source of private support for Florida School for the Deaf and the Blind. We are proud to be associated with the wonderful work of this school and its students.

Sign language hears with the heart

First Graduates of the MBA-AIE program

Class of 2005

Class of 2007

MBA in American Indian Entrepreneurship

Gonzaga University
Spokane, Washington

Gonzaga is a private university owned and operated by the Society of Jesus, the Jesuit order of the Catholic Church. It was founded in 1887 to serve the indigenous people of the Northwestern United States. In the year 2000, the Foundation approached Gonzaga with a proposal to develop a masters degree in Business Administration, with an emphasis on American Indian Entrepreneurship. The Foundation wanted to support its American Indian Entrepreneurship Scholarship Program by assisting partner tribal colleges to build capacity in their business faculties and to help build leadership capital on Indian reservations.

Working with the Foundation, Gonzaga designed a program which incorporates distance learning and summer classes. For 3 summers, students attend classes in person at Gonzaga's campus in Spokane. The campus has excellent housing, and married students are encouraged to bring their families. The Foundation pays tuition, travel and living expenses for the students and families, and a small stipend. During the intervening 2 academic years, students study at distance, supplemented by occasional trips to the campus. The program of study is rigorous. It meets all of Gonzaga's entrance and course requirements for its regular, full time MBA students.

"I went into this program hoping to improve as a business teacher, and it has helped me to do that. But something larger than that happened. I have gained a wider knowledge which will help me to add value to my reservation."

– Keith Rennie
MBA-AIE Class of 2004

On May 8, 2004, the first class of 5 students graduated from this program with an MBA in American Indian Entrepreneurship. We have high hopes for these graduates. We believe that what they have achieved at Gonzaga will better equip them as leaders and educators.

The work of Gonzaga University in the design and delivery of this program has been outstanding. The faculty and administration work closely and collegially with the students. The relationship between them is a mutually rewarding one.

This program is unique. It is the first and only MBA designed with an emphasis on American Indian Entrepreneurship. This year's graduates, and those who follow, will make a significant contribution to the social and economic life of their reservation communities.

Congratulations Graduates!

Walkathon in support of the scholarship endowment

Happy students

Landmark East School
Wolfville, Nova Scotia

Our partnership with Landmark East is another example of the Foundation using its resources as a catalyst, both at the individual student level and within the partner organization. Our relationship with Landmark East began in 2000, when we granted $75,000 for scholarships to its students. Apart from eligibility for Landmark's program, the only criterion for these scholarships was financial need. The next year, the Foundation increased its scholarship support to $150,000 and it has stayed at that annual level since.

Landmark East fits the Foundation's mission to assist disabled students to obtain education. Since 1979 Landmark East has provided an essential service to students with learning disabilities. Its program focuses on intensive remedial intervention within a disciplined academic environment. The goal is to develop sound academic and social skills which enable students to cope successfully in future endeavors.

Landmark East maintains a 3:1 pupil/teacher ratio with a maximum of 8 students per class. Consultants and teachers work with each student to identify problems and to develop individualized strategies for effective learning. Landmark East's methods and success have received national recognition in Canada. The school attracts students from several other countries, including the United States. Over 70% of Landmark East graduates go on to a course of post secondary study or training.

In 2004, the Foundation and Landmark East entered into a 6 year agreement designed to help Landmark East build a permanent scholarship endowment to provide assistance to learning disabled students in financial need. This year, in addition to scholarships, the Foundation granted a matching grant of $50,000 to the endowment.

Over the next 5 years, the Foundation will reduce its scholarship support but increase the availability of matching funds for the endowment. Upon the successful conclusion of the agreement in 2009, the scholarship endowment will exceed $1,500,000. What is even more significant, however, is that this agreement will help Landmark East to build its capacity for financial development, and thereby make it a more sustainable and independent institution.

In 2004, Landmark East honored the Foundation by naming its academic centre the "Johnson Academic Centre."

Ceremony naming the academic centre

CORE PROGRAMS	
UPS Employees' children scholarships	$4,767,233
State University System of Florida	$3,659,132
Florida School for the Deaf & the Blind	$3,778,500
Gallaudet University	$3,825,700
Palm Beach Atlantic University	$12,720,200
TOTAL CORE PROGRAM GRANTS	**$28,750,765.00**

AMERICAN INDIAN PROGRAMS	
American Indian Business Leaders	$49,969
American Indian College Fund	$866,650
American Indian Graduate Center	$32,500
American University	$30,000
Blackfeet Community College	$159,699
Cheyenne River Community College	$49,000
College of the Menominee Nation	$225,240
Crownpoint Institute of Technology	$11,100
Dine College	$72,826
D-Q University	$31,000
Dull Knife Memorial College	$146,523
Echo Mountain Systems	$72,000
First Nations Development Institute	$100,000
Fond du Lac Tribal & Community College	$134,900
Fort Belknap Community College	$165,489
Fort Berthold Community College	$252,450

Grants Since Inception (1992-2004)

Fort Peck Community College	$355,481
Four Bands Community Fund	$25,000
Four Times Foundation	$3,886
Gonzaga University	$858,687
Haskell Indian Nations University	$15,200
Keweenaw Bay Ojibwa Community College	$1,620
Lac Courte Oreilles Ojibwa Community College	$83,100
Lakota Fund	$50,000
Leech Lake Tribal College	$94,800
Little Big Horn College	$174,329
Native American Preparatory School	$50,000
Nebraska Indian Community College	$18,000
New Hampshire College Graduate Program	$110,000
Northwest Arctic Borough School District	$17,925
Northwest Indian College	$280,764
Oglala Lakota College	$244,000
Pine Ridge School	$15,000
Rural Development Leadership Network	$140,800
Salish Kootenai College	$696,521
Si Tanka College	$61,335
Sinte Gleska University	$216,057
Sisseton Wahpeton Community College	$108,599
Sitting Bull College	$192,761
St Francis Indian School	$17,840

(American Indian Programs continued)

Stone Child Community College	$111,411
Todd County School	$12,000
Tohono O'odham Community College	$25,000
Turtle Mountain Community College	$317,654
United Tribes Technical College	$105,461
University of New Mexico	$8,178
White Earth Tribal & Community College	$12,480
TOTAL AMERICAN INDIAN PROGRAM GRANTS	**$6,823,234.59**

DISADVANTAGED PERSONS PROGRAMS

Berklee College of Music	$1,485,238
Enterprise Development International	$30,500
Kiwanis Club of West Palm Beach	$77,000
TOTAL DISADVANTAGED PERSONS PROGRAMS GRANTS	**$1,592,738.00**

Theodore R. Johnson standing in front of painting of Vivian M. Johnson.

DISABLED PERSONS PROGRAMS	
Abilities Foundation	$26,953
Boggy Creek Gang Fund	$25,450
Canine Companions for Independence	$74,000
Catholic University of America	$119,880
Delta Society	$50,000
Guide Dog Foundation for the Blind	$50,000
Landmark East School	$712,500
National Education for Assistance Dog Services	$100,000
TOTAL DISABLED PERSONS PROGRAMS GRANTS	**$1,158,782.69**

OTHER GRANTS	
Support for various educational causes	$195,225

GRANTS GRAND TOTAL	$38,520,745.00

Tribal Business Information Center at Sitting Bull College

Statement of Changes in Net Assets - Modified Cash Basis
for the Years Ended December 31, 2003 and 2002

	2003	2002
Temporarily restricted net assets:		
Revenue, net of investment advisory fees:		
Net realized gain (loss) on sale of investments	$ 1,051,451	$ (369,780)
Net unrealized appreciation (depreciation) on investments	18,754,683	(1,472,958)
Interest and dividends	1,316,062	1,363,581
	21,122,196	(479,157)
Expenses:		
Scholarships and grants distributed	4,100,154	4,471,353
Management and general expenses	1,006,654	1,507,171
Federal excise and other taxes, net of refunds	(29,303)	40,500
	5,077,505	6,019,024
Increase (decrease) in temporarily restricted net assets	16,044,691	(6,498,181)
Net assets, beginning of year	112,765,945	119,264,126
Net assets, end of year	$128,810,636	$112,765,945

Investment/Finance Report

Our investment objective is to generate long term total returns which will provide a minimum grant distribution of 5%, exceed the rate of inflation, and grow our asset base in real dollars. This is consistent with our founder's intention that we continue as a perpetual charitable foundation.

Our Investment/Finance Committee meets quarterly, and together with our independent investment consultants, monitors our investments and rebalance or reallocate as necessary. We report financial information and investment balances to our Directors monthly through our Monthly Reports and semi annually at the Directors' meetings.

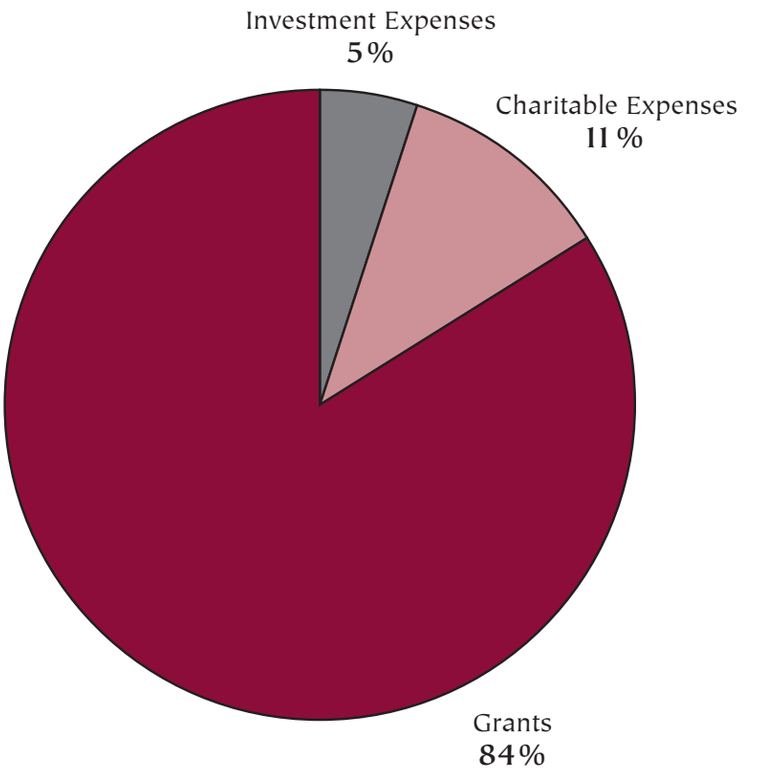
Our Executive Committee reviews our financial information monthly. This review includes a detailed ledger of all cash transactions since the last meeting, all investment activity since the last meeting, and a comparison of budgeted expenses versus actual expenses year to date.

Our financial records are audited by an outside audit firm and have been since our first year of existence in 1991. The Statement of Changes in Net Assets from the audit report for 2002 and 2003, which has an unqualified opinion, is highlighted in this report. The 2004 audit is currently in progress.

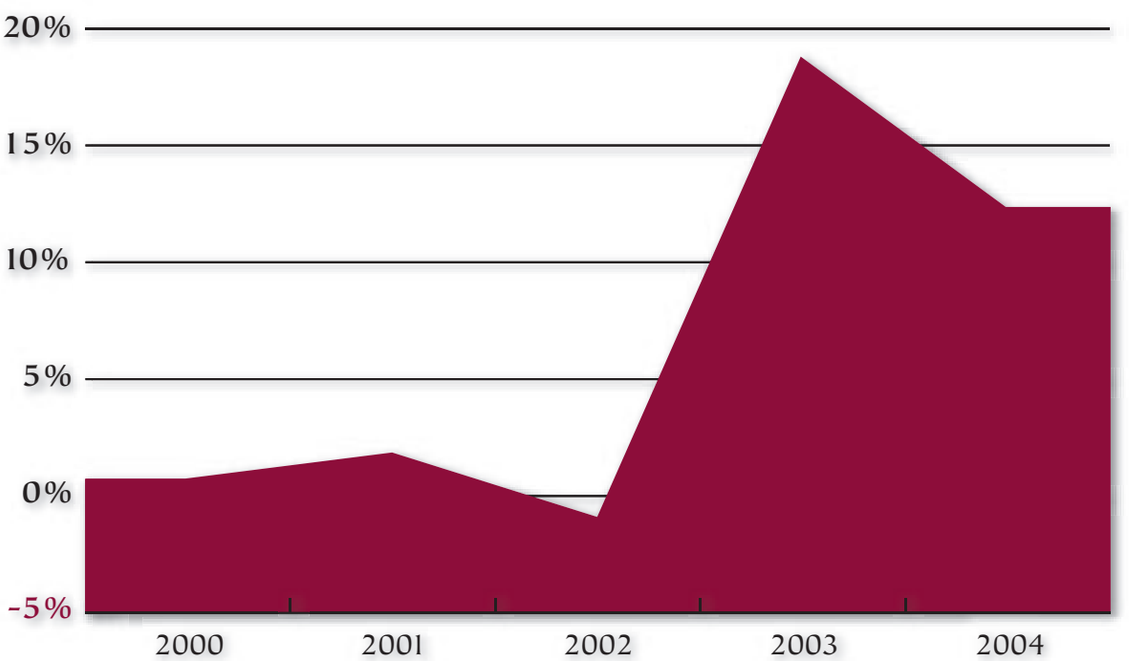
As of December 31, 2004, our total assets were $139.2 million. In addition, the Foundation is the named beneficiary of a charitable remainder unit trust which, as of December 31, 2004, has assets of $61.2 million.

Richard A. Krause
Treasurer/CFO

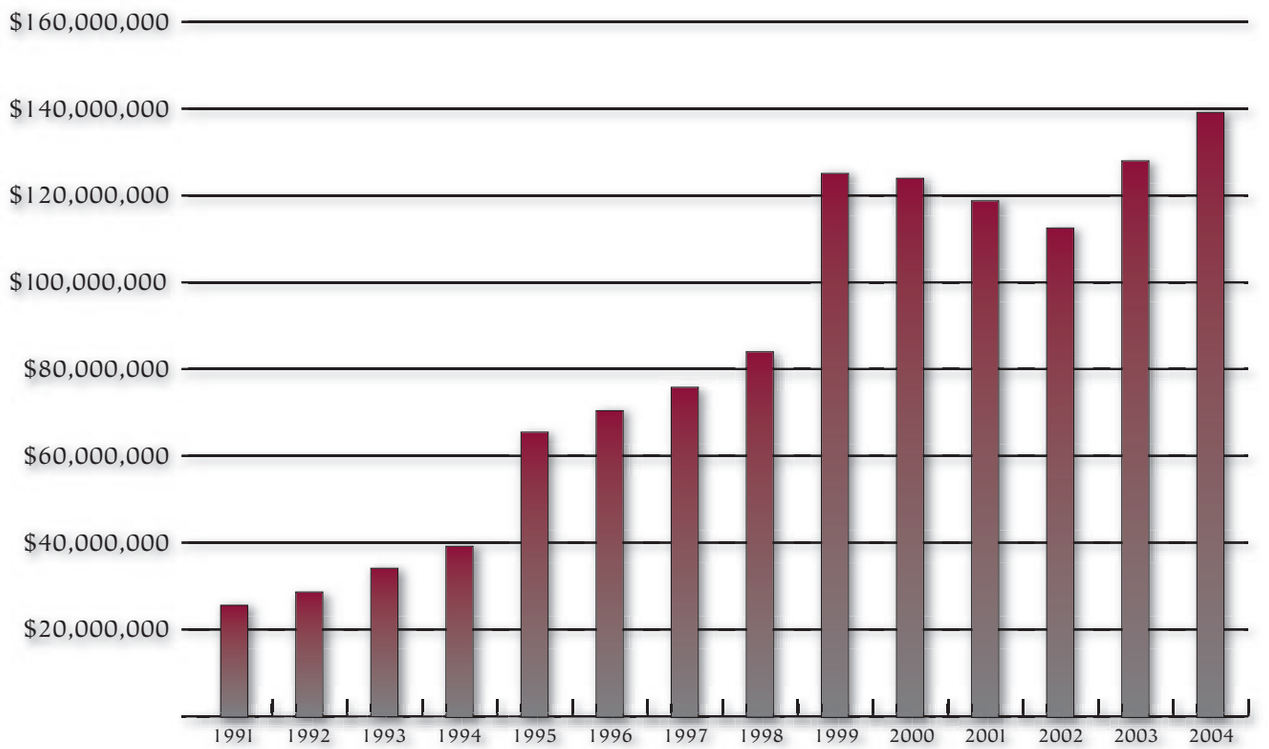
Johnson Scholarship Foundation - 2004 Expenditures



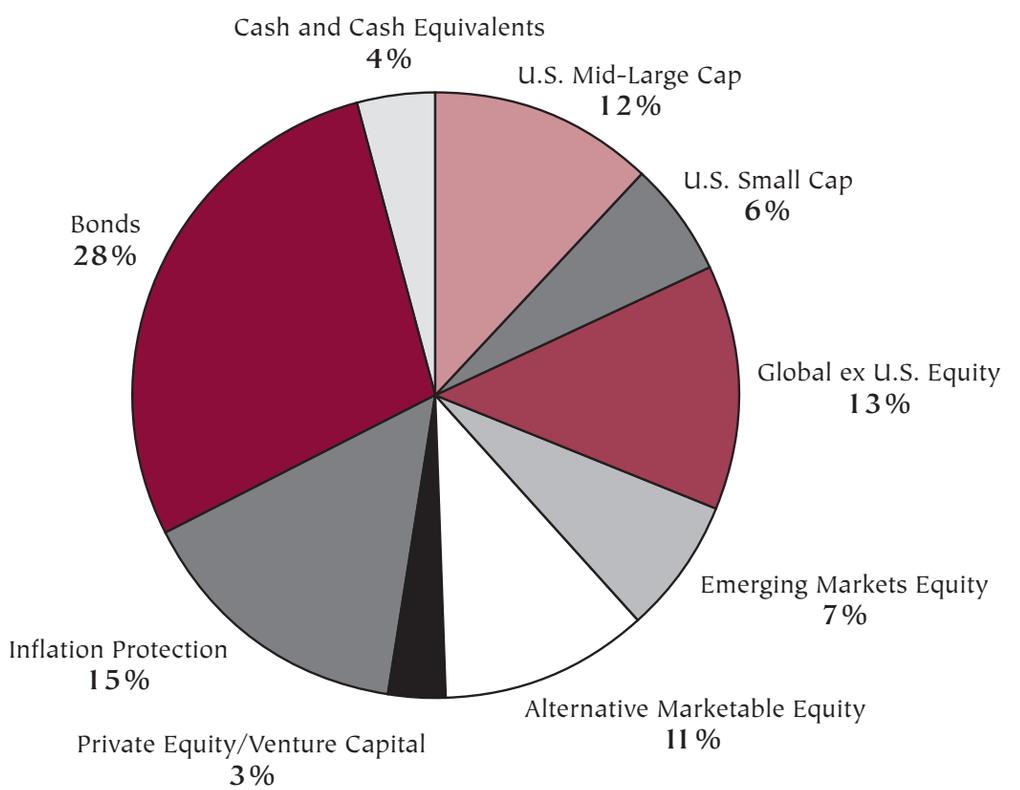
Johnson Scholarship Foundation - 5 Year Investment Return



Johnson Scholarship Foundation - Total Assets



Johnson Scholarship Foundation - Asset Allocation as of 12/31/04



Board of Directors

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West Palm Beach, Florida

Committees: Executive Committee, Nominating Committee, Grant Program Committee, Investment/Finance Committee

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Vice President
Freeland, Washington

Committees: Executive Committee, Nominating Committee, Grant Program Committee

Hugh M. Brown, CFA
Secretary
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Committees: Executive Committee, Nominating Committee, Investment/ Finance Committee

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West Palm Beach, Florida

Committees: Executive Committee, Nominating Committee, Investment/ Finance Committee, Grant Program Committee

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Tucson, Arizona

Committees: Grant Program Committee, Compensation Committee

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Committees: Grant Program Committee, Compensation Committee

Samuel D. Isaly
New York, New York

Committees: Grant Program Committee, Compensation Committee

David L. Blaikie, LLM
Tantallon, Nova Scotia Canada

Committees: Grant Program Committee

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Freeland, Washington

Donald E. Warren, MD, FACP, FACC
Palm Beach, Florida

Betsy Ancker-Johnson, Ph.D.
Austin, Texas

Harold H. Johnson, Ph.D.
Austin, Texas

Board members at Salish Kootenai College

Board members with Berklee Jazz Trio

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PROFESSIONAL MEMBERSHIPS:

- Council on Foundations
- Foundation Financial Officers Group
- Association Small Foundations

PROFESSIONAL CONSULTANTS:

- Cambridge & Associates
  Boston, Massachusetts
- Ernst & Young, LLP
  Tampa, Florida
- First Nations Development Institute
  Fredericksburg, Virginia
- Robert Lorence, Ph.D.
  Richland, Washington
- Templeton & Company, P.A.
  Royal Palm Beach, Florida

Malcolm Macleod, Sharon Wood and Richard Krause

FSDB students performed with Alicia Keyes at Superbowl XXXIX

Service dogs are loving companions

Gonzaga University MBA-AIE Information Weekend

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