

FutureGenerations

To Research, To Demonstrate, To Teach – How Communities Change

The Everest region of Tibet, China provides learning opportunities for connecting the issues of community change and conservation. Master's students from Class I visit a village spring.



SELF-STUDY

(CANDIDACY)

SUBMITTED TO THE HIGHER LEARNING
COMMISSION OF THE NORTH CENTRAL
ASSOCIATION

ON

MAY 1, 2007

TABLE OF CONTENTS

CHAPTER ONE – INTRODUCTION	1
CHAPTER TWO – Future Generations AND THE ELIGIBILITY REQUIREMENTS	19
CHAPTER THREE – MISSION AND INTEGRITY (CRITERION ONE)	69
INTRODUCTION TO CRITERION ONE	70
<i>Core Component 1a – Mission Documents</i>	72
<i>Core Component 1b – Diversity in Mission</i>	78
<i>Core Component 1c – Support of Mission</i>	80
<i>Core Component 1d –Governance and Administrative Structures</i>	82
<i>Core Component 1e – Integrity</i>	87
<i>Conclusion</i>	89
CHAPTER FOUR – PREPARING FOR THE FUTURE (CRITERION TWO)	91
INTRODUCTION TO CRITERION TWO.....	92
<i>Core Component 2a – Planning Shaped by Societal and Economic Trends</i>	93
<i>Core Component 2b – Resource Base Supports Educational Programs and Plans</i>	99
<i>Core Component 2c – Evaluation and Assessment of Institutional Effectiveness</i>	101
<i>Core Component 2d – Planning Aligned with Mission</i>	103
<i>Conclusion</i>	104
CHAPTER FIVE – STUDENT LEARNING AND EFFECTIVE TEACHING (CRITERION THREE)	107
INTRODUCTION TO CRITERION THREE	108
<i>Core Component 3a – Student Learning Outcomes and Assessment</i>	111
<i>Core Component 3b – Effective Teaching</i>	123
<i>Core Component 3c – Effective Learning Environments</i>	129
<i>Core Component 3d – Learning Resources</i>	138
<i>Conclusion</i>	143
CHAPTER SIX – ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE (CRITERION FOUR)	145
INTRODUCTION TO CRITERION FOUR	146
<i>Core Component 4a – Lifelong Learning</i>	147
<i>Core Component 4b – Knowledge, Skills and Intellectual Inquiry</i>	155
<i>Core Component 4c – Assessment of Curricula</i>	159
<i>Core Component 4d – Support for Acquisition, Discovery and Application of Knowledge</i>	163
<i>Conclusion</i>	164

CHAPTER SEVEN – ENGAGEMENT AND SERVICE (CRITERION FIVE)	167
INTRODUCTION TO CRITERION FIVE	168
<i>Core Component 5a – Serving the Constituencies</i>	169
<i>Core Component 5b – Capacity and Commitment to Engage Constituencies and Communities</i>	176
<i>Core Component 5c – Responsiveness to Constituencies</i>	179
<i>Core Component 5d – Services Valued by Internal and External Constituencies</i>	181
<i>Conclusion</i>	185
 CHAPTER EIGHT – FEDERAL COMPLIANCE	 187

LIST OF TABLES

Table 1.1 Student Demographic	14
Table 2.1 Faculty teaching responsibilities - Class Two Master’s Program	48
Table 2.2 Master’s Program Expenses	55
Table 4.1 Future Generations Graduate School Faculty Joint Appointments	95
Table 4.2 An analysis of Catalogue Changes 2004 to 2008	102
Table 5.1 Core Competencies, Concepts, Principles, and Professional Skills	112
Table 5.2 Course-by-Course Learning Outcomes Matrix	114
Table 5.3 Relationship of Mission Statement to Learning Outcomes	115
Table 5.4 Term-by-term Student Progress	116
Table 5.5 Campus Climate Survey	118
Table 5.6 Summary of Course Evaluations	119
Table 5.7 Summary of Residential Evaluations	120
Table 5.8 Summary of Online Instruction Evaluations	121
Table 5.9 Recruitment and Retention	122
Table 5.10 Summary of Faculty Credentials	124

Table 5.11 Student Diversity and Status	130
Table 5.12 Tracking of Program Changes Class One to Class Three	136
Table 6.1 Course Content Classification	157
Table 6.2 Class Two Practicum Projects	158
Table 7.1 Class One Practicum Titles for Master’s Degree Graduates	172
Table 7.2 External Funders for Class Two Master's Students	177
Table 7.3 Percentage of Future Generations Budget Allocated to Country Program Activities	178
Table 7.4 Ratio of Constituency Funds Leveraged by Future Generations Initiatives ...	183
Table 8.1 Analysis of Instructional Time Credit Hour Allocation for Master’s Program Courses	189
Table 8.2 Comparison of Credit Hours and Tuition for Masters Level Educational Programs	190



CHAPTER ONE

Class Two gathers for the first site-residential in India.

INTRODUCTION

Future Generations researches, teaches, and enables a process for equitable community change that integrates environmental conservation and development.

Mission Statement excerpt

ORGANIZATIONAL STRUCTURE

Future Generations operates as two legally separate entities under one organizational mission. Future Generations North Mountain is the headquarters of an international network of non-governmental organizations. An original nonprofit charitable organization was incorporated in 1992 in the State of Virginia; this is known as Future Generations, the non-Governmental Organization (NGO). It is now complemented by the Future Generations Graduate School, which was incorporated in 2006 in the State of West Virginia. These two USA-based organizations are closely connected with other Future Generations organizations in a growing number of countries. Collectively all Future Generations organizations ascribe to the mission statement excerpt above.

For the past fourteen years Future Generations has been engaged, through associated Country Programs in northeast India, Peru, the Tibetan Autonomous Region of China, Afghanistan, and most recently Canada, in promoting community change and conservation through a process that focuses on community empowerment. This is the expanding thrust of Future Generations the NGO.

In 1999, upon evidence of a growing demand to expand the work of the NGO worldwide, the Board of Trustees began a visioning exercise that led to the adoption of its present mission statement with its educational focus. This educational mission focus led to the creation of the Future Generations Graduate School, its Master's Program, a range of training programs, and an academic research initiative to compliment the applied research of the NGO.

In January 2006 the Future Generations Graduate School of Research and Applied Community Change was independently incorporated in West Virginia. The purpose of the Graduate School is: *to research, to demonstrate, and to teach how communities change*. The Graduate School was legally incorporated as a logical step in providing a home for the Master's Program, the not-for-credit training activities, and the academic research program. From an operational sense, the Graduate School has been and continues to be a part of Future Generations, the parent organization ([exhibit 1.1-organizational chart](#)). This Self-Study Report will present the entire

Future Generations organization, including both USA-based organizations and, where relevant, the affiliated international partner organizations.

The Master of Arts in Applied Community Change and Conservation degree program educates community-based development practitioners to be agents of change and research-competent scholars. It is a professional master's degree, as defined by the Council of Graduate Schools, which states that, "*One of the most exciting recent developments [in graduate education] is the creation of professional master's degree programs.*"¹

The Future Generations Master's Program meets the guidelines set forth in the Council of Graduate Schools policy statement Master's Education: A Guide for Faculty and Administrators, that defines a masters degree as one that:

- "...Is awarded to students who demonstrate a level of academic accomplishment and subject mastery substantially beyond that required for the baccalaureate degree."
- Where students have "... gained knowledge and skills not only from course work, research, and practicums but also from varied experiences and perspectives brought to the program and shared among students," and
- That "...usually require a capstone or culminating experience that indicates the ability to synthesize material from course work and to apply that information and knowledge to a specific issue or problem" ([exhibit 1.2 - page 9](#)).

We invite the readers to see, in the subsequent pages of this Self-Study, how the Future Generations Master of Arts degree in Applied Community Change and Conservation meets these accepted standards and practices.

¹Mary Ann E. Borchert, *Master's Education: A Guide for Faculty and Administrators – A Policy Statement* (Washington, D.C.: Council of Graduate Schools, 1994).

OVERVIEW OF FUTURE GENERATIONS AND THE GRADUATE SCHOOL

The Future Generations Graduate School was founded to address two until-now unmet challenges facing practitioners of community change. Namely, “How can the thousands of excellent small initiatives worldwide scale up to address the magnitude of the crises before humanity?” and, “How can humanitarian assistance become sustainable; that is, be able to function with minimal outside funding, without damaging the environment, and without destroying local cultures?”² The teaching and research agenda of this young institution is designed to address these questions.

Future Generations, the NGO, synthesized three generations of development work into an emerging model of community empowerment, known as SEED-SCALE, to bear on conservation and community development issues. The organization quickly attracted top talent in the development world, talent that was both academic and field-experienced. It attracted people who had seen the failures of many economic development and conservation efforts, and who wanted to have the freedom to explore new directions in the search to solve problems of poverty, equity, and environmental sustainability.

Through a decade of experience with its Country Programs, Future Generations came to the conclusion that the scaling up process, where small-scale local successes led to regional or national change, could best be accomplished by creating a school where communities learned from each other's experiences, and by developing a community of professionally trained development practitioners able to extend new emerging development paradigms throughout the world. It also realized the need for research to better understand the processes that lead to successful change, and to monitor the long-term sustainability and impacts of that change. This constituted a

² Daniel Taylor-Ide and Carl E. Taylor, *Community-based Sustainable Human Development – Going to Scale with Self-reliant Social Development* (New York: UNICEF, 1995); Carl E. Taylor, Aditi Desai, and Daniel Taylor-Ide, *Partnership for Social Development – A Casebook*, The Independent Task Force on Community Action for Social Development (Franklin, WV: Future Generations and Johns Hopkins University, Department of International Health, 1995).

fundamental institutional redirection and a significant departure from the mainstream of international development and conservation work focused on extending services. Future Generations realized that answers to social and environmental action could not “be given” to other people but required those people creating their own answers.

The educational direction of the organization became increasingly clear in each subsequent board meeting from 2001 to 2006, culminating in the Board of Trustees approval of the current mission statement. The Board also began to encourage its international partners to adjust their programming in a parallel manner.

In 2002 the State of West Virginia's Higher Education Policy Commission authorized Future Generations to grant a master's degree with the stipulation that it pursue accreditation with the Higher Learning Commission. Future Generations developed a curriculum, hired faculty, recruited students, and raised funds to support this new program, and in October 2005, it graduated its first class with a Master's Degree in Applied Community Change and Conservation. Having proven the program's success, the Board moved to establish the Future Generations Graduate School. A second class of students is presently enrolled in the Master's Program.

EVOLUTION OF AN IDEA

In the classical sense, a school is a group of scholars and teachers influenced by a common doctrine. To some degree, the Future Generations Graduate School fits that classical model. The doctrine to be taught in this case began to emerge in the 1970s with a resurgence of United Nations-sponsored conferences that sought a “better way” to address the world's development problems. The reigning development paradigm at that time stressed building up a country's industrial, service, and infrastructure bases. However, the failure of this approach to alleviate poverty or to provide health, education, or security to the developing world soon became clear, and development practitioners working with the rural poor, such as Robert Chambers and Michael Cernea, began to advocate changing

to a community-based approach.³ Moreover, the reigning paradigm was proving to be financially unsustainable, requiring endless infusions of foreign assistance.

In 1995, Drs. Daniel and Carl Taylor wrote a manuscript for UNICEF titled, *Community-Based Sustainable Development: A Proposal for Going to Scale with Self-Reliant Social Development*. Simultaneously, the newly chartered Future Generations co-hosted an *Independent Task Force on Community Action for Social Development*, funded by the Rockefeller Foundation. This task force brought together thirty-one social development scholars and practitioners to review more than 200 demonstrations of sustainable human development.⁴ Their goal was to identify “key insights” that led to successful sustainable development. One product of this work was a casebook of twelve field demonstrations that showed how a critical partnership between communities, governments and outside organizations could lead to large scale social change.⁵ A second product was the publication of *Community-based Sustainable Human Development—Going to Scale with Self-reliant Social Development*, which charted a practical methodology, known as SEED-SCALE, for community-based social change.⁶

To demonstrate and further refine the approach in this second document, Future Generations initiated partnerships with both communities and governments in the Tibet Autonomous Region of China and India, and then later in Peru and Afghanistan. A further iteration of this development paradigm came with the publication of *Just and Lasting Change: When Communities Own Their Futures* (2002) by Daniel and Carl Taylor, and with a subsequent volume also to be published by Johns Hopkins University Press in 2007. In these works the authors bring the theoretical underpinnings of this community-based development paradigm up to date, provide additional case studies of its efficacy around the world, and further refine the

³ Robert Chambers, *Rural Development: Putting the Last First* (New York: Wiley, 1983); Michael M. Cernea, ed. *Putting People First: Sociological Variables in Rural Development*, 2d edition (Washington, D.C.: World Bank Publication, 1991).

⁴ Traci Hickson, “Future Generations: A Global Learning Community,” unpublished Master’s degree thesis, 2005.

⁵ Carl E. Taylor et al, op. cit., Partnership for Social Development.

⁶ Daniel Taylor-Ide and Carl E. Taylor, op. cit., *Community-based Sustainable Human Development*.

The Future Generations Graduate School teaches a community-based approach to development, comparing and contrasting this approach to other philosophies and approaches.

stepwise SEED-SCALE method for initiating and replicating community change.⁷

The SEED-SCALE method is distinctive in its insistence that social change occurs because of the coordinated application of human energy, not because of outside money or governmental programs. It provides a systematic way to focus human energy to create applications that fit each community's ecology, economics, and values. Simply summarized, the acronym states that it is by growing seeds of human energy to societal scale that social

change and conservation occurs. While this is the core philosophy of the graduate school, a range of other approaches to sustainable development and community change is also taught. The Graduate School's teaching and research both explore a wide spectrum of development thinking.

The Future Generations Graduate School teaches a community-based approach to development, comparing and contrasting this approach to other philosophies and approaches. Field campus sites extend and further refine the ideas developed in the SEED-SCALE model, research its effectiveness in obtaining sustainable development, provide the experimental data for further theoretical development, and serve as study sites for the Master's Program. The Master's Degree in Applied Community Change and Conservation uses the SEED-SCALE framework to introduce students to the field of community change and conservation and imbeds it within a broad academic program that provides students with the knowledge and skills necessary to be effective change agents within their communities and development leaders within their countries.

⁷ Daniel Taylor-Ide and Carl E. Taylor, *Just and Lasting Change: When Communities Own Their Futures* (Baltimore: Johns Hopkins University Press, 2002).

THE EDUCATIONAL PROCESS

The Master's Program in Applied Community Change and Conservation is built on a blended learning approach. In the Future Generations application, this approach relies on three teaching strategies: interactive online instruction among faculty and fellow students, four month-long residential programs, and an applied practicum in students' home communities.

Over the two years of the program, students take thirty-seven credit hours of instruction in courses within four subject areas: Community-based Development; Globalization, Localization and Sustainability; Community Change Skills; and Monitoring and Evaluating Community Change. ([exhibit 1.3 - catalog](#)). Most courses have an online component to introduce students to the subject area or to follow up on learning experiences from the most recent residential. The on-line component also introduces students to the process of professional peer-to-peer sharing, which is vital for continued life-long learning. Online instruction uses Blackboard Course Suites™ as a platform for student-faculty interaction. Students respond to reading assignments, submit written work for critique, and, most importantly, interact with each other and with faculty through threaded discussions.

Site-based residential programs combine course work with observations of “best practices” in community change and conservation. Here, students interact in person with faculty and other students by sharing experiences, critiquing and debating development approaches, and creating lifelong bonds. Residential programs are in-the-field experiences, where living conditions are often “third world.” They are where students get out and practice what they are learning, and do so in contexts which are in some ways very different but in other ways very similar to the contexts in which they will be working in their own communities. The instructional regimen is typically intense, with classes held everyday, long and rough travel to field visits, intense student-to-student interaction, and written assignments. On the other hand, residential are also when the students break away from their work, their home life and their own community, giving them the perspective of a global professional rather than of a local expert. During residential students have time

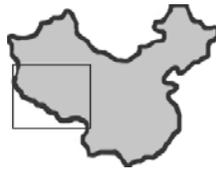
to share with each other and to write and reflect on what they are learning, and how it pertains to their life back home. One day, their classroom may be a dusty, rutted road on an observation tour and the next day a modern facility with all the technology and library resources of a host-country university. This, after all, is the spectrum they will operate in as professionals.

The third component of Future Generations blended learning approach is the applied practicum, where students take what they are learning back to their communities and put it into practice. This process allows students to separate those ideas that sound good in the classroom, from those that really work in the field. During the first half of the Master's Program, students work with their instructors and their community to identify a practicum problem. It may be either research oriented or more of a community development problem. They also identify a mentor who is an expert in their area of interest to help guide them in their project, and help them to develop a higher level of professional collegial support. They prepare for and receive credit for their practicum through the fifth subject area, Applied Practicum Work. This subject area includes courses in Research Design and Methods, Prospectus Design, Applied Research I and II, and Synthesis and Integration. During their two years of study, while working closely with their mentor and the faculty, students conduct their research or implement their chosen project. The culmination of the practicum is a paper and a presentation during the fourth residential program, at which all students participate in a peer review of each other's research approach and/or community implementation plan.

FIELD CAMPUS SITES

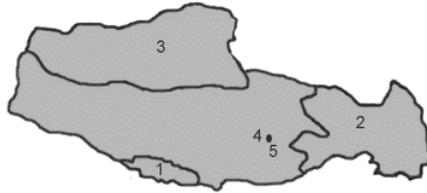
Future Generations Country Programs serve as field campuses for the Master's Program. Country Program Directors host the Master's residential programs in India, Tibet/China, and Peru. Project activities, managed by Country Program Directors and their staff, are where the ideas about community development are tested. With the global context of the program, with sites from Mahatma Gandhi's study center in Sevagram, India, to the Tibetan base of Mount

Everest, these field campuses serve research and extension roles very similar to those of land grant institution in the United States.



China – Tibet Autonomous Region

Future Generations first initiated its fieldwork in China in the Tibet Autonomous Region. What was distinctive about the Future Generations work in Tibet is that, by partnering with communities and governments, it developed a program that tested a new model of community-based conservation, integrating community change with conservation. In the Qomolangma (Mt. Everest) National Nature Preserve, local people live within and manage the protected area through the county-level administrative structure. Future Generations, in concert with government partners, developed and implemented the concept of Pendebas. Pendebas, Tibetan for “workers who benefit the village,” are community volunteers who work for the benefit the village. They are local people trained in skills to advance village welfare and conservation. The Tibet-based work now includes projects throughout Tibet and is expanding throughout China through initiatives like the Green Long March (www.greenlongmarch.org).



1. Qomolangma (Mt. Everest) National Nature Preserve
2. Four Great Rivers Ecological Environment Protection Plan
3. Changtang National Nature Preserve
4. Lhalu Wetlands National Nature Preserve
5. The Pendeba Project is coordinated in partnership with the Tibet Department of Science and Technology

The first group of Master's students visited many of the field sites in Tibet. Candidates who completed their degree requirements graduated on October 15, 2005 at the base of Mt. Everest, 17,500 feet above sea level. Arguably the highest commencement exercise ever held, seven graduates received their degrees and were extolled by Board of Trustee member William Carmichael (formerly Dean of the Cornell School of Business) to pursue collaborative learning and sustain their professional relationships with Future Generations.

India – Arunachal Pradesh

Across the Chinese border, Future Generations established its second field site in the isolated state of Arunachal Pradesh in the far northeast corner of India.



Initial partnerships and training activities engaged women's groups and farmer's clubs in health care, income generation, literacy and sustainable agriculture. Extending the SEED-SCALE model for promoting community change, Future Generations is working with the State Government to train elected Panchayat (local government) leaders. This educational initiative will effectively cover the whole state in community-based development partnerships with the government. Future Generations is also currently assisting the Arunachal State Government in planning for the community-led management of three major conservation areas: the Dihang Dibang biosphere reserve in the Siang River watershed, the Tsangyang Gyatso World Peace Park bordering Bhutan and Tibet, and an innovative community-managed river conservation project also in the Siang River watershed.

Master's students come to India for their first month-long residential experience. Basic concepts of how to apply human energy are introduced at Mahatma Gandhi's study center. Then students visit two internationally recognized demonstrations of community-based social change: the Comprehensive Rural Health Program in Jamkhed, and the Society for Education Action and Research in Health in Gadchiroli. After traveling to Arunachal Pradesh, students see how quickly a very modest program can scale up to cover an entire state. They visit demonstration sites in the hill country of Palin and the Apatani Plateau. Here classes conduct surveys of local villagers and study indigenous conservation practices.

Peru

Before Futuras Generaciones Peru was created, assistance from Future Generations had been supporting a national system of community-based health care known as CLAS (*Comunidades Locales de Administracion de Salud*). With guidance from Future Generations staff, Peru decentralized its health services



in 1994. Futuras Generaciones Peru is a robustly growing organization that now leads a national research program. Three pilot demonstrations, known as Model CLAS, are evolving new approaches that enhance quality, ensure equity, and mobilize community participation in rural health care.

Master's Program students have a month-long residential in Peru, where they work on issues of food and water security, visit model CLAS sites and training centers, study the CLAS management model, and study other development projects in the surrounding communities. A particular emphasis is on learning from the health care demonstration and training centers and on working within the less than ideal conditions of third-world health care delivery. A final emphasis of this practicum is in investigating the processes by which locally based social change can come to have a large-scale impact.



Afghanistan

Afghanistan is Future Generations newest Country Program, initiated in response to the dire conditions in that country following the fall of the Taliban led government. While this Country Program remains a very important research site for Future Generations, for security reasons, Master's students do not visit Afghanistan. Country Program initiatives in health, literacy, governance, and conservation now being evolved in the Afghanistan program may well provide key teaching lessons for future Master's Program classes, but currently it does not serve as a teaching site. The Afghanistan Program conducts workshops and demonstrates the process of community change learned through other programs.

THE STUDENTS

The Graduate School is designed to meet the needs of professional development workers. Most students come from the ranks of government civil service employees, not-for-profit private development organizations, church-related mission organizations, and international relief organizations. A key to program success is that students pursue an advanced academic degree while remaining connected to their communities, and without having to leave their jobs and families for extended periods of time. The program provides students with the opportunity to obtain a quality advanced degree, from a U.S.-based educational institution, with all the academic rigor and prestige associated with that degree, while remaining connected to their community and their work. Students come to the program with work experience. They come with an identified community to work with and with the blessing, and often the scholarship support, of their employers. All three, community, employer and student, see benefits from the program and all three buy-in to help make the program work.

The students bring their work and life experiences to bear on their coursework and to share in the residential programs. Residential programs allow them to master new professional and academic skills and knowledge, to expand their horizons beyond the narrow focus of home, community and job, and to bond into a cadre of lifelong learners. Given the diverse cultures represented by these students, the residentials are proving to be extremely dynamic times of student learning for three primary reasons. First, because the students are teaching each other via the wealth of their experiential backgrounds. Second, because the residentials give faculty a chance to focus one-on-one and face-to-face on the particular learning and home-situation needs of each student. And third, because the sites visited bring concrete evidence of current global best practice, showing students examples that they can adapt and apply back home.

Although the Graduate School is chartered in West Virginia, at this time few students come from that state. Most of the students would, in a customary academic setting, be labeled as international students. However, in the global classroom that is the instructional mode of this program, there is no distinction as to student origin. For this

program, with field campuses in India, Peru, Tibet/China and the United States, all students are international students. The Graduate School might better be described as a global school for a global community of change agents. Table 1 shows the demographic profile of the first two classes. The diversity of students in the program can best be visualized by visiting the virtual web accessed through the Master's Program web site (www.future.org/masters).

Table 1**Entering Student Demographic Profile**

	Class One	Class Two
Gender		
Male	11	8
Female	7	10
Age		
18-25	1	1
26-35	6	6
36-45	5	5
46-60	6	6
Employment Status		
Government	1	1
NGO	11	12
Student/no other employment	1	2
Other	5	3
Occupation/Career focus		
Health	5	4
Community development	7	8
Conservation	1	1
Other	5	5
Class Totals:	18	18

THE ACCREDITATION AND SELF STUDY PROCESS

Future Generations submitted its Preliminary Information Form to the Higher Learning Commission on March 31, 2005. After receiving a favorable response from the Higher Learning Commission, the Board of Trustees appointed a Self-Study Steering Committee in March 2006. Given the small size of the faculty and the dispersed locations of much of the staff, this committee decided not to appoint specific sub-committees, but instead to have its members work with each subset of the constituency that was needed to address the issues for each criterion of accreditation.

Self Study Steering Committee Members

Self Study Coordinator Mike Rechlin (Faculty)

Criterion 1 Mission and Integrity Chris Cluett (Board of Trustees)

Criterion 2 Preparing for the Future Daniel Taylor
(President/Acting Dean)

Criterion 3 Student Learning and Effective Teaching Dan
Wessner (Academic Program Director)

Criterion 4 Acquisition, Discovery and Application of Knowledge
Henry Perry (Senior Faculty)

Criterion 5 Engagement and Service Traci Hickson (Development
Director and Master's Degree Graduate Class of 2005)

Federal compliance Jim Hollowood (Comptroller and
Administrative Officer)

Process of the Self-Study

In accordance with the directions given by the Higher Learning Commission, the Self-Study Steering Committee examined both Future Generations and the Graduate School.

The process used in conducting the Self-Study involved three modes of interaction. Time was allocated at annual international staff meetings, at faculty meetings, and at meetings of the Board of Trustees to initiate the process, gather information, and update these internal constituencies on the Self-Study process. The 2006 annual meeting of the Faculty College included a half-day working session where the faculty was actively engaged in the Self-Study process. The Steering Committee member responsible for each criterion led these sessions.

The Self-Study Coordinator worked with each Steering Committee member to help define their criterion, and to determine what data needed to be gathered to support any particular point in the study. Steering Committee members then decided which members of the organization to interact with in order to move their part of the study forward. In this way, everyone worked with everyone else. A diverse range of faculty and staff was involved in discussions on most of the criteria and core components. During their United States and Peru residentials, students were involved in the process through formal surveys and accreditation group discussions. Alumni of the first class participated in a formal survey and informal interviews with Steering Committee members. The process worked towards a discussion of each criterion and its core components, identification, evaluation and documentation on where Future Generations stood in reference to the criteria, and finally identification of opportunities for improvement. The opportunities for improvement will form the basis for developing a strategic plan of action to guide development of the Graduate School over the next two years.

To facilitate discussions with the far-flung faculty and staff of Future Generations, an online course, using Blackboard, was set up with faculty and field campus directors enrolled as students. This allowed Steering Committee members to post announcements and open discussion forums on Self-Study topics. The use of Blackboard in the Self-Study process was also a faculty development tool, allowing those new to the technology to become comfortable with the platform used in offering on-line courses, and to help create a campus atmosphere for sharing ideas between academic and research sites.

At the June 2006 all staff meeting the following objectives were approved for the Self-Study process:

1. Practice what we preach. A central tenet of the work of Future Generations is that decision-making should be based on information that is locally gathered and owned. In the development model we advocate, that process is described through the acronym SEED, which stands for Self-Evaluation for Effective Decision making. In this Self-Study process we will be doing a SEED analysis of our organization. As the Self-Study progresses, and after its completion, we will be basing institutional decision making within the organization, as much as possible, on the results of that ongoing assessment.
2. Assist Future Generations as it expands from being an international non-governmental organization (NGO) to also being a graduate school within a web-like community of learners.
3. Measure our graduate program against recognized norms and standards for U.S. graduate-level education.
4. Assist the evolving Future Generations Graduate School as it seeks to integrate scholarly research and reflection with the scaling up of a process of equitable community change.



CHAPTER TWO

Graduate Kelly Brown serves the Heiltsuk Nation of British Columbia, Canada as a land use planner and manager of the First Nations salmon cannery.

ELIGIBILITY REQUIREMENTS

Future Generations has a distinctive mission with the primary purpose of making the world a better place through the education of communities and community leaders.

After discussions with the Higher Learning Commission, Future Generations prepared and submitted its Preliminary Information Form ([exhibit 2.1 - PIF](#)) on March 31, 2005. The commission responded to this submission with its analysis of the PIF on January 16, 2006 ([exhibit 2.2](#)). The reviewers found that Future Generations had submitted sufficient narrative and documentation to proceed towards candidacy. The review found additional narrative and documentation needed to show that Future Generations met eligibility requirement eleven, Policies and Procedures, and eligibility requirement twelve, Planning.

This chapter of the Self-Study report is a restatement and further elaboration, with updated documentation, showing that Future Generations meets all the candidacy eligibility requirements. It also provides the additional narrative and documentation needed to show that eligibility requirements eleven and twelve are also fully met.

ELIGIBILITY REQUIREMENT ONE

Hold an appropriate legal status to operate as an organization offering higher learning in one of the states or sovereign nations within the North Central region, and have the legal authority to award education degrees and any other educational offerings wherever and however delivered.

A. LOCATIONS IN WHICH EDUCATIONAL ACTIVITIES ARE CONDUCTED

The Future Generations Graduate School for Research and Applied Studies in Community Change operates from its headquarters on North Mountain near Franklin, West Virginia, with practice-based learning occurring in the students' communities as well as at residential program sites in India, the eastern United States, Peru, Nepal, and the Tibetan Autonomous Region, China. In addition to degree-granting instruction directed from the headquarters, the Graduate School also offers non-credit bearing certificate courses in countries where Future Generations has on-going Country Programs with on-the-ground expertise in development, community change, primary health, and conservation.

The Country Programs are essential not only to the local and national communities served, and to the non-credit bearing certificate courses they offer, but also to the Master's program in Applied Community

Change and Conservation because of the real-life dimension which these programs bring to our students. Here in these sites, "best practices" in community development and conservation are sought out, while learning opportunities are developed for visiting Master's students. The four residential programs in the Master's program are held in India, the United States, Peru, and finally Nepal and Tibet/China. In these residentials, the members of each Master's class have the opportunity to compare successes and challenges to community-based change. Grounding the instruction in real, evidence-based experience is essential for the applied learning of this academic program. A comparison can be made between the instructional mode of this graduate program and that required for the applied professional learning objectives of medicine, in which a teaching hospital serves as a site of medical education. Community change and conservation, like medicine, are hard to master in the abstract, and learning about them becomes a great deal easier if taught through real-world experiences.

Each residential has a focus for its learning. In the first residential program, students visit and learn from health care and development projects in India. In the second, they compare social movements and conservation practices in the Adirondack region of New York to those in rural West Virginia, and they learn practical skills of leadership and peace-building. In the third residential, the class studies Peruvian models for sustainable agriculture and community-based health care on a nationwide scale. Finally, in the fourth residential, students address human ecology and program evaluation; they take a nine day trek to study community involvement in conservation and community development projects in the Nepali and Tibetan Himalaya, and conduct collaborative evaluations of community-based work.

Each Country Program operates within the requirements of the country in which it is located. Moreover, the education delivered in the Master's program residentials meets the standards of the West Virginia Higher Education Policy Commission. Whether providing instruction from the headquarters on North Mountain, or traveling through Andean and Himalayan villages, the Master's program relies upon experienced development practitioners and well-qualified professors to deliver its programs.

B. PROCESS FOR ASSURING COMPLIANCE WITH LAWS REGULATING CORPORATIONS AND HIGHER EDUCATION ACTIVITIES

Future Generations has entered into formal agreements with the appropriate authorities for its educational programming in West Virginia and at each Country Program location. All Master's Degrees are awarded through the Future Generations Graduate School and are thus subject to West Virginia law and the requirements of the State of West Virginia Higher Education Policy Commission. A requirement articulated by the state is that "Future Generations must make regular and timely progress toward accreditation by the regional accrediting body, the North Central Association's Higher Learning Commission."

On legal matters Future Generations consults with Marla Zelene Harman, Attorney of Law, in Franklin, West Virginia. At its international sites, Future Generations relies on host country staff and the senior government officials it partners with to assure full compliance with local laws. Future Generations has never been sued, nor had legal action brought against it for violation of the laws in any country in which it is working.

C. AGENCY OR STATUTORY PROVISION GRANTING LEGAL AUTHORITY TO AWARD DEGREES

Future Generations

On August 4, 2003, Future Generations was granted the right to confer the Master of Arts degree by the West Virginia Higher Education Policy Commission ([exhibit 2.3](#)). The West Virginia Higher Education Policy Commission is responsible for developing, establishing and overseeing the implementation of a public policy agenda for higher education. It is charged by the state legislature with the oversight of higher educational institutions to ensure they are accomplishing their missions and implementing the provisions set by state statute. The Commission is made up of nine members. Seven are appointed by the governor. There are two ex-officio members,

including the Secretary of Education and the State Superintendent of Schools.

Future Generations-India

Future Generations has three agreements to function in India. Future Generations is in compliance with the Foreign Countries Registration Act required by all foreigners doing business in India. The national government has chartered and licensed Future Generations as a non-governmental organization with authority to conduct business in India as Future Generations-International, Future Generations-India, and Future Generations-Arunachal Pradesh. Future Generations-India is registered in Delhi, the national capital, as a nationally active non-governmental trust. Future Generations-Arunachal Pradesh is registered in Itanagar, the State capital, as a statewide active non-governmental society authorized to form sub-organizations at the village level.

Future Generations-Peru

The organization, Futuras Generaciones-Peru, is authorized by the Peruvian government to function as a non-governmental educational entity within Peru. The Country Program Director works closely with the government and the Ministry of Health to ensure that all requirements are met and to further the work of Futuras Generaciones-Peru and the CLAS health care system.

Future Generations-Tibet Autonomous Region (TAR), China

Future Generations functions under a cooperative agreement with the Department of Science and Technology of the government of the TAR, China. Future Generations also has a separate cooperative agreement for China-wide operations that is established through Beijing Forestry University. The Country Program Director, headquartered in Beijing, China, is responsible to ensure that all requirements of the Chinese and Tibetan authorities are met.

Future Generations-Afghanistan

In Afghanistan, the authorization to function comes from the Afghanistan Foreign Minister. Currently, Future Generations-Afghanistan has an international organization charter, but in the next two years this is expected to change into a purely Afghanistan national charter under the Ministry of Education. The Afghanistan Country Program Director, headquartered in Kabul, works closely with the Ministry to ensure that all requirements are met under a registration regulation, granting international non-governmental organizations authority to operate by the Ministry of Education, the Ministry of Reconstruction and Rural Development, and the Ministry of Foreign Affairs.

Copies of documentation and signed agreements authorizing Future Generations to operate in each of its international sites are provided in [exhibit 2.4](#).

D. CORPORATE STATUS OF THE ORGANIZATION

Future Generations and the Future Generations Graduate School for Research and Applied Community Change are both private not-for-profit organizations. Future Generations was registered in 1992 with the state of Virginia as a not-for-profit organization. The Graduate School was registered as a separate entity on January 1st, 2006, in the state of West Virginia ([exhibit 2.5 - organizational charters](#)). Future Generations has the not-for-profit 501 (c) (3) status with the Internal Revenue Service. The Graduate School has recently applied for similar IRS tax exemption status.

ELIGIBILITY REQUIREMENT TWO

Publish and make available to students and the broader public statements of mission approved by its governing board defining clearly the nature and purpose of the higher learning provided by the organization and the students for whom it is intended.

A. STATEMENTS OF MISSION

The mission statement, as approved by the Board of Trustees on December 4, 2004, ([exhibit 2.6 - board minutes](#)) states that:

“Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development. As an international school for communities offering graduate degrees in Applied Community Change and Conservation, we provide training and higher education through on-site and distance learning. Toward this end, we support field-based research, promote successes that provide for rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.”

B. EXPLANATION OF MISSION STATEMENT

Future Generations has a distinctive mission with the primary purpose of making the world a better place through the education of communities and community leaders. We believe that generations of the future can live better lives than generations of today by working together in community. The mission is clearly understood by the constituency of Future Generations, including its Board of Trustees, student body, staff, donors and the communities in which we work. This statement of purpose is embodied in the last sentence of the mission statement “...we support field-based research, promote successes that provide for rapid expansion and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.”

The first statement, “*Future Generations teaches a process for equitable community change that integrates environmental conservation with development,*” embodies both the nature and purpose of the educational program. The mission clearly addresses the mode of instruction as well as the nature of the instruction in the phrase “...we provide training and higher education through on-site and distance learning.” Future Generations utilizes a blended learning pedagogy that combines the strengths of interactive online learning, ongoing applied practicum work, and field residential instruction.

The phrase “*an international school for communities*” defines the student body for which the learning is intended and makes the statement that our students come from around the world and that our programs serve communities throughout the world. The name of the institution, “Future Generations Graduate School of Research and

Applied Community Change,” and the phrase, “...*an international school for communities offering graduate degrees in Applied Community Change and Conservation,*” defines Future Generations place within the broader higher learning community. It is a research and teaching institution offering a graduate degree in a specific discipline, namely, Applied Community Change and Conservation.

The mission statement is readily available to students and the public through the website, (www.future.org). It is posted at all Future Generations offices. The mission statement and expanded statements of vision, values and goals are available in publications such as the Catalog, Viewbook, posters, brochures, and Annual Reports ([exhibit 2.7](#)).

ELIGIBILITY REQUIREMENT THREE

Have students enrolled in degree programs before achieving candidacy or have graduated students from its degree programs before achieving accreditation.

B. GRADUATED CLASS

Class One initially matriculated 18 Master’s candidates who began their studies in January 2004. Seven members of this class now have completed their coursework and were awarded degrees in Applied Community Change and Conservation at a graduation ceremony on October 15, 2005 in the Qomolangma National Nature Preserve at the foot of Mt. Everest ([exhibit 2.8 - diploma](#)). The rigors of the program, as well as work demands and visa problems, account for the program attrition.

A. ENROLLED CLASS

Class Two matriculated 18 students who began their course work in January 2006. As of December 2006, fourteen members of this class had completed the third residential program. It is anticipated that all fourteen will complete their degree requirements by October 2007. A complete list of students from both classes and their status in the program is provided in [exhibit 2.9](#).

ELIGIBILITY REQUIREMENT FOUR

Document governance and administrative structures that legally enable the organization to protect its institutional and educational integrity.

A. THE BOARD OF TRUSTEES

The Future Generations Bylaws provide for the establishment of a Board of Trustees as the governing body of the institution ([exhibit 2.10](#)). The twelve-member Board presently has eleven sitting members, with one seat vacant ([exhibit 2.11](#)), that establish governance policies to be implemented by the President ([exhibit 2.12- organizational chart](#)). The Board holds a June meeting at North Mountain and a winter meeting at another convenient location. Additional telephone conferences and occasional face-to-face meetings are held, as issues require. The winter meeting tends to emphasize long-range and strategic planning, with the summer meeting focusing on implementation. Board approved policies are recorded in meeting minutes ([exhibit 2.13- minutes of most recent three meetings](#)), and decisions of the Board may, if appropriate, end up being incorporated into the Future Generations Policies and Procedures Manual.

With the incorporation of the Future Generations Graduate School, and in accordance with its Bylaws, a separate Graduate School Board was established. This Graduate School Board of Trustees is made up of members of the Future Generations Board. It held its first meeting in December 2006.

Conflict of interest is clearly addressed in Article XIV of the corporate Bylaws. Conflicts of interest are to be fully disclosed and Board members are to recuse themselves from voting on any issue where a conflict of interest exists ([exhibit 2.14- Bylaws Article XIV](#)).

The Board assures financial integrity by monitoring financial reports prepared by the Comptroller. The Treasurer of the Board conducts a regular and thorough review of the organization's present finances and future obligations, and reports to the full Board on the findings. An annual external audit is conducted by the firm Martin, Beachy, and Arehart, Certified Public Accountants, of Harrisonburg Virginia. A copy of the 2006 annual audit report is provided in [exhibit 2.15](#).

The Bylaws call for the creation and staffing of the position of President as the chief executive officer of the organization. The Board of Trustees has the responsibility for hiring, evaluating and firing the President ([exhibit 2.16 - Bylaws pertaining to the President](#)). The Bylaws, in Article VIII, define the duties and powers of the President. The Board has the power to revise the job description ([exhibit 2.17 - President's job description](#)).

Future Generations has grown rapidly to become an NGO with worldwide programming that includes a parallel educational institution. Policies and procedures were historically embedded in the minutes of the Board of Trustees meetings and of the Administrative Council, as well as in customary modes of operating. A major initiative codified these policies and procedures in the Future Generations Policies and Procedures Manual ([exhibit 2.18](#)). This manual was presented to the Board of Trustees at the December 2006 Board meeting. Additionally, the Bylaws for the Graduate School were approved by the Board in the December 2006 meeting ([exhibit 2.19- Graduate School Bylaws](#)).

Subsequent to its incorporation as a separate legal entity, a separate Graduate School Board of Trustees was established comprising members of the Future Generations Board. The Graduate School Board first formally convened at the December 2006 meetings of the Future Generations NGO Board. As the NGO is still clearly the parent organization, the evolving leadership of the Board of Trustees for the Graduate School will occur gradually and take on responsibilities as appropriate ([exhibit 2.20 - minutes of the First Meeting of Graduate School Board](#)).

The Board assures access to information for sound judgment by requiring regular reports from the President and by regularly visiting field programs. For example, the Board Chair and the Board Secretary visited three of the four Country Program sites within the last year, and two other trustees also visited project sites during this period. It is a requirement of Board membership that all trustees visit at least one field site during their three-year term. Two Board members participated in the Master's program as lecturers, and Board member, William Carmichael, delivered the commencement address to the first graduating class.

The summer Board Meeting is customarily preceded by an international staff meeting, providing the opportunity for Country Program Directors and the Dean to report directly to the Board of Trustees ([exhibit 2.21 - spring 2006 Board agenda](#)). This international staff meeting will be augmented beginning in June 2007 with a parallel comprehensive meeting for the Faculty College.

B. THE CHIEF EXECUTIVE OFFICER

Dr. Daniel Taylor is the current President of Future Generations and has held that position since the founding of the organization in 1992. He was a founding member of the Board of Trustees and holds a voting membership on the Board. Initially, he served as Board Chair and President. However, in 1994, the two functions were split and the Board Chair became the chief volunteer officer with the President as the chief executive of the organization. Dr. Taylor's duties encompass the following responsibilities of leadership: strategic planning, strategic development, institutional development and fund raising, Board development, fiscal management, program planning, and administration.

As chief executive, the President of Future Generations reports directly to the Board of Trustees and is responsible to that governing board for the supervision and administration of academic, field, business and fiscal operations. It is the duty of the President to make recommendations to the Board relating to general policies of the organization and to maintain coordination among its several functions, including fostering and promoting instruction, research and service. Similarly, it is the duty of the President to convey the decisions and policies of the Board to the staff.

The President, working with the staff and the Comptroller, prepares the annual budget for Board approval. The President serves the organization in a fiduciary capacity with regard to the management of all funds, whether operating funds, reserves or investments. The President is the official spokesperson for the organization. He represents Future Generations and the Board of Trustees before all private and public agencies and audiences.

Other responsibilities of the President include working closely with constituencies such as governmental agencies, accrediting boards and elected officials. In the daily management of the organization, the President interprets existing policy and has the authority to establish new policy with respect to educational, business and financial matters. The President also heads the organization's development efforts. Those who follow the current founding president will serve on the Board of Trustees in an *ex-officio* capacity.

All staff members are subject to the supervision and direction of the President. The President may delegate responsibilities and otherwise use the talents and abilities of the staff in the administration of the organization.

C. WORKING AND REPORTING RELATIONSHIPS BETWEEN THE GOVERNING BOARD AND THE ADMINISTRATION

The relationship between the governing Board of Trustees and the administration is characterized by respect for and knowledge of the appropriate roles of each entity. Staff members are permitted to appeal to the Chair of the Board if the concerned individual is in substantive disagreement with the actions or policies taken by the President.

The President is employed by the Board of Trustees and has direct reporting responsibility to them. The President is responsible for hiring and evaluating of staff. Employees who report directly to the President are: the Comptroller; Director of Academic Programs; Director of Development and Communications; the Country Program Directors in Peru, Afghanistan, and China; plus the President's Secretary.

The President communicates regularly with the Chair of the Board and formally reports to the Board of Trustees at every Board meeting. Although Future Generations staff members work directly with Board members, their reporting relationship to the Board is through the President.

Future Generations is decentralized, with each Country Program Director having responsibility for the management of his/her programs. The North Mountain headquarters provides financial, legal and management support to each Country Program. Although the Country Program Directors report to the President, their day-to-day activities are coordinated by the Comptroller and Administrative Officer, who work with each Country Program Director in the development of annual workplans ([exhibit 2.22 - illustrative country workplan](#)). The Comptroller concurrently serves as the Administrative Officer, with responsibilities for managing the day-to-day operations of Future Generations-North Mountain.

The Dean oversees the administration of the Future Generations Graduate School, including the Master's program, non-credit bearing certificate-level workshops, and the research initiatives being conducted within the Graduate School. The Director of Academic Programs reports to the Dean and is responsible for leading the Master's program ([exhibit 2.23 - organizational chart](#)).

ELIGIBILITY REQUIREMENT FIVE

Document that it has core values and strategic priorities that assure its graduates will be capable of contributing to the communities in which they live and work.

A. ORGANIZATIONAL COMMITMENT TO PREPARING STUDENTS FOR THEIR PROFESSIONAL AND CIVIC LIVES.

“Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development.”

Mission statement

The Future Generations Master's program calls upon its graduates to embrace this organizational mission. The Master's program works primarily with development professionals to release their creative knowledge and hone their community-based skills to become effective community change agents and development leaders in their own countries.

The SEED-SCALE methodology taught as part of this program uses a community-based unit of analysis. It examines how each community, and how groups of communities, confront challenges by examining their strengths and limitations. The education provided in the Master's program makes use of worldwide “best practices” of community change and conservation. This approach builds capacity for new thinking, and effective responsiveness to local and broader needs. It focuses the community’s reservoir of human energy to ignite change.

Students in the Master’s program come from a community, examine its learning potential, and return to a community context for their Applied Practicum Research. Students and graduates join a global network of community change and conservation scholar-practitioners.

B. CURRICULAR AND CO-CURRICULAR ACTIVITIES PREPARING STUDENTS FOR LIFE IN THE COMMUNITIES THEY LIVE AND WORK

The Graduate School curriculum is built around a blended learning pedagogy of interactive online instruction, an ongoing applied practicum involving community work, and site-based residentials. Knowledge gained through these learning experiences, expressed as specific student learning outcomes, is provided to students and the general public through the program catalog ([exhibit 2.47](#)) and online at www.future.org and in the Master’s program Viewbook ([exhibit 2.24](#)). The program is designed to allow students to progress through their academic program while remaining in their home communities, with their families, and on their job. Most students come to the program from jobs in community development. The students, their employers and their communities, as well as the Graduate School, expect that they will bring their learning back to their home communities.

Interactive online learning connects students with faculty and peers for coursework while allowing them to continue applied work within their home communities.



Interactive online instruction

Future Generations students live across the world. Before the start of each term's online instruction, students receive their course books and readings. Professors use online instruction to introduce course material before a practicum or to follow-up on material learned during a practicum. Online instruction is conducted through Blackboard, allowing students to download and submit answers to assignments, as well as contribute to threaded discussions. Since our students engage their online lessons from their home community, each is expected to question, analyze, and apply the subject matter within the context of his or her particular culture, economy, and ecological setting.

Applied practicum

The practicum is designed as a time for students to apply what they are learning to their host community. This community-based study is where real life situations give shape and meaning to the course content. No aspect of this graduate-level study is far removed from the assets, needs, questions, and workplans of one's home community. The practicum enhances each participant's study of community change and conservation. Often the practicum project is related to the student's employment. By remaining engaged with their sponsoring communities during the course of the Master's program, the students are constantly relating their educational experiences to

the work they do in their day-to-day job as a government employee, employee of a faith-based organization or NGO, or some other form of community-based work. The general objective of this final work product is to have students apply their learning to benefit their home-based community.



The practicum enhances each participant's study of community change and conservation.

Site-based residentials

During the course of two years' study, each class meets for four site-based residential programs, held in India, the United States, Peru, and in Nepal and Tibet/China. Three of these residentials are hosted by Future Generations Country Programs, and the fourth is run from the Future Generations headquarters in West Virginia. In these month-long residentials, students observe firsthand the “best practices” of community change and conservation. Whether at Gandhi's ashram in India, trekking through Himalayan nature preserves, in the Adirondack State Park of New York State, at Peruvian community health centers, or in Tibetan community extension program offices, students examine sustainable community-based initiatives that have “gone to scale” in serving broad regions of people.



Site-based residentials provide opportunity for field study, classroom instruction, and peer-to-peer learning.

Part of the value of the residentials is that they bring the class, including diverse development professionals, together. As a school that reaches into communities to create its learning environment, the Future Generations Graduate School does not support typical college co-curricular activities. However, as the students' travel and work together during the residential sessions, they form lasting bonds and begin to mentor each other's work. The Graduate School experience connects students to a growing network of fellow development workers as they continue community-based work and service worldwide.

Inter-cultural Communicative Competence (IC3)

Language acquisition is a door through which a learner may come to understand another's culture, worldview, and perspective on community change and the environment. While our graduate degree program uses English as its primary medium for communication, every class member is to work on acquiring keener second language skills.

Since many of our students are mid-career professionals from all parts of the world, there is a clear need to provide relevant and interactive English language lessons. We provide the IC3 curriculum

to enhance English fluency and to further inter-cultural networking with other development practitioners. Class members who are native English speakers either study another language or another medium of communications, such as photography or the application of Geographic Information Systems. This equitable, reciprocal language curriculum provides on-line lessons and face-to-face instruction during residentials. The IC3 curriculum is a vehicle for showing how social and educational change may occur among linked communities.

D. CONNECTIONS BETWEEN CURRICULAR AND CO-CURRICULAR ACTIVITIES THAT SUPPORT SOCIAL RESPONSIBILITY; A COMPACT OF ACCOUNTABILITY

Master's program students and instructors lead engaging lives. Quite often, they are simultaneously researchers, development workers, and community leaders. An important attribute that these students and instructors share is a sense of co-learning. One distinctive component of this graduate-level program is that our students do not leave their home communities for more than one month at a time while completing their degree. They remain immersed in community responsibilities and hopes. Students and instructors work with each other toward accountability of the work product, the applicability of studies at the community level, and the development of strong relational skills. If this program is to teach community empowerment, it must itself embrace and practice community values.

E. EXPLAIN HOW STATED, REQUIRED LEARNING OUTCOMES PREPARE GRADUATES FOR THEIR PROFESSIONAL AND CIVIC LIVES.

The Master's program Catalog ([exhibit 2.25- Catalog pp 7 and 8](#)) states student-learning outcomes in terms of core competencies, concepts and principles, and professional skills. The Master's Degree is a professional master's program. It is designed to give graduates the preparation they need to do community development and address issues of conservation, social justice and equity. Each of the stated learning outcomes, from leadership and group facilitation skills to specific knowledge in the areas of health care, environmental monitoring, and food and water security, are meant to give graduates

the preparation they need to be successful in their professional work and in their civic lives.

ELIGIBILITY REQUIREMENT SIX

Demonstrate that it has engaged qualified academic personnel essential to assure effective curriculum, instruction, and academic programs.

A. ACADEMIC PERSONNEL; THEIR ROLES AND RESPONSIBILITIES

Future Generations Graduate School faculty members are selected for their commitment to excellence in teaching, knowledge of their discipline, abilities in research and creative activities, and their interest in public service. Faculty are committed to the premise that community empowerment can make a difference in people's lives. Most have had first hand experience with the SEED-SCALE model, have lived and worked overseas, and have strong academic backgrounds.

Faculty members are charged with providing a rigorous educational experience that will ensure that graduates have the skills they need to be effective practitioners and leaders within their communities. Faculty members are chosen for their expertise in their given discipline as well as for their knowledge of community development and conservation.

Faculty must be able to teach not only in the formal classroom but also to utilize effectively the several pedagogies of our blended learning approach. With the guidance of the Director of Academic Programs, the faculty has received training in the use of Blackboard to facilitate interactive online instruction. Faculty members are charged with the design of their individual courses and the development of the overall curriculum.

The first responsibility of the faculty is to teach in the Master's program. Faculty are also called to work with Program Directors to offer non-credit bearing certificate programs that further the research and demonstration programs they offer to local development and village leaders. The objective is to foster a lifelong learning process

that begins in community, is enhanced through graduate studies, and then finds application and scaling-up potential from a community base ([exhibit 2.26 - faculty vitae](#)).

Endowed professors

Robert L. Fleming, Professor for Equity and Empowerment, Conservation

Ph.D., Zoology, Major: Ornithology; out-of-department minor: Botany Michigan State University, 1967
B.A., Albion College, 1959

Dr. Fleming is an eminent natural historian with extensive global experience. Following his work with the Smithsonian’s Office of Ecology, he worked with his father Robert Fleming, Sr. to publish the field guide, *Birds of Nepal*, and two subsequent editions. For the last thirty years, Fleming has been exploring the 2200-mile-long Himalayan Mountain System, as well as most of the biologically distinct regions of Asia. He has also studied the biodiversity of ten eastern and southern African National countries and thirteen Pacific and Indian Ocean island groups. He has led numerous trips to all these places.



Dr. Bob Fleming, Professor for Equity and Empowerment, Conservation, gathers with students at the entrance to Sagarmatha National Park in Nepal.

Henry Perry, Carl Taylor Professor for Equity and Empowerment,
Health

M.D., Johns Hopkins University, 1974

Ph.D., Sociology and Anthropology (Social Relations),
Johns Hopkins University, 1976

M.P.H., Johns Hopkins University, 1971

B.A., Duke University, 1969

Dr. Perry has a long and distinguished career in health care, field research, administration and teaching. He served as the Director General and CEO of the Hospital Albert Schweitzer in Haiti, was the technical advisor for maternal and child health in Bangladesh with the ICDDR, B: Center for Health and Population Research and the BASICS Project, and was the founder of Curamericas (formerly Andean Rural Health Care) and director of its activities in Bolivia. Perry has a longstanding involvement in fieldwork and writing about community-based primary health care and has published three books and more than fifty articles in these areas. He also has a broad experience in working directly with communities, community leaders, and field staff to strengthen community programs.

Dr. Perry is also Adjunct Professor at the Rollins School of Public Health of Emory University and Associate in the Department of International Health at the Bloomberg School of Public Health of the Johns Hopkins University, and part-time International Program Coordinator for Curamericas.

Full-time administrative personnel with faculty responsibilities

Jim Hollowood, Comptroller and Administrative Officer

Ed.D., Administration, Planning and Societal Policy,
Harvard University

B.S. University of Pittsburgh, 1969

Dr. Hollowood has provided financial and operations management in a dozen countries for educational, social service and real estate development programs. He has served as a trustee on several educational and civic boards. Dr. Hollowood is the financial comptroller and chief administrative officer for Future Generations.

Daniel Taylor, President

Ed. D., Development Planning, Harvard University, 1972

Ed. M., Harvard University, 1969

B.A., Johns Hopkins University, 1967

Dr. Taylor's work with communities includes a village-based childhood in India, family planning education in Nepal, field-based educational programs in the United States and the Himalayas, assisting college-bound students in West Virginia, promoting community-based nature protection in Nepal, China, and India, and systematic scholarship in strategies for sustainable and equitable change. Taylor is President of Future Generations and had prior positions with Johns Hopkins University, Woodlands Mountain Institute, and the United States Agency for International Development. Dr. Taylor is the author of three books and more than thirty articles. He was knighted by the King of Nepal in 1990 for his work in conservation, made an Honorary Professor by the Chinese Academy of Sciences in 1992 for his scholarship and leadership in conservation, and decorated in 2004 with the Order of the Golden Ark by Prince Bernhard of The Netherlands for his work in nature conservation.

Dan Wessner, Director of Academic Programs

Ph. D., International Relations, University of Denver, 2000

M.Div., Princeton Theological Seminary, 1990

J.D., University of Virginia School of Law, 1983

B.A., Stanford University, 1979

Dr. Wessner's work in international education and development links scholars of developing and superpower states. Most of his immersion into the villages and cities of non-western countries has been in China, Thailand, and Vietnam. Wessner is Director of Academic Programs for Future Generations and he also teaches International and Political Studies at Eastern Mennonite University, specializing in human rights regime-building, intercultural communication, comparative law/politics, Southeast Asian affairs, and the role of non-state actors in international development. Wessner is the author of nearly twenty articles and is completing a book on Vietnam's state-societal relationship.

Adjunct faculty

Elaine Zook Barge, Adjunct Instructor of Trauma Studies

M.A., Conflict Transformation, Eastern Mennonite University

B.S., Nutrition/Community Development, Eastern Mennonite University

Elaine Barge directs the Strategies for Trauma Awareness Resilience (STAR) of the Practice Institute, Eastern Mennonite University. She has worked extensively in El Salvador, Cuba, Guatemala, and across Latin America and the Caribbean with communities suffering human rights abuses. She directs STAR workshops and facilitates experiential learning in human rights and trauma recovery.

Karen Edwards, Adjunct Professor in Nature Conservation and Management

M.A., Liberal Studies, SUNY Plattsburgh, 1984.

B.A., Mathematics, SUNY Potsdam, 1980.

Karen Edwards is currently a professor of mathematics at Paul Smith's College. She has worked in the education field for 26 years and is a former Division Head in the areas of forestry and natural resources. Karen is pursuing a doctorate in curriculum and instruction from the University of Albany.

Chris Gingrich, Adjunct Professor of Economics.

Ph.D., Economics, Iowa State University, 1995.

M.S., Agricultural Economics, University of Illinois, Champaign - Urbana, 1987.

B.S., University of Illinois, Champaign - Urbana, 1985.

Dr. Gingrich is professor of economics at Eastern Mennonite University. He has worked in community development, primary health care, and urban/rural studies of low-income households in Nepal, Peru, and Haiti.

Dorothy Wills Knapp, Director of Program Operations

M.A., Politics and Soviet Studies, Princeton University, 1972

B.A., Political Science, Wellesley College, 1967

Dorothy Knapp has worked in educational and nonprofit administration and management for over 30 years. As an employee of the American Council of Learned Societies, she worked on Soviet and East European advanced academic research exchanges, first as a

researcher, later moving into program development, fundraising, and public affairs. She then joined Carnegie Corporation of New York as its corporate secretary with a special focus on its international grant making. In 2000 she returned to campus as the development officer of the College of the Atlantic in Bar Harbor, Maine. In 2004 she joined Future Generations as its Deputy Country Program Director for Afghanistan. She returned to the U.S. in June 2006 to assume her current position, overseeing the operations of Future Generations four country programs.

Sheila McKean, Adjunct Professor in Agriculture, Food Security, and Population Studies

Ph.D., Agronomy, University of Reading, United Kingdom, 1989.

M.Sc., Soil Chemistry, University of Reading, United Kingdom, 1985.

B.Sc., University of Glasgow, United Kingdom, 1983.

Dr. McKean spent five years at the Center for Tropical Agriculture in Colombia. During the past twelve years, she has worked as a protected area consultant in Bolivia. McKean is the author of nearly twenty articles, specializing in tropic soil science. With her husband, Daniel Robison, she farms 25 hectares near Rurrenabaque, Bolivia, where they experiment with mixed agroforestry, livestock, alternatives to slash and burn agriculture, and local rainforest ecosystems.

Mike Rechlin, Adjunct Professor of Sustainable Forestry

Ph.D., Resource Management and Policy, State University of New York, 1986.

M.S., University of Michigan, 1973.

B.S., University of Michigan, 1968.

Dr. Rechlin has practiced sustainable forestry and protected areas management in the United States, Nepal, India, and Tibet for thirty years. He has extensive teaching experience and has designed educational programs for many international groups visiting the Adirondack Park of New York State. He worked in Nepal for two years as Chief of Party to the USAID-funded Institute of Forestry Project. Rechlin holds academic appointments at Principia College and the Yale School of Forestry and Environmental Studies.

Daniel Robison, Adjunct Professor in Agriculture, Food Security, and Population Studies

Ph.D., Soil Science, University of Reading, United Kingdom, 1987.

B.S. and B.A. Kansas State University, 1984.

Dr. Robison has held numerous international contracts for strategic planning in and around protected areas in Latin America. Dan Robison presently lives, researches, and consults in Bolivia with regard to tropical soil science, protected areas, and the environmental impact of cattle and horse productivity. The author of more than thirty articles, he combines theoretical knowledge with first-hand farming knowledge of farming in rainforest ecosystems. With his wife, Sheila McKean, Dan farms 25 hectares near Rurrenabaque, Bolivia.

Lisa Schirch, Adjunct Professor in Social Movements and Peacebuilding

Ph.D., Conflict Analysis and Resolution, George Mason University, 1997

M.S., Conflict Analysis and Resolution, George Mason University, 1993

B.A., University of Waterloo, 1991

Dr. Schirch is a former Fulbright Fellow and is currently professor of peace building at Eastern Mennonite University. She has worked in every region of the world as a researcher, trainer, and facilitator in identity-based conflicts, conflict and violence analysis, and civilian peacekeeping. Schirch consults with a network of strategic partner organizations throughout the United States, Latin America, Africa, Asia, Europe, and the Middle East.

Carl Taylor, Senior Scientist, Health

Dr. P.H., Harvard School of Public Health, 1953

M.P.H., Harvard School of Public Health, 1951

M.D., Harvard Medical School, 1941

B.S., Muskingum College, 1937

Dr. Taylor is Professor Emeritus at the Johns Hopkins University, School of Public Health. He has been engaged in international health for eight decades and has an abiding concern to promote equity and bring better health to the disadvantaged. Beginning with helping in clinical care in the jungles of India as a young child, Carl has worked

in more than seventy countries and chaired numerous international expert groups. From 1961 to 1984, Carl was Chairman of the Department of International Health at Johns Hopkins University. He has also held professorships at the Harvard School of Public Health and the Christian Medical College in Ludhiana, India. He was UNICEF Representative in China from 1984 to 1987. In addition to his doctorates in medicine and public health from Harvard University, he holds numerous honorary doctorates and professorships, and has published six books and nearly two hundred articles. He served as Country Program Director for Future Generations-Afghanistan for two years (2004-2006), and is currently its senior health advisor.

George Taylor

M.S., Forestry Resource Management, State University of New York, 1979.

B.A., African History, Wesleyan University, 1972.

George Taylor has twenty-two years of experience in international environment, forestry management, and social change in Asia, Latin America, and Africa under the auspices of the United States Agency for International Development (USAID). He also provided program conceptualization, design and evaluation, guidance and technical support, and networking to USAID and other missions across these three continents. He has coordinated development projects among an array of donors, non-governmental organizations, the private sector, government ministries, and social entrepreneurs. Taylor has authored more than a dozen articles and is the recipient of several prestigious environmental, development, and service awards.

Country Program Directors

Laura Altobelli, Country Program Director, Peru

Dr. P.H., Johns Hopkins University School of Hygiene and Public Health, 1988

M.P.H., Johns Hopkins University, 1982

B.S., University of Missouri at Columbia, 1974

Dr. Laura Altobelli is a public health professional specializing in international maternal child health and nutrition. She also holds the rank of a professor in the School of Public Health and Administration of the Peruvian Cayetano Heredia University in Lima.

Altobelli has worked for many years in Latin American community health programs, beginning as a Peace Corps volunteer in the 1970s. She continues this work as a researcher, evaluator, and project consultant on community health and nutrition programs for a variety of international cooperation agencies and NGOs. She conceptualizes, designs, and provides guidance for Future Generations-Peru work among hundreds of community health clinics and programs throughout Peru.

Homayra Etemadi, Country Program Director Afghanistan
M.A., Girton College, University of Cambridge
B.A., Girton College, University of Cambridge

Homayra Etemadi is an experienced international development and humanitarian assistance manager with a wide range of experience working with donors, project staff and beneficiaries on socio-economic programs. Etemadi has worked as a senior private sector relations officer for the International Federation of Red Cross and Red Crescent Societies and served as Chief Executive Officer of the Foundation for the International Federation of Red Cross and Red Crescent Societies.

Frances Fremont-Smith, Country Program Director, China
Ed.M., Interactive Technology in Education, Harvard
University, 1985
B.A., Connecticut College 1979

Frances Fremont-Smith has directed the expansion of Chinese language, culture, and history programming in international schools and in U.S.-based academies that have strong international education components. Most recently, Fremont-Smith has given direction to Future Generations scaling-up of community-based environmental and health projects in the Tibet Autonomous Region.

Special instructors

Ben Lozare,
Ph.D., University of Wisconsin, 1982
M.S., University of Wisconsin, 1977
B.A., University of the Philippines

Dr. Lozare leads the JHU/CCP Training and Performance Improvement Division and the development of SCOPE (Strategic Communication Planning and Evaluation), a computer-aided communication planning software used in training workshops. He has more than 25 years of experience in research, teaching, and practice in international and development communication and has developed and conducted the Gates Institute series of Leadership Seminars for Reproductive Health for students from around the world.

Henry, Mosely, Professor of Population and Family Health
M.P.H., Johns Hopkins University School of Hygiene &
Public Health, 1965

M.D., University of Oklahoma School of Medicine, 1959

B.A., Rhodes College, 1955

Dr. Mosely is a professor in the Department of Population and Family Health Sciences at Johns Hopkins University. He has served as Director of Training for the Bill and Melinda Gates Institute of Population and Reproductive Health at JHU. He is also a former Child Survival Program Officer for the Ford Foundation and is a former Director for the Cholera Research Laboratory/ICDDR-B in Bangladesh. Mosely works in collaboration with Ben Lozare in the deployment and delivery of STAR Guide software for the Gates Seminar in Strategic Leadership and Management for Population and Reproductive Health.

Student Support Services

Brian Bland, Interactive Online Learning Coordinator

B.S., Alderson-Broaddus College, 1990

Brian Bland's experience in interactive online learning includes maintaining the Master's program website and administering Blackboard for the institution. Brian is completing his Master's in education. He is also the Registrar for the Future Generations Graduate School.

Elizabeth Holdeman, Language Advisor and Tutor

M.A., Curriculum and Instruction. English as a Second
Language, University of Colorado, Denver, 1990

B.A. Colorado State University, 1981

Elizabeth Hodgeman combines fine arts, English language, curriculum design, and inter-cultural studies to provide Future Generations students with innovative web-based language learning and tutoring. She has worked extensively in Greece, China, Vietnam, and U.S. public schools. She sits on a mental health board in Virginia and formerly directed the Peace Arts Center in Ohio.

Judith Hollowood, Director of Admissions

M. B.A., Simmons College School of Management, 1982

M.A., Tufts University, 1980

M.S.L.S. Rutgers University, 1970

B.A. Harvard University, 1969

Before coming to Future Generations, Judith Hollywood developed and tested financial planning applications. Prior to her business career, she was an academic librarian.

Teaching assignments

Teaching responsibility for Class Two of the Masters Program is provided in Table 2.1

Table 2.1

Faculty teaching responsibilities - Class Two Masters Program

Instructor	Course Instruction
Bob Fleming	Human Ecology Pedagogy of Place: Nepal and Tibet*
Henry Perry	Healthy People, Healthy Communities Leadership and Organizational Dynamics* Empowerment and Evaluation
Daniel Taylor	Introduction to Community Change and Conservation Going to Scale with Community Development Synthesis and Integration*
Dan Wessner	Pedagogy of Place: Home and India Pedagogy of Place: United States Sustainable Development Synthesis and Integration*
Elaine Zoo Barge	Social Change and Conflict Transformation*

Karen Edwards	Nature Conservation and Management*
Jim Hollowood	Applications of Nonprofit Management*
Sheila McKean	Practicum: Research Design and Methods* Practicum: Prospectus Design* Practicum: Applied Research II* Food and Water Security
Mike Rechlin and Karen Edwards	Nature Conservation and Management*
Daniel Robison	Practicum: Research Design and Methods* Practicum: Prospectus Design* Practicum: Applied Research I Practicum: Applied Research II*
Lisa Schirch	Social Change and Conflict Transformation*
George Taylor	Applications of Nonprofit Management*
Laura Altobelli	Pedagogy of Place: Peru
Frances Fremont- Smith	Pedagogy of Place: Nepal and Tibet*
Ben Lozare and Henry Mosley	Leadership and Organizational Dynamics*

* Denotes shared teaching responsibility

Administration

Future Generations is actively recruiting for the position of Dean of the Graduate School. From the School's inception and until this position is filled, Future Generations President Daniel Taylor has served as Interim Dean. The job description for Dean of the Graduate School is provided in [exhibit 2.27](#).

Administrative staff

Brian Bland, Registrar and Interactive Online Coordinator
 Jason Calder, Carnegie Research Project Director
 Traci Hickson, Director of Development and Communications
 Jim Hollowood, Comptroller and Administrative Officer
 Judith Hollowood, Director of Student Management
 Mike Rechlin, Self Study and Accreditation Coordinator
 Daniel Taylor, President
 Dan Wessner, Director of Admissions

Support Staff

Elizabeth Holdeman, Language Tutor

Carol Mick, Financial Manager

Julia Posteraro, Development Associate and Language Tutor

Michelle Simon, Accounting Assistant

Beck Vaus, Administrative Assistant

C. HOW ACADEMIC PERSONNEL EXERCISE APPROPRIATE OVERSIGHT OVER ALL OF THE ORGANIZATION'S EDUCATIONAL OFFERINGS.

An annual Faculty College is held each June in conjunction with the international staff meeting and the summer meeting of the Board of Trustees. Endowed professors and full-time faculty, some part-time faculty, and Country Program Directors who hold faculty status attend the College. This is where major curricular and graduate school policy changes are discussed and agreed upon. Policy changes are passed as recommendations to the President, and actions requiring Board approval are brought to the Board at the subsequent meeting.

Faculty meetings are called and presided over by the Academic Program Director or the Dean of the Graduate School. Quarterly faculty meetings are held that include North Mountain resident faculty, full-time faculty not resident at North Mountain and selected adjunct faculty. Those not at North Mountain are invited to join via teleconference. Adjuncts invited to join would be those relevant to the issues being discussed. Monthly faculty meetings are held with North Mountain-based faculty, and Graduate School issues are discussed at weekly staff meetings.

In addition, faculty members who are involved in a residential program meet towards the end of that program to discuss and evaluate the residential. These "end of residential" faculty meetings are attended by faculty teaching in that residential, and by other U.S.-based faculty who need to be included by conference call. These meetings are used to debrief the residential program and bring program development, as well as curricular and policy issues to the forefront.

Wider faculty discussion has in the past been carried out by email. Blackboard was used to inform and solicit response from the faculty-at-large on the accreditation process (www.future.org/masters - Blackboard, Future Generations Faculty Forum).

ELIGIBILITY REQUIREMENT SEVEN

Demonstrate the ownership of or responsibility for assuring access to the learning resources and support services necessary to facilitate the learning expected of its enrolled students.

Future Generations strives to provide access to learning resources and support services throughout all stages of its blended learning model of education. The nature of this program does, admittedly, pose special challenges. Most of our students work and are located on the outer rim of technological connectivity that we, in this country, almost take for granted. To learn the lessons our students need to learn, residential programs often include going out past that rim, as students trek through a rural countryside devoid of electricity, much less broadband access. However, we recognize the importance of learning resources to the scholarly work expected in a Master's level of education, and we are constantly in search of ways to enhance student access to those resources.

All students admitted to the program must have access to Internet services ([exhibit 2.28 catalog listed requirement](#)). That access may be at home or in the office. It may be broadband and easily accessible, or it may be over an unreliable and very slow dial-up network. Faculty rapidly learned the realities of connectivity issues and quickly adapted the on-line components of their courses to meet the varying needs of the student body. Connectivity problems that were acute in Class One were significantly reduced with Class Two. This trend is certain to continue. Textbooks and packets of reading materials are handed out to students during the residential programs to cover courses in the succeeding term. Course material found on Blackboard is emailed to students who have trouble accessing web sites.

Support services are provided to students through close faculty and staff interaction during the residential programs and through the

provision of mentors for the practicum requirement. During the residential programs the faculty lives and travels with the students. Orientation sessions at the beginning of each residential provide a formal stage for sharing expectations, general advice on the program, specifics on the country and programs being visited. During the month-long session, students and faculty are resident together and abundant opportunities exist for informal advising and the provision for meeting individual student needs.

Student support during the on-line portion of courses is provided through email contact with the faculty member teaching the course, and through the Registrar's office on North Mountain.

Class Two students identify, as part of the practicum component, a mentor with expertise in their research problem and with extensive knowledge of the academic and physical resources available in that student's country. Mentors help to guide the student through their Practicum in cooperation with the practicum advisor. Part of that job is to help identify where the student can find the literature related to their topic of study. A list of mentors for the present class of students is provided in [exhibit 2.29](#). In many of the countries where the students are working, literature relevant to their project will not be found in libraries, but in the "gray literature" publications of development project offices and government statistical and research offices. Students are paired with Mentors who have knowledge of those sources and who can teach the student how to dig the material out of the environment in which they live and work.

The library needs of scholarly research at a Master's degree level go beyond what can be gleaned from local sources and the "gray literature" of development. While there are wonderful "books, bricks and mortar" libraries all over the world, the library resource most important for our students is that which they can access online. A library in Franklin, West Virginia, would be of little or no use to our dispersed student body. Ultimately, with the expanding evolution of connectivity, a new form of globally accessible Internet-based library will be available. But before that occurs, Future Generations is working to insure that students have access to pertinent databases and search engines. Future Generations has arranged for student access to The World Health Organization's Health Internet Access to

Research Initiative (HINARI). HINARI is an online reference source of over 3,500 health related publications and numerous health related databases (<http://www.who.int/hinari/en/>). Students receive training in use of HINARI during the Peru residential program. Exploration is also underway to develop similar online reference sources in agriculture, environment, and other appropriate fields. As these resources, in subject fields pertinent to the Master's program, become available, Future Generations will make every effort to provide access to them.

Most students in the program come with a personal laptop computer. During residential programs, every effort is made to provide periodic access to the Internet for checking emails and for researching term papers. In addition to that access, the Graduate School is developing cooperative arrangements with colleges, universities, and related organizations along its path to provide lecture hall space and access to library resources. During the US residential, students have access to the Joan Weill Adirondack Library at Paul Smith's College ([exhibit 2.30- confirmation letter from PSC](#)) as well as to the library resources of Eastern Mennonite University. In India, the students have access to the very useful libraries of SEARCH in Gadchiroli and CHRP in Jamkhed.

Beginning with Class Three, each student will also be supported to engage in a use agreement with the relevant reference library in their home community, whether that is an academic, public, or government library.

As described in the Introduction, the student practicum is central to the blended learning approach of Future Generations. The knowledge resources found in the village and on the job are often more valuable than all that can be gained through Internet connectivity or from the best libraries of the academic world, and our curriculum teaches students how to collect, interpret, and utilize this invaluable community-based evidence.

Future Generations is in the process of developing a limited "best practices" library at North Mountain, comprised primarily of reference materials to be used by faculty in course preparation and support of their research. The organization has also developed a list

of relevant web links to sites applicable to the conservation and community development focus of the Master's program ([exhibit 2.31 - list of links](#))

ELIGIBILITY REQUIREMENT EIGHT

Provide documentation of existing and future financial capacity.

A. AUDIT PRACTICES AND DISCLOSURE OF FINANCIAL INFORMATION

To ensure financial integrity, Future Generations employs the firm of Martin Beachy and Arehart, Certified Public Accountants, of Harrisonburg, Virginia to conduct its annual audit. Prior to 2006, the external independent audit was conducted by James Weaver, C.P.A., of Harrisonburg, Virginia. The external auditor conducts an annual independent audit preparatory to filing the annual Internal Revenue Service (IRS) Form 990 closing out the year. The independent audit is a Board of Trustees requirement. ([exhibit 2.32 - 2004 and 2005 audit reports](#))

In addition to this external audit, the Future Generations Comptroller reviews the books and prepares budget reports for the summer and winter meetings of the Board of Trustees. One of the primary functions of the Comptroller is to ensure that Future Generations complies with all laws and standard accounting practices. Between meetings of the Board, the Board Treasurer is in regular communications with the Comptroller.

In addition to the IRS Form 990, Future Generations discloses financial information to its constituencies through its Annual Report ([exhibit 2.33 - 2005 Annual Report](#)), quarterly reports to the Board of Trustees, and regular reporting to donors. The Annual Report is mailed to donors, interested individuals, all members of the Future Generations family, and government entities. Copies are also made available to anyone on request.

B. RECENT BUDGET HISTORY (THREE YEARS)

On July 1, 2006, Future Generations initiated a new chart of accounts, fiscal format and upgraded accounting system. Using audit

reports, as well as a range of financial documents and reasoned judgments, the historic data back through fiscal year 2000 was reformatted. [Exhibit 2.34](#) shows both the financial history and the FY07 budget voted by the Board of Trustees in the new fiscal format.

As budgetary context, [exhibit 2.35](#) shows Future Generations revenue growing from \$1,111,283 in FY00 to \$4,280,723 in FY06, an increase of 285 percent. Expenditures increased from \$1,042,469 to \$3,562,481, 242 percent.

[Exhibit 2.36](#) shows the last three years of actuals versus budgets. FY04 actual revenue exceeded budget by \$772,021, largely due to an unexpected \$700,000 endowment gift. Actual personnel expenditures for FY04 were less than budget by \$96,076 due to transitions and lead-time for new hires. Direct expenses net facilities, were \$255,700 favorable due to reduced field activities related to both grant timing and personnel transitions. Shared administrative and general expenses were under-budgeted by \$127,000 due to insufficient analysis and control in this area.

Actual revenue for FY05 was \$278,029 lower than budget due to over-estimating grant revenue. Actual personnel expenses were very close to budget. Actual direct expenses, net facilities, were \$584,672 favorable to budget due to constraints on spending related to lower grant revenue. Indirect expenses were close to that budgeted. Actual revenue in FY06 was \$981,197 greater than budgeted due to a very successful matching grant program for Afghanistan that was initiated early in the fiscal year, post budget vote. An unexpected endowment gift also contributed to the increase over budget. Personnel expenses were \$48,696 over budget due to the need for additional administrative personnel. Direct program expenditures, net facilities, were under budget by \$58,140 due largely to reduced expenditures in Peru related to political circumstances. FY06 saw a great need, \$191,328, for increased expenditures for a range of logistical and administrative services associated with the rapid budgetary growth.

C. IDENTIFY THE ORGANIZATION'S EXPENDITURES DIRECTLY RELATED TO THE SUPPORT OF EDUCATIONAL PROGRAMS

One might infer that almost all expenses incurred by Future Generations in its field operations are educational in nature. However, those expenses most identifiable as educational expenses are the costs of the Master's program. The table below shows the total expense budget for each of the three years' previous years.

Table 2.2

Master's Program Expenses

	FY07 Budget	FY06	FY05	FY04
Total organizational expenditure	3,490,642	3,562,481	2,238,424	2,084,187
Master's program expenditure	555,448	389,094	362,992	371,546
Master's as percent of total	15.91%	10.92%	16.22%	17.83%
Personnel & Benefits	174,030	166,519	140,618	143,932
Contract Personnel	110,918	32,020	95,780	98,037
Direct Program	230,500	177,496	121,080	123,933
Facilities	0	0	0	0
Shared	40,000	13,059	5,514	5,644
Total	555,448	389,094	362,992	371,546

D. IF APPROPRIATE, DOCUMENT AND EXPLAIN THE RESOLUTION OF ANY OPERATING DEFICITS FOR THE LAST THREE YEARS.

For this purpose, operating surplus (deficit) is defined as the change in net assets for the unrestricted and temporarily restricted funds. At end FY04, the figure was a deficit of \$323,943. This was due to Future Generations accepting a preliminary grant award against which approximately \$300,000 was spent, only to have the final, official award negated by the grantor. A consolation gift of \$100,000 was given. To resolve, Future Generations arranged a \$250,000 unsecured loan and two secured loans totaling \$157,717 (The \$157,717 loans were paid back by end FY06.). Also, various expenditure reductions were implemented.

In FY05, the deficit was \$91,836 due to a reduction in temporarily restricted funds. Restricted carryovers from FY04 were honored while compensating restricted funds for FY06 were not realized. More careful fiscal management, including cash flow management, was implemented and was sufficient to resolve outstanding deficit issues.

The figure for FY06 was a surplus of \$96,959. The Future Generations current primary reserve ratio is 0.042.

E. IDENTIFY THE BOARD'S POLICIES ON USE OF RESERVES AND ENDOWMENT.

Use of endowment policy includes calculating the average June 30 endowment value for the last three years and then determining 5 percent of that average. Future Generations may use earnings in the current fiscal year in amount up to the 5 percent figure, and may not use earnings in excess of the 5 percent number.

At its June 2006 meeting, the Board instructed the finance committee and comptroller to begin growing, and then maintaining, operating cash reserves equal to approximately two months of operating cash needs. To implement, \$10,000 per month is being transferred to a cash reserve fund to be grown as instructed and used as needed.

ELIGIBILITY REQUIREMENT NINE

Provide students with electronic or print documents that outline educational program requirements appropriate in terms of length, content, and required learning outcomes for the credential awarded.

A. LEARNING OUTCOMES AND SCHOLARLY BASIS FOR THE PROGRAM.

Future Generations was officially granted authority to offer a Master of Arts Degree in Applied Community Change and Conservation by the West Virginia Higher Education Policy Commission ([exhibit 2.3 - W. VA. HEPC document](#)). The Master's program has concrete expectations regarding the critical thinking ability, broad knowledge, and specific skills that students are to achieve by the end of their studies. These include core competencies, core values, concepts and

principles, and professional skills. The learning outcomes and graduation requirements for the Master's program are provided to students in the course catalog ([exhibit 2.37](#)) and online at the Future Generations website (www.future.org/masters).

Core values

This graduate program promotes respect for all lives and the conditions for their harmonious co-existence. It recognizes the dignity of every human being. It gives priority to the interests of women who have a particularly strong interest in the wellbeing of their families, children, and community. This program adopts a holistic and ecological approach to community change and conservation. It emphasizes equity, empowerment, and self-confidence, especially among marginalized members of the community.

Core competencies

Students are to acquire a broad knowledge of “best practice” approaches to community change and conservation. Specific competencies include:

- observe and gain confidence in collaborating with communities
- work as a catalyst for change
- provide group facilitation and leadership
- learn to assess community needs
- draft community workplans
- carry out population-based surveys
- use quality improvement techniques
- monitor and evaluate progress
- write project proposals

Core concepts and principles

Working across sectors of community change, conservation, health, peacebuilding, and leadership, this program introduces nine basic concepts and principles:

- current ethical standards of community change and conservation, including public health ethics
- different approaches to community change, including the SEED-SCALE methodology and non-violent strategies for change
- local and global application of nature conservation and ecology, including natural resources management and protection
- experiential learning in successful community development programs goals of equity, empowerment and social change at the individual, household and community levels
- forces as geopolitical economics affecting communities
- food and water security studies, covering current production, availability, distribution, agrology, collective management decisions, alternative farming systems and comparative agriculture systems
- current community-based approaches to health improvement in developing countries with special emphasis on reproductive health, child health, HIV/AIDS, tuberculosis, malaria, water and sanitation
- organizational management, group decision making, and leadership as they apply to community change and organizational behavior

Core professional skills

- critical analysis
- inter-cultural communicative competence, including proficiency in a second language, whether English or another language which is relevant to the student's community work or Future Generations Country Program projects
- methods for working in community, such as listening, facilitating, resource and leadership identification, empowerment, networking, training, and consensus building
- skills in nature conservation and environmental improvement, such as discerning environmental resource stakeholders, environmental problems, expertise, negotiation potential, and ecological principles

- applied principles of economics for assessing sustainable economic development, household wealth and income, cost-effectiveness and the implications of regional and global economics on local community change and conservation
- skills in food and water security measurements
- health, nutrition, demography, and sanitation skills, including public health and primary care models, demographic and health surveys, and basic knowledge of first aid, oral rehydration, water potability, iodine content, and warning signs of primary health threats
- skills in program design, monitoring, and evaluation, including participatory techniques, census taking, manual survey and information collection, computer-based survey analysis, grant writing, program budgeting, and final assessment
- the ability to present professionally before diverse audiences

The Master's program requires student participation in four terms of instruction, online and residential, over a two-year period of time. During this time, students receive thirty-seven credit hours of coursework, with each credit hour of a course satisfying the requirements for a "Carnegie credit." Students also engage in applied practicum research. They submit a Master's paper or product, and present their work in a colloquium to their fellow students, faculty and invited professionals. Examples of Master's papers are provided in [exhibit 2.38](#)

The Master of Arts Degree in Applied Community Development and Conservation is a practitioner, career-focused degree. The duration of study, credit hours awarded, mix of classroom, practical experiences, online work and the culminating practicum thesis work all conform to the guidelines set fourth by the Council of Graduate Schools policy statement on Master's education (exhibit 2.39 - CGS Policy Statement-available in hardcopy). It is a post baccalaureate program, with a focused practical curriculum, and an emphasis on scholarship.

ELIGIBILITY REQUIREMENT TEN

Document that it presents itself to the public and prospective and enrolled students fairly and accurately with up-to-date information published electronically or in print about admissions, credit transfer, costs and refunds, financial aid, and the accreditation status of the organization and its programs.

The Future Generations Graduate School disseminates information to prospective students and the community at large through print publications such as the Master's Catalog, Viewbook, Annual Reports, Student Handbook (exhibits 1.3, 2.7 and 2.40) and through its web site (www.future.org). Information is provided one-on-one through direct communications with prospective students. Students and the public-at-large are informed that the Graduate School is chartered and authorized to grant degrees by the West Virginia Higher Education Policy Commission, and that it is in the process of seeking accreditation through the North Central Association of Colleges and University's Higher Education Commission.

Extensive information on the program is provided to enrolled students in the Student Handbook (exhibit 2.40).

A. POLICIES AND PROCEDURES ON TRANSFER OF CREDIT.

The Master's program is designed for students to matriculate as a class. Transfer of credit is not accepted. The exception being courses taken at the Eastern Mennonite University Summer Peacebuilding Institute, for which they receive EMU credit, and are transferred in as part of the U.S. residential program. Students who are not able to complete their studies with their entering class are able, upon petition, to extend and complete their study with a subsequent class.

B. TERMINATIONS OR DENIALS OF ACCREDITATION.

None.

C. ADMISSION REQUIREMENTS AND COSTS OR REFUND POLICIES.

We offer only one degree program. Admissions requirements, costs and refund policies are the same for all students.

D. KEEPING UP TO DATE THE INFORMATION SPECIFIED IN THIS REQUIREMENT.

The Student Handbook, Viewbook, Catalog and website are updated regularly to accurately present requirements, expectations, rights and privileges. The Catalog and Student Handbook are updated for each entering class.

ELIGIBILITY REQUIREMENT ELEVEN

Document that it provides its students, administrators, faculty, and staff with the policies and procedures informing them of their rights and responsibilities within the organization.

The Graduate School, as part of Future Generations, is an evolving organization. Since the Master's program's inception in 2003, Future Generations has worked diligently to develop the curriculum, initiate instruction with its first class, and to set in place the policies and procedures of an institution of higher education. This process was furthered with the Graduate School's receipt of an independent charter from the State of West Virginia and the adoption of independent Bylaws in 2006. As was noted in the HLC reviewer's comments on the PIF submitted, all those policies were not operational at the time of that review. Some of them were still being developed, or exist as informal and agreed upon modes of operation. However, over the past year the Future Generations Policies and Procedures Manual has been compiled and presented to the Board of Trustees. The Student Handbook is in a draft stage, awaiting faculty review before being presented to the Board.

The Student Handbook contains the student grievance procedure, and explains the rights granted and responsibilities expected of the students during their course of study. It includes the School's policies on academic honesty, a student code of conduct, as well as the procedures for addressing student grievances (exhibit 2.41 - Student Handbook, rights and responsibilities).

The Future Generations Policies and Procedures Manual, containing a Faculty Handbook section, was presented to the Board at the December 2006 meeting. Most employees hold dual appointments, with responsibilities both to Future Generations and the Future Generations Graduate School. The Policies and Procedures Manual includes an organizational chart for both sister institutions. It includes job descriptions that delineate staff responsibilities to Future Generations as well as to the Graduate School. The manual provides employees with descriptions of their employment rights and benefits. It includes the organizational policies on hiring, firing, promotion and addressing grievances ([exhibit 2.42- Policies and Procedures Manual](#)).

The Policies and Procedures Manual formalizes the accepted mode of operations of the Graduate School. The Faculty Handbook section of that manual will be ready for discussion in the June 2007 faculty meeting. The Policies and Procedures Manual sets forth the conditions of employment and the responsibilities of the Faculty. The Policies and Procedures Manual also formalizes a governance procedure that guarantees faculty preeminence over the curriculum ([exhibit 2.43 - faculty rights, responsibilities](#)).

A. POLICIES FOR CREATING AND DISSEMINATING POLICIES

Many of the policies and procedures compiled in The Policies and Procedures Manual have been informally adhered to within the organization for quite some time. Others are new, and reflect the need for a more formal institutional structure of an institution of higher education. Policies may be initiated by the Board of Trustees, the President, or the faculty, depending on the area of responsibility within the governance system. Almost all policies are subject to discussion in faculty or staff meetings. New policies will be incorporated into an annual updating of the Policies and Procedures Manual. Updated copies will be provided to all faculty and staff with the renewal of their contract.

Policies in the student handbook are updated with each entering class, and reviewed at the annual faculty meeting before being instituted.

B. STUDENT GRIEVANCE PROCEDURE

Grievance procedure (from the Student Handbook)

How shall students, professors, staff, and administrators process a grievance?

- The main concern in any grievance is to bring reconciliation and growth in ways that enhance community.
- The American Council on Education defines grievance thus:
 - “Grievable issues are those in which there is the possibility of an error in the institutional policies (or lack of them), in its prescribed procedures for carrying out the policies, in the administration of those procedures or in varying combination of these.”
- If it is determined that an institutional error has occurred, the second concern of a grievance procedure is to provide a process to determine appropriate redress.
 - This process should be non-adversarial and open, undertaken for the sake of understanding, in hope of a satisfactory solution
 - Future Generations has established an Academic Grievance Committee consisting of the Academic Dean, an outstanding graduate of a prior Master’s class, and a rotating appointed member of the Academic Council.
 - After there has been dialogue between the aggrieved party and a representative of the institution (in the event of perceived error in or lack of policy), or between the grievant and the person who is alleged to have violated or mishandled policy, it is hoped that reconciliation and problem solving will have occurred.
 - If a grievance remains, then the grievant is asked to submit in writing a full description of his or her concern to the Academic Grievance Committee, which will convene within two weeks, consult with the parties involved, and seek reconciliation and/or problem-solving as promptly as possible. To the fullest extent possible, these consultations will occur

- in person or over the telephone. As a secondary medium of communication, email will be used.
- Our Master's classes are small and our students come from communities spread across the globe. Hence, to allow for all classmates to remain focused on community life and coursework while still allowing for appropriate grievance procedures, Future Generations believes it is unwise to place any current students on the Academic Grievance Committee. Interested graduates of the Master's program, however, are invited to submit their names to Future Generations to serve on this committee after graduation.

ELIGIBILITY REQUIREMENT TWELVE

Present evidence of ongoing planning that includes a realistic action plan for achieving accreditation with the Commission within the period of time set by Commission policy.

The Graduate School is an educational organization being built on the experiences of years of successful community development and conservation work. The Graduate School is an evolving institution, with a new curriculum, new faculty, and an innovative educational model. Planning was a key component in its development process, and planning is a key component in achieving the Future Generations mission, upholding its values, and in ensuring timely progress toward accreditation.

A. ORGANIZATIONAL STRUCTURES, PROCESSES AND SCHEDULES FOR PLANNING.

Future Generations has a strong planning orientation. On-going planning takes place at all levels of the organization: Board, staff, faculty, country programs and the communities in which we work. The SEED-SCALE methodology employed by Future Generations requires significant planning and is based on the development of annual workplans.

The Board, staff, and faculty engage in ongoing planning, including the development of annual workplans, strategic planning for the

intermediate term and long-term planning. Country Programs and the Graduate School submit annual plans, and the Annual All-Staff meeting is to coordinate annual workplans around budget and institutional priorities.

The Board engages in strategic planning at its winter meeting. At that meeting, the Board focuses on the total planning picture for the organization, looking five years forward. New projects, programs and organizational needs are presented and discussed, and new policies are proposed. This meeting develops the program of work for the Board of Trustees for the coming year. Key staff members meet with the Board of Trustees in December and at the Annual Meeting in June to consolidate plans for the coming year.

Planning for the Master's program is primarily the purview of the faculty. Faculty focuses on programmatic issues, student needs and progress, learning outcomes and future direction of the program.

B. ORGANIZATIONAL RECORD OF PLANNING.

In the early days of Future Generations, planning was focused on a global research review of effective practices in community-based social change through two international task forces (under the auspices of UNICEF and The Rockefeller Foundation) and work in Tibet/China. As the organization has grown in scope and sophistication, so has the need for planning. Initially, planning took place at the most basic level, focusing on a single project or year's work. Today, planning has become more complex and requires significant coordination.

Planning at the country program level is very successful. Communities develop workplans and carry those workplans forward from identification of an activity through implementation and evaluation. Planning and implementation of the Master's program has been enhanced by the progress being made toward accreditation.

However, from time to time, organizational planning has been more opportunistic than truly planned. As an example, the work in Afghanistan was expanded in response to the tragedy of September 11 rather than through a detailed workplan. In recent years, planning has been more systematic but still takes advantage of special

opportunities that suddenly come along, such as the recent decision to coordinate the educational Green Long March in China in cooperation with their Student Youth Federation and Beijing Forestry University.

In August, 2003, as the organization was seeking to operationalize the very significant move to become both an NGO and a parallel Graduate School, Future Generations undertook a week-long strategic planning workshop led by Jim Hoggan and Nancy Spooner of James Hoggan and Associates, British Columbia, Canada. This was an inclusive planning process with all employees involved. The planning process was based on the Mission Statement, and worked through a process of identifying stakeholders, setting goals, identifying restraints, and setting action items needed to achieve the stated goals. Prior to the meeting, suggestions on the process were gathered through questionnaires. The process resulted in a strategic plan that helped direct the organization's recent growth ([exhibit 2.44-strategic planning session](#))

The evaluators of the Future Generations PIF identified the lack of planning as an organizational weakness, noting that "The school did not have an up-to-date planning document for institutional growth and development beyond 1998." Interestingly enough, the materials submitted by Future Generations failed to make any mention of the key 2003 planning exercise that defined the institutional move into higher education while retaining its international development programming. This oversight in our PIF submission is regretted.

Future Generations subsequently has moved forward its planning with the Board review of two futuring documents; the Future Generations Organizational Alignment and Plan for action 2005-2015, and the Future Generations Graduate School Plan for Growth 2006-2015 ([exhibits 2.45 and 2.46](#)). In the self- study process Future Generations has identified opportunities for improvement related to each of the criteria for accreditation. These opportunities for improvement will form the basis of our strategic plan for the next two years.

C. CRITERIA FOR ACCREDITATION AND RELATED CORE COMPONENTS THAT ARE PRESENTLY NOT ADEQUATELY MET.

We feel that Future Generations substantially meets the criteria for accreditation and its related core components. The Self-Study process helped to identify weaknesses that needed addressing. As a developing institution of higher education, some of these shortfalls can be immediately rectified. Others will take time. Addressing each criterion in this report, we evaluated how the Graduate School stood against the criterion and its core components. We then identified opportunities for improvement.

The Future Generations Graduate School takes this process seriously. The actions taken over the last three years, since our first submission to the Higher Learning Commission, evidence this. As a new school we look on the accreditation process as a way to steer our growth and strengthen our institution. As stated in the introduction, the goals of this self-study process include: (2) Assist Future Generations as it expands from being an international non-governmental organization (NGO) to also being a graduate school within a web like community of learners, and (3) Measure our graduate program against recognized norms and standards for US graduate level education. As of this writing, the Graduate School is searching for a Dean. Once filled, that position will provide a degree of separation between the responsibilities of the President (who is presently acting Dean) and the Dean. It will be a primary responsibility of this new hire to see that the recommendations of this report, and those of the HLC consultant evaluators, are implemented within the timeframe provided for achieving full accreditation status.

CONCLUSIONS

In the reviewer's comments to our PIF, dated January 2006, the reviewers found that sufficient narrative and documentation had been provided for ten of the twelve eligibility requirements. The PIF submitted did not adequately address eligibility requirement eleven, policies and procedures, nor eligibility requirement twelve, planning.

We believe that the consultant evaluators will find that this rewrite of the eligibility requirements provides the narrative and documentation to **demonstrate** that the Future Generations Graduate School is developing with a sound-planning framework. The year and a half since the PIF was submitted has provided us with the time to adequately address the concerns over policies and procedures. Since submitting the PIF, the Student Handbook and the Policies and Procedures Manual have been drafted and are either before the Board of Trustees or in final review by the Faculty. In addition, the Graduate School has been chartered and its Bylaws approved. Copies of all these documents are referred to in the text of this rewrite and provided as exhibits to the text.

We believe that the Future Generations Graduate School presently meets all the eligibility requirements to proceed to candidacy status. The remainder of this report addresses accreditation criteria and their core components. It evaluates where we are at the present in reference to these accreditation criteria, documents the evaluation with sound evidence, and provides a roadmap for the future planning and actions needed for the Graduate School to move from candidacy to full accreditation status.



CHAPTER THREE

Future Generations
Trustee, William
Carmichael, prepares to
deliver the commencement
address for the first
graduating class. Tibet
Autonomous Region,
October 2005.

MISSION AND INTEGRITY

Put simply, the mission of Future Generations is to teach and enable a process of equitable community change that integrates conservation and development.

"The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board, faculty, staff, and students."

Future Generations is a mission-driven organization. Its revised mission statement, to reflect the parallel educational purpose of the NGO and the Graduate School, was developed over a three-year period during which the organization systematically put in place its educational vision, Graduate School funding base, and its innovative pedagogical approach. It was especially important for Future Generations to create a clear and strong Mission Statement in order for it to move into the then uncharted academic field of a degree program, to move into the demands of the chosen approach of blended learning, and to efficiently utilize the institution's financial, time, and personnel resources. Today, Future Generations attracts students, faculty, staff, field workers, and educational partners because they believe in its vision, mission, and organizational goals.

Put simply, the mission of Future Generations is *to teach and enable a process of equitable community change that integrates conservation and development*. The organization worked hard, over a three year period, to distill a comprehensive mission statement from what were at times wide ranging statements, encompassing a diversity of disciplinary approaches to development and conservation ranging from the environmental sciences, the social and political sciences to economics.

Future Generations was established in 1992 with the belief that community-based change was a proven alternative path to development. The organizations initial statement of purpose was to, *"Identify and inform others of examples that enhance an enduring earth, and incubate demonstration projects that promote the: learning of peoples; regeneration of the environment and the improvement of human welfare."* The seeds of its present mission statement can be seen in the recognition that learning was an important component of the role that Future Generations initially played on the global scene. The Country Programs in India, the Tibet Autonomous Region of China, Afghanistan and Peru were established to further this purpose through demonstration projects. The present Future Generations mission statement shows how the

Initiated in 2003, The Master's program is a vehicle to further Future Generations present mission by providing an educational opportunity for development practitioners, as well as to promote research, demonstration and teaching.

organization evolved to place a greater emphasis on teaching and learning. The Master's program is the most recent manifestation of that steady evolution.

Initiated in 2003, The Master's program is a vehicle to further Future Generations present mission by providing an educational opportunity for development practitioners, as well as to promote research, demonstration and teaching. The

Graduate School is a means to achieving Future Generations vision of "100 nodes of change" by educating leaders who can and will make a difference in their communities and the world.

Integrity is about being what you say you are. Future Generations serves a constituency that, like its Board of Trustees, knows the organization intimately and demands integrity. Ninety-four percent of the funding that supports Future Generations and the Future Generations Graduate School comes from private donors. As an organization that relies on donor funding to support its mission, including scholarship support for its student body, Future Generations depends on its integrity. The Future Generations donor group not only follows the money flow from gift to execution, but they also monitor for leanness and efficiency in administration, making it an organization that is able to conduct worldwide programs on a modest budget. It is this established track record of integrity that has led to cooperative agreements being signed with the governments of India, Tibet/China, Peru and Afghanistan ([exhibit 3.1](#)). These governments would not have agreed to these special relationships unless this organization was delivering what it promised. Future Generations succeeds because it comes up with innovative ideas and then delivers on these ideas. Fifteen years of proof is in our fieldwork. There is nothing more important to this organization than being what we say we are, and doing what we say we do.

**Core component
1a.**

THE ORGANIZATION'S MISSION DOCUMENTS ARE CLEAR AND ARTICULATE PUBLICLY THE ORGANIZATION'S COMMITMENTS.

Over the last few years, Future Generations has moved through a major organizational transition and the need for clarifying its mission documents has become increasingly apparent. An April 2005 consultation by the Atlanta based firm Project Resources Group pointed out the "presentational" issues with getting the Future Generations message across to perspective donors. In the review of the Future Generations PIF, the HLC Eligibility reviewers commented on a number of points that the program did not articulate clearly. In response to this, the Board of Trustees worked on clarifying and making more prominent the organization's mission documents. Future Generations now has the following set of mission documents in place:

Institutional vision

The Future Generations institutional vision is known as the "100 nodes of change,"

Future Generations ten-year vision seeks a global shift in practice that promotes more effective partnerships between communities, governments, and organizations to achieve community change and conservation. The organization will promote "100 nodes of change" or demonstrations that are evolving more effective practices that fit local ecology, culture, and economy. It is anticipated that Master's degree alumni, partner organizations, and other practitioners will contribute to this learning process and help mobilize community energy into large-scale social transformation in their own countries.

This Vision Statement was approved by the Board as found in the Organizational Alignment and Plan of Action 2005-2015, published in the 2005 Annual Report ([exhibit 3.2](#)) and is available to the public on the Future Generations web site, and in the Master's program Catalog. Formally developing the new vision for the organization began in 2003 at the facilitated staff planning session led by James Hoggan and Associates of British Columbia, Canada.

Mission statement

The mission statement is available to students and the public at the web site www.future.org, in the Master's program Catalog and in the 2003, 2004 and 2005 Future Generations Annual Reports ([exhibit 3.3](#)):

“Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development. As an international school for communities offering graduate degrees in Applied Community Change and Conservation, we provide training and higher education through on-site and distance learning. Toward this end, we support field-based research, promote successes that provide for rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.”

Core values

The above mission statements are supported in the graduate program through a statement of core values that the program promotes and that are expected to be shared by students, faculty, staff, board, and administration. (An earlier statement of core values is found in the organization’s initial Articles of Incorporation and the supporting documentation filed with the IRS in 1993.) The revised core values are further expressed in a Future Generations Code of Ethics, presented to the board in the December 2006 meeting ([exhibit 3.4](#)).

The graduate program promotes respect for all life- human, animal, and plant- and the conditions for their harmonious existence. It recognizes the dignity of every human being. It prioritizes the interests of women, who have a particularly strong interest in the well being of their families, children, and community. This program adopts a holistic and ecological approach to community change and conservation. It emphasizes equity, empowerment, and self-confidence, especially among marginalized members of the community.

Goals

As featured in the Future Generations Annual Reports, the organization has identified five crosscutting goals that connect the work of all Country Programs and the Master's program.

Institutional Goals

- *Promote Equity and Empowerment*

The work of Future Generations seeks to advance the lives of the most marginalized peoples of the world through a process that promotes equity and empowerment within communities. Embedded in the promotion of equity is the goal to meet the needs of the world's most poor, forgotten, and marginalized peoples. Future Generations pursues this goal as it seeks to work with the bottom poorest quintile of the world's population. Embedded in the promotion of empowerment is recognizing that these populations, regardless of their circumstances, have energies, capabilities, and resourcefulness within themselves to advance their own lives.

- *Expand Opportunities for Women*

In communities worldwide, women are among the most vulnerable to poverty, ill health, and social forces of violence. Yet, in these communities, women are the most eager for the knowledge to be agents of change. Women seek the opportunities and skills to improve their lives and the lives of their families. Women are eager to build upon their successes and to teach other women in their households, villages, and neighboring communities. Future Generations goal to expand opportunities for women is achieved through ensuring that women as community leaders are well represented in the Master's program, training women as community health workers, promoting women's self-help groups, and supporting government partnerships that seek to address the specific needs of women.

- *Conserve the Land, Air, and Water*

As per its mission, Future Generations has a goal to integrate the needs of conservation with the needs of people and to ensure that

communities are part of the conservation solution. In all of its Country Programs and the Master's program curriculum, conservation is a core component. The organization works to identify and promote "low-cost methods that build the capacity of communities to improve their lives while protecting the earth's life support systems." The goals of conservation are achieved through designing new approaches to community-based conservation, training partner organizations, and helping communities extend their successes in health and education to address the environmental issues of sanitation, food, and water security.

- *Extend Local Successes to Regional Scale*

As called for by its mission, Future Generations promotes "successes that provide for rapid expansion." This goal is critical to achieving large-scale change that moves beyond one community to improve lives across an entire region or nation. In each Country Program, this goal is pursued through a systematic process of establishing regional centers of action, learning and experimentation. Through these regional training centers, supported through government partnerships, communities become "classrooms without walls" to teach other communities. The question of how to extend local successes to a regional scale is also a core component of the Master's curriculum and a key question considered in many of the student's practicum projects.

- *Expand Impact through Education*

The mission, vision, strategies, and values of Future Generations are aligned to extend the organization's impact through the process of education, as opposed to establishing and managing new programs. Even within the organization's Country Program operations, emphasis is placed on training and building the capacity of partner communities, organizations, and governments.

Academic goals

- *To create a borderless community of lifelong learners, committed through a compact of accountability, to lead engaged lives while fostering community change and conservation.*

Future Generations invites its graduates to join a growing web of development and community change practitioners who help make up the 100 nodes of change. It hopes to extend its commitment to community-based development through that web, and to use its growing alumni and partner organizations to advance the theory and practice of community change.

- *To offer a rigorous academic program that prepares students to integrate scholarly research with learning from success stories derived from the organization's community development experiences.*

By offering a rigorous scholarly academic program to development practitioners, the Future Generations Graduate School enables its students and graduates to appreciate local knowledge while also accessing a world body of literature on "best practices" in community change and conservation.

- *To offer development practitioners an advanced degree program that allows them to study and learn while remaining connected to their communities and their positions of employment.*

A key feature of the Future Generations Graduate School is that it does not remove students from their communities and the richness of their home and work lives. Instead, it enables them to pursue advanced studies while enhancing their connections to those communities. This instructional model helps answer the problems common in many higher educational programs of the "brain drain" and over-stayed student visas. In our program, students are exposed to the world, but they do not leave their communities. Rather, they are learning from the world skills and knowledge that they can take back to their communities. They learn to better appreciate where they are from, and what they can give back to their countries and their communities. They are not faced with the dilemma of questioning if they should, in fact, return home.

- *To offer short term, skill-specific, certificate programs in community change, community conservation and in the SEED/SCALE methodology.*

In addition to the Master's program, Future Generations also offers non-credit bearing, skill-specific short courses and

workshops in community change, specific development skills, and conservation. These training programs recognize the diversity of learners with which we associate and take specific sub-areas of institutional expertise to those who desire to learn them.

Associated with these mission documents and core values are sets of core competencies, concepts and principles, and professional skills, which collectively define the student learning outcomes of the Master's program. Courses are designed to address subsets of these learning outcomes. Learning outcomes are available to perspective students in the hard copy catalogue they receive (exhibit 3.5) and to the public through the online Catalogue at www.future.org.

This nesting of mission documents helps to clearly articulate the commitments of Future Generations. Aligning these documents has been a necessary step in creating our integrated academic program, defining what should be included in the curriculum, as well as presenting ourselves to the public and guiding the institution's planning processes.

EVALUATION OF CORE COMPONENT 1 A.

Three years ago Future Generations "set sail on a new tack," and under Board directive began to change from an NGO running projects in the field to also being an educational institution that offers a Master's program and plans to develop systematically a larger graduate program of training and research. The organization did this in the belief that education is the best way to sustain and expand change. Future Generations defined a new mission, and began phasing field activities in terms of that new mission. This required a philosophical shift from doing a project or field activity to establishing a demonstration, and conducting action research to evaluate that demonstration, and then setting up instructional programs to extend that learning. The President and the Board of Trustees have been determined in their commitment to this change, and have worked hard to put in place a set of mission documents that flow from the Vision and Mission and **addresses** that change. The philosophical shift within the organization is not yet complete; indeed it will probably always be evolving because of the nature of our educational program. This on-going transition was needed to

promote our educational mission within the Future Generations family of organizations in a growing number of countries and to our external constituencies.

**Core component
1b.**

IN ITS MISSION DOCUMENTS, THE ORGANIZATION RECOGNIZES THE DIVERSITY OF ITS LEARNERS, OTHER CONSTITUENCIES, AND THE GREATER SOCIETY IT SERVES.

Commenting on the diversity of our student body, the head of a New York State agency when scheduling a visit for the Adirondack portion of the U.S. residential program remarked, "What have you got here, the United Nations?" The Future Generations Graduate School might very well comprise the most diverse student body of any U.S.-based graduate program. Class Two is made up of 18 students, from 14 countries, speaking 8 native languages, practicing 7 religions, and representing close to every ethnic division yet devised. A further four countries were represented in Class One (Nepal, China, Nigeria, Zambia).

The Future Generations 100 nodes of change vision statement calls for "... *evolving more effective practices that fit local ecology, culture, and economy.*" The second sentence of the mission statement begins, "*As an international school for communities....*" Both of these statements speak to the international and diverse nature of the organization, as does the values statement, that: "*It recognizes the dignity of every human being.*"

It is apparent by the Country Program initiatives and the Graduate School student body, that Future Generations serves a global society. Its institutional goals are universal, addressing issues of empowerment, valuing women and protecting the environment. With a vision and a reach that is global in nature, and serving local constituencies from villages in Peru to Tibet/China, Future Generations embraces every imaginable aspect of diversity.

Both the Catalog and the Student Handbook include the institution's nondiscrimination policy. "*Future Generations admits students of any race, gender, sexual orientation, religion, creed and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to*

students enrolled in the program. It does not discriminate on the basis of race, gender, sexual orientation, religion, creed, and national or ethnic origin in administration of its educational policies, admissions policies, financial aid, and other related programs."

Commenting on the diversity of our student body, the head of a New York State agency when scheduling a visit for the Adirondack portion of the U.S. residential program remarked, "What have you got here, the United Nations?"

Students in the program grow in their knowledge and appreciation for other cultures in the on-site residential programs. Here they are living with, traveling with, eating with, and becoming life-long friends with classmates from around the world. These residential programs are a powerful form of diversity training, but it is not automatic. It takes time for the students to break out of their own cultural shells, and to begin

to appreciate and embrace others from a totally different cultural context. There are fundamental new ways of learning to work and live together that must be internalized. By the end of the program, students will often list the learning they gained by being with each other as a high point in their educational experience.

In the curriculum, up to two credits may be earned through the Inter-Cultural Communicative Competence (IC3) language and cross-cultural literacy program. In traditional educational structures, inter-cultural learning is less of an issue because the inside-the-walls campus life requires that students near and far adapt to a dominant culture. By contrast, the residential programs of the blended learning pedagogy used by the Future Generations Graduate School places diverse students from many communities and cultures together in a dominant culture that few or any of them own. Using online IC3 modules, students in the graduate program engage in a dialogue that strengthens their language skills, builds their development vocabulary and strengthens their cross-cultural skills. Many students use IC3 to strengthen their English language skills, but in recognition of the cross-cultural benefits that are gained through language study, all

students, including native English speakers, are required to advance two levels in the IC-3 program, in another language or accepted communications mode. (<http://www.emu.edu/ic3/>)

Recognizing the diversity of educational backgrounds of our students, the graduate program calls for faculty advisors to work individually with each student to design their own student-learning plan ([Exhibit 3.6 - example of an SLP](#)). Student learning plans are developed during the first residential in India. These plans tailor the program to meet the individual needs of each student and of his or her community. Student learning plans are further revised during the second and third residential programs as students choose practicum topics.

EVALUATION OF CORE COMPONENT 1 B.

Our program likely embraces as much student diversity in race, ethnic origin, culture, religion, and learning background as any institution of higher education in the United States, or for that matter anywhere else. As we grow, we need to make efforts to see that our faculty, staff and Board of Trustees begin to mirror that student diversity.

Core component 1c.

UNDERSTANDING OF AND SUPPORT FOR THE MISSION PERVADE THE ORGANIZATION.

Future Generations is a small organization. Working with the President, the North Mountain based faculty and staff have been intimately involved with drafting and reviewing mission documents before they are presented to the Board of Trustees. [Exhibit 3.7](#) shows notes from staff discussions that illustrate staff input concerning the mission documents. Often mission documents are reviewed by the Board, and Board input sent back to the staff for further revision.

Future Generations is an organization with a global reach. The Country Program offices in Afghanistan, Tibet/China, India and Peru are staffed with individuals who are strongly committed to the

vision and mission of the organization. However, the clear educational focus of the mission might not be so clear in the minds of local program staff. The reasons for this are obvious since those staff attend to developing the locale-based demonstrations that serve as our working community campuses and locations of field research. It must be remembered that Future Generations is two organizations, the NGO and the Graduate School. For the parts of the organization that fall within the NGO, it is appropriate that they focus on the parts of the Mission Statement most directly relating to their responsibilities. Given the diversity of cultural, political and developmental needs of the countries we work in, Country Programs are free to articulate their own mission statements (exhibit 3.8 Future Generations Peru mission statement). These country-specific mission statements express that diversity and assure that the Country Program activities align with the institutional mission and support its vision, values, and goals.

With a close and continuing working relationship with graduates of the Master's program, Future Generations has an expanding network of contacts and programs that understand and support the educational focus of its mission.

To create a more thorough awareness of the organizational mission, the Mission Statement has been displayed in the North Mountain Office, and in the administrative offices of Country Programs.

EVALUATION OF CORE COMPONENT 1 C.

As mentioned in the evaluation of core component 1 a, awareness and acceptance of the educational focus of our mission is growing throughout the organization, but may not be as pervasive as we would like. It certainly is on North Mountain, and it certainly is among those intimately involved with the Graduate School Program. Within Country Programs the educational focus of the mission is least understood. This is an area of improvement on which we are actively working.

Core component
1d.

THE ORGANIZATION'S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE ORGANIZATION TO FULFILL ITS MISSION.

Future Generations is an international family of organizations that is learning how to become a global learning organization of equals—not an American-run global outreach. The governance and administration of this international organization of equals is still forming. However, as is clear in the Vision Statement, this larger governance context is essential for understanding the U.S.-based Future Generations. The style by which the organization operates is reflected in its organizational core values.

The United States-based Future Generations consists of two separate but closely linked legal organizations, a Graduate School and an NGO. Both serve the same mission. The NGO is the parent organization that spawned Country Programs as demonstrations to develop its model of community change. The Graduate School was formed to extend the lessons being learned in these Country Programs, and helps the process of community change process "go to scale." Both parts of the organization collaborate synergistically to achieve mutually reinforcing goals to implement the organizational mission and vision. The task is one of understanding community change, testing and proving that understanding, and extending that understanding through teaching.

Future Generations U.S. and the Future Generations Graduate School employ a total of 20 people. In all but a few instances, employees hold appointments with both organizations, and both organizations have similar or overlapping administrative and governance structures. As is appropriate in a small institution, Future Generations has a flat administrative and governance structure, without encumbering layers of authority.

Administrative Structure

The President is responsible for the overall administration of both Future Generations and the Future Generations Graduate School.

The Country Programs in Peru, Tibet/China and Afghanistan each have Country Program Directors, all hired by Future Generations headquarters and seconded to the respective country offices. In India, there are two autonomous Future Generations organizations. There are no overlapping members on the governing boards of either of these organizations. However, there is a very high degree of coordination and cooperation between the two India-based organizations and the larger Future Generations family. Each Country Program, under workplans that are shared internationally, manages their respective projects and associated staff, all of which are local hires. The Comptroller/Administrative Officer reports to the President, and manages relations with each of these four Country Programs. Country Program Directors have independent authority as long as they remain true to the vision and mission of Future Generations. Country Program Directors also enjoy a direct line to the President for issues of policy or major new initiatives.

In addition to the four other Country Programs, there is now a recently incorporated Future Generations Canada. As with the other Country Programs, Future Generations Canada is an affiliated organization, with shared mission and operating principles, but fully autonomous under its own Board of Governors. Two members of the U.S.-based Board of Trustees serve on the Board of Future Generations Canada.

The Dean of the Graduate School reports directly to the President. At the time of this writing, and while a search is being conducted, the President is Acting Dean of the Graduate School. Within the Graduate School there is a Director of Academic Programs, Admissions Director, Registrar, and Academic Research Director with responsibilities solely dedicated to the Master's program. In addition, the Carnegie Project Director is within the Graduate School and reports to the Dean. The faculty, reporting through the Director of Academic Programs, is currently made up of two endowed

professors, three Future Generations North Mountain employees with teaching responsibilities, ten adjunct faculty, two Country Program Directors with teaching responsibilities, and two special instructors ([exhibit 3.9 - organizational chart](#)). It is anticipated that a third endowed professorship will soon be established.

Weekly staff meetings are regularly held to discuss matters pertaining to the NGO and the Graduate School ([exhibit 3.16 - staff meeting minutes](#)). All employees in the North Mountain headquarters attend these meetings. Meetings are very open and democratic. Issues are brought to the floor and everyone has an opportunity to contribute to the discussions.

The Academic Council handles matters pertaining solely to the operations of the Graduate School. The Council is made up of the President, the Dean of the Graduate School, Comptroller/Administrative Officer, and the Director of Academic Programs. The Registrar is a non-voting secretary.

There is an international staff meeting held each June at North Mountain. At this meeting, Country Program Directors and one additional country staff person attend the meetings and discussions. The international staff meeting is held immediately prior to the June Board of Trustees meeting. This assures maintenance of a close understanding and relationship between national and international staff and the Board.

Governance structure

Future Generations is governed by a twelve member Board of Trustees. In January 2006 the Graduate School was incorporated as a separate legal entity with its own Board of Trustees. On July 1, 2006, the Graduate School began its legal operations. The first meeting of its new Board of Trustees was in December 2, 2006. The two institutions have interlocking memberships on their Boards. The Board of Trustees for the Future Generations Graduate School for Research and Applied Studies in Community Change will eventually include members who are not on the board of Future Generations, but this is not the current configuration. The current

President is a full member of both Boards; a future President will sit on both *ex-officio*. The President is responsible for implementing policy directions set by the Boards (see chapter #2 eligibility requirement one).

Faculty meetings are called and presided over by the Academic Program Director or the Dean of the Graduate School. Quarterly faculty meetings are held that include North Mountain resident faculty, full time faculty not resident at North Mountain, and selected adjunct faculty. Those not at North Mountain are invited to join via teleconference. Adjuncts invited to join would be those relevant to the issues being discussed. Monthly faculty meetings are held with North Mountain-based faculty, and Graduate School issues are discussed at the weekly staff meetings.

In addition, faculty involved in a residential program meet towards the end of that program to discuss and evaluate the residential. These "end of residential" faculty meetings are attended by faculty teaching in that residential and other U.S.- based faculty who need to be included by conference call. These meetings are used to debrief on the residential program and bring program development, curricular and policy issues to the forefront.

The annual Faculty College is held each June in conjunction with the international staff meeting and the summer meeting of the Board of Trustees. The annual Faculty College gathering includes a faculty meeting and a faculty development workshop. The College is attended by endowed professors and full time faculty, some part time faculty, and Country Directors who hold faculty status. This is where major curricular and graduate school policy changes are discussed and agreed upon. Policy changes are passed as recommendations to the President, and actions requiring Board approval (recommendations are forwarded to whichever Board is appropriate depending upon whether it is Graduate School or NGO action) are brought to the Board at the subsequent meeting. The College also includes an annual faculty development workshop. This past June that workshop introduced the Faculty to the Blackboard Course Sites™ platform for online instruction ([exhibit 3.10 - workshop agenda](#)).

In the past, wider faculty discussion has been carried out by email. Blackboard was used to inform and solicit response from the faculty-at-large on the accreditation process (www.future.org/masters - Blackboard, Future Generations Faculty Forum).

The consecutively held international staff meetings, the Faculty College, and the summer Board of Trustees meeting provide an opportunity to bring representatives of the whole Future Generations family together. Faculty, staff and Board members attend different parts of all three meetings. Faculty members are invited to attend many of the Board's deliberations, and have the opportunity to provide direct input into those discussions. In formal meetings and informal social events, issues are brought up, opinions heard, and strong relationships developed.

EVALUATION OF CORE COMPONENT 1 D.

Future Generations has a "flat" organizational structure, and it is run in a very democratic fashion. Decisions often are made by consensus of everyone around the table at staff meetings from the President to the secretary. Other decisions, such as personnel or budget, are made by the person responsible, following consultation among appropriate colleagues. Leadership is promoted and innovation is valued. The mode of operation is that if someone has an idea, and consensus is reached, then leadership is passed off to the originator and they can "go for it." A second operating tenet is that "no one is fired for taking action when field conditions call for it." Faculty and staff interact regularly with Board members, especially at the summer Board meeting, where most of them are in attendance.

Core component
1e.

THE ORGANIZATION UPHOLDS AND PROTECTS ITS INTEGRITY.

Future Generations is an organization that holds itself to the highest standard of integrity in its relationships with its students as well as its external constituencies. As a donor-funded organization, integrity is the currency it brings to the table. Without integrity, Future Generations could not function effectively nor ultimately survive. Proof of its integrity, in both representing itself honestly and in a track record of accomplishment, is shown in the special positions of its Country Programs. Future Generations was one of the first conservation and development organizations granted permission to operate in Tibet/China. Future Generations developed a trusting relationship with the government and local leaders that allowed it to make a significant contribution to the establishment of the Qomolangma (Mt. Everest) National Nature Preserve. Arunachal Pradesh is beyond the "inner line" established by the British and continued in modern India as a protection for the fiercely independent tribal groups that reside in the state. Outside of organized tour groups, outsiders cannot go to Arunachal Pradesh; you have to be invited. Future Generations was the first international organization to get that invitation, and even today is among only a handful of organizations operating in the State.

At first institutional integrity rested on the reputations of the few early associates. These were highly reputable individuals who saw the potential for integrating community-led change with conservation. As the organization has grown and expanded to include the Graduate School, taking on new faculty and students, its standards of institutional integrity have been codified through the Future Generations Code of Ethics. A similar Code of Conduct has been formulated to guide acceptable student behavior. The Code of Ethics is found in the Faculty Handbook section of the Policies and Procedures Manual ([exhibit 3.11](#)) and the Code of Conduct in the Student Handbook ([exhibit 3.12](#)).

Future Generations has an external annual audit conducted by the firm of Martin Beachy and Arehart, Certified Public Accountants, of Harrisonburg Virginia. This audit ensures external constituencies that Future Generations is conducting its business in an ethical

manner. It also ensures government agencies, foundations and private philanthropists that their funds are being responsibly managed and properly spent. In addition, the Treasurer of the Board of Trustees regularly meets with the Comptroller (independent of the President) to review financial status in detail.

The HLC reviewer's comments to the PIF submitted by Future Generations noted the lack of a formalized student grievance procedure. A formal and publicized grievance procedure is necessary to assure the fair resolution of student-related problems. Since that time a grievance procedure has been formalized and presented to Class Two during their Peru residential. After receiving student input, the grievance procedure was revised and incorporated into the Student Handbook ([exhibit 3.13](#)- student grievance procedure in student handbook).

Separate from student grievance is the need for clear policies to consider student requests for exemptions from existing policies. All student requests for policy exemptions are directed to the Academic Council. Although Future Generations policies should be applicable to most situations, there are always times when exceptions need to be made. By working through the Academic Council, Future Generations guarantees the integrity of its programs and policies, replacing subjective decision making with a transparent process to assure fairness in dealing with all student matters. This process was used to address grievances and policy exemptions during the U.S. and Peru residentials for Class Two ([exhibit 3.14](#) record of requests and Academic Council decisions-available in hardcopy).

Student comments and concerns are also heard in open debriefing sessions at the end of each residential program. Given the nature of travel and living conditions in parts of the world the program utilizes, these criticisms and concerns can often take on a different magnitude. Whereas students at a U.S.-based college might complain that the bed was not comfortable, those coming back from a trip to some areas of Arunachal Pradesh might complain that there was no bed. The debriefing session held after the Adirondack portion of the U.S. residential this past August was attended by the Chair of the Board of Trustees. A handout from a PowerPoint presentation

prepared by the students for this feedback session is included in exhibit 3.15. This exhibit also includes follow-up notes from a session with the students in Chevy Chase, MD. The included Peru Residential schedule reflects adjustments based on student feedback.

EVALUATION OF CORE COMPONENT 1 E.

Future Generations employees strive to act in an ethical manner and to uphold the integrity of the organization. With its growth, Future Generations recognized the need to codify many of its informal policies and procedures. It has done this through the creation of its Policies and Procedures Manual, Student Handbook, and an institutional Code of Ethics. This codification of policies assures equity in process in the organizations relations with faculty, staff and students. With the development of the Graduate School Programs, the institution recognized the need for, and is in the process of forming, an Institutional Review Board to assure adherence to the highest of ethical standards in our faculty and student research.

CONCLUSIONS

The analysis of this criterion and its core components leads to the following conclusions.

Strengths

Future Generations is a mission-centered organization that has systematically codified policies and aligned its mission documents. Given the new academic territory the organization was entering, this process necessitated experimentation and revision utilizing a blended learning pedagogy, shaping a truly global classroom, enrolling a diverse international student body, and focusing on applied education. Ultimately communities are taught through the students enrolled in the Future Generations instructional programs. The purpose of forming the Graduate School was to support Future Generations mission and move toward achieving a collaborative international vision of promoting on-going learning by 100 international nodes of change. Those associated with Future

Generations are strongly committed to a model of community change that integrates environmental sustainability with economic and social development. They believe that this approach will direct the energy of people in a positive way, without creating dependencies, and thus lead to a better world.

Opportunities for improvement

1. Future Generations has a strong institutional mission but it has not always been clearly focused and consistent in the way in which that mission is presented to the public. The Board of Trustees has taken positive steps in this direction. These steps need to be continued to remain mission driven in our fundraising efforts.
2. Future Generations has recently codified its policies and procedures. These policies are set forth in the Policies and Procedures Manual and the Student Handbook, which are the process of Board and Faculty review. Those policies and procedures will need to be tested, assessed and revised over time.
3. Future Generations needs a comprehensive institutional system of assessment to document adherence to our mission and progress toward achievement of our vision. (This need will be further elaborated on in subsequent chapters.) Part of this assessment process will also work on developing more useful measurement indicators, as current metrics do not accurately assess many of the activities in which Future Generations engages.
4. As part of the need to focus on assessment, priority in the next hires to be done will seek an individual who will also serve as a Director of Research and Evaluation. We recognize the need to rigorously evaluate our programs' accomplishments, make mid-course corrections to foster our core principles, and communicate our successes more effectively. (This will be further elaborated on in subsequent chapters.)
5. Future Generations recognizes the need for enhanced diversity to be expressed in its faculty, staff and Board of Trustees.



CHAPTER FOUR

Students from Class Two interview members of a Peruvian community as part of a class assignment.

PREPARING FOR THE FUTURE

Global development trends, national political trends, regional technological advances, and an intimate knowledge of the local

conditions our students come from, all play a part in the Graduate School's institutional planning process.

"The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities."

The Future Generations Graduate School is an educational institution built on the experiences of decades of successful community development and conservation work. The concept for the Master's program began to take shape in December 2001 during a Board of Trustees meeting in Aspen Colorado ([exhibit 4.1- Board packet](#)) Evidence from the Country Program sites was showing that education would be the optimal path to scale up the successes and "best practices" in community change that were appearing in the field.

This realization led to a three-year process in which the Board began to redefine the organization, adopting a mission statement reflecting an educational focus; *"Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development."* Along with this Mission Statement came an organizational vision of "100 nodes of change." Future Generations envisions a continuing collaboration with Master's program graduates and other like-minded partners to achieve its institutional goals. In the process, a global learning community is created. The Graduate School helps to synthesize and extend the community change knowledge that is being created. At the same time, it adjusts its programming to share the insights that are evolving from each of the nodal points.

The planning process that led from the idea to an incorporated Graduate School, which now has its second class enrolled, included a strategic planning session in 2003 to chart out this new course ([exhibit 4.2](#)). Two futuring documents drew together extensive discussions at the Board level, as well as among staff and from outside experts. The two resultant summary documents are: the Organizational Alignment and Organizational Plan 2006-2015, approved by the Board in the June 2006 meeting; and the Graduate

School Plan for Growth, which is presently before the Board for their consideration ([exhibits 4.3 and 4.4](#)). Preparing the PIF for submission to the Higher Learning Commission and the numerous discussions with HLC personnel served to strengthen the planning process at Future Generations.

This Self-Study is a further step in the planning process. It is anticipated that the opportunities for improvement identified under each accreditation criterion will be the basis for new strategic plans that will guide the growth of the Graduate School over the next two years.

Future Generations is and always has been an innovative organization. As this Graduate School and its programs continue to evolve and change, Future Generations remains committed to maintaining its flexibility and innovative nature. Its organizational mission serves the future. Its planning trajectory is the path to realize its vision.

**Core component
2a.**

THE ORGANIZATION REALISTICALLY PREPARES FOR A FUTURE SHAPED BY MULTIPLE SOCIETAL AND ECONOMIC TRENDS.

The faculty, staff and Board of Trustees of Future Generations and the Future Generations Graduate School are global thinkers. The organization's vision, mission, and particularly its goals are aligned with trends that recognize forces of globalization, demography, advances in technology, and the priorities set by the global community.

In 2000, the United Nations General Assembly adopted the Millennium Declaration, which prioritized global needs and committed member nations to a plan for the new millennium. They set eight millennial goals, which are:

1. To eradicate extreme poverty and hunger;
2. To achieve universal primary education;

3. To promote gender equality and empower women;
4. To reduce child mortality;
5. To improve maternal health;
6. To combat HIV/AIDS, malaria and other diseases;
7. To ensure environmental sustainability;
8. To develop a global partnership for development.

Through its planning processes, Future Generations set the following institutional goals:

- Promoting empowerment and equity
- Expanding opportunities for women
- Conserving land, air, and water
- Extending local successes to regional scale
- Expanding impact through education

As can be seen in the highlighted millennial goals, the Future Generations institutional goals align well with the path that world leaders believe planetary direction should be following. The eighth millennial goal "*to develop a global partnership for development*" is a manifestation of the thinking that went into the Future Generations vision of "100 nodes of change." This is an example of the environmental scanning, and subsequent planning, which is reflected in the Future Generations mission documents. The objective of universal primary education is being promoted in two of the Country Programs: Future Generations-Arunachal Pradesh, and Future Generations-Afghanistan.

Likewise, the online instruction leg of the blended learning model used in the Master's program is based on contemporary advances in technology. While the whole world is not yet up to the technology levels our curriculum is targeted to, it is clearly headed in that direction. Two years ago, in Class One, many of our students lived beyond the reach of "the Net," or at least without access to what would be called reliable connectivity. But in Class II, all students have Internet access, though in many cases these are still dial-up connections. This aspect of our blended learning pedagogy will only strengthen with the arrival of more universal high-speed connectivity

and the soon-to-follow widespread availability of video conferencing capabilities throughout the world.

Sixty-four percent of the Future Generations faculty hold joint appointments with other colleges and universities. This gives them contact with a larger faculty body and with other educational planning processes. It allows them to bring to the Future Generations Graduate School knowledge of institutional change and direction in higher education from their respective joint appointment institutions. In addition, the Future Generations faculty reside in six states and five countries. The borderless nature of the Future Generations community allows for a rich and diverse perspective on our changing world. Global development trends, national political trends, regional technological advances, and an intimate knowledge of the local conditions our students come from, all play a part in the Graduate School's institutional planning process (Table 4.1).

Table 4.1

Future Generations Graduate School Faculty With Joint Appointments

Faculty Member	University Affiliation	Residence
Laura Altobelli	<i>Principal Professor</i> Graduate School of Public Health and Administration Cayetano Heredia University	Peru
Elaine Zook Barge	<i>Adjunct Instructor of Trauma Studies</i> Eastern Mennonite University	Virginia
Karen Edwards	<i>Professor of Mathematics</i> Paul Smith's College	New York
Robert Fleming, Jr.		Oregon
Frances Fremont-Smith		China
Chris Gingrich	<i>Professor of Business and Economics</i> Eastern Mennonite University	Virginia
Dorothy Knapp		West Virginia
Benjamin Lozare	<i>Senior Associate & Associate Professor</i> Bloomberg School of Public Health Johns Hopkins University	Maryland
Sheila McKean		Bolivia
Henry Mosley	<i>Professor Emeritus</i> Bloomberg School of Public Health	Maryland

	Johns Hopkins University	
Henry Perry	<i>Adjunct Professor</i> Rollins School of Public Health Emory University <i>Associate</i> Bloomberg School of Public Health Johns Hopkins University	West Virginia
Mike Rechlin	<i>Professor of Biology and Natural Resources</i> Principia College <i>Research Affiliate</i> School of Forestry and Environmental Studies Yale University	Illinois
Daniel Robison		La Paz, Bolivia
Lisa Schirch	<i>Associate Professor of Peacebuilding</i> Eastern Mennonite University	Virginia
Carl Taylor	<i>Professor Emeritus</i> Bloomberg School of Public Health Johns Hopkins University	Maryland
Daniel Taylor	<i>Senior Associate</i> Bloomberg School of Public Health Johns Hopkins University	West Virginia
George Taylor		Virginia
Carolyn Yoder	<i>Director, Strategies for Trauma Awareness and Resilience (STAR) Program</i> Eastern Mennonite University	Virginia
Daniel Wessner	<i>Professor of International & Political Studies</i> Eastern Mennonite University	Virginia

Future Generations follows a "bottom up" as well as a "top down" and "outside in" planning process. It is a planning process that closely mirrors the development process in the SEED-SCALE approach to community empowerment.

The SEED model of community empowerment includes the creation of a workplan. This is a plan that is preceded by a self-evaluation and a priority setting exercise. The "bottom up" aspect of the Future Generations planning process starts with village level workplans, that are compiled into country workplans ([exhibit 4.5](#)), which are eventually reflected in the programmatic budget for each Country Program. This planning process assures that Country

Programs are rooted in the needs and desires of the village stakeholders they serve.

Three of the Country Programs also serve as field campus sites. They are the research and demonstration sites where community empowerment models and best development practices are tested. The fourth Country Program, Afghanistan, currently serves only in the research site capacity. The lessons learned in these on-going experiments are the grounding for the graduate curriculum. Students in the residential programs study and work with the development practitioners and village stakeholders at these sites. As part of their residential program, Master's students examine community workplans, see how they are implemented and consider what would work best to meet changing local conditions.

The Graduate School follows a similar planning process of evaluation and priority setting that leads to its annual workplan ([exhibit 4.6](#)). All annual workplans are ultimately compiled, meshed with institutional priorities and financial projections, and presented to the Board for their approval at the summer meeting.

The planning at Future Generations starts with the free flow of ideas among faculty and staff. This is a very open and democratic process, in which ideas are valued, discussed and examined in weekly staff meetings, annual staff meetings and at the annual gathering of the Faculty College. This free, some might say far-reaching, generation of ideas brings in the perspectives of the diverse and widespread Future Generations community. Ideas that "hold water" are developed into concept papers. One such paper titled, "The UniversIT: Delivering Near Universal Technical and Higher Education in the Information Age," ([exhibit 4.7](#)) explores the potential of Internet technology for the global dissemination and universal availability of information and knowledge. Often concept papers are simply **thought** pieces. Such papers are usually shared both at the staff and Board levels. They can, however, develop into new initiatives that catch coming trends and drive program changes.

When it became clear in 2002 that the institution would move toward adding a graduate program, a decision was made by the Board of

Trustees to augment the internal planning process led by staff and the Board with an externally facilitated, substantial planning exercise. This exercise culminated in the 2003 Future Generations Strategic Planning Session, at which outside facilitators from James Hoggan and Associates (Vancouver, Canada) facilitated the development of an organizational strategic plan ([exhibit 4.8](#)). Planning has also culminated in two recent futuring documents: the Future Generations Organizational Alignment & Organizational Plan 2005-2015, approved by the Board in June 2006, and the Future Generations Graduate School in Applied Community Change and Conservation, Plan for Growth 2006-2015, presently undergoing minor revisions following recent guidance from the Board. ([exhibits 4.3 and 4.4](#)). These documents grew out of multiple staff meetings and extensive faculty and staff review before being presented to the Board. They encompass some of the ideas developed in the concept papers, and provide a long-range vision and plan for the development of the NGO and the Graduate School.

To acquire a more detailed understanding of the progression of thinking toward this larger academic purpose, consult the master paper written by Traci Hickson, a student in the first class of the Master's program. This paper systematically reviews the evolution of Future Generations as a learning organization. It also reflects the level of academic output being produced by graduates of this Master's program ([exhibit 4.9 - Hickson's Master's practicum](#)).

The workplan for the North Mountain office is presented to the Board at their semi-annual meetings. These Board packets include updates from the field, concept papers, and a President's report, all tied to a budget and fiscal forecast or analysis ([exhibit 4.10](#)).

Outside-in planning also comes in the form of recommendations from the Board of Trustees. Through their affiliations, the Trustees bring a wealth of knowledge on international development and educational trends to the organization ([exhibit 4.11](#)). The Board of Mentors (yet to be established) will serve a number of roles within the Graduate School, a major one of which is to function as an Advisory Board. Members appointed to this Board will be recognized development practitioners. They will provide field-based

insights as to best practices that will help to guide the curricular development process.

EVALUATION OF CORE COMPONENT 2 A.

The history of the organization shows that Future Generations engages in environmental scanning and stays on top of global trends. The institution has multiple ways in which the faculty, staff and Trustees scan the organizational environment, as well as a proven mechanism for institutional planning that begins with annual workplans and culminates in a budget approved by the Board of Trustees. Planning in the Graduate School will be enhanced as the Board of Mentors takes on its advisory role. The institution just completed a 2003 to 2006 strategic planning period, and it anticipates that the opportunities for improvement identified in this Self-Study will be the foundation for the development of our next strategic plan.

Core component 2b.

THE ORGANIZATION'S RESOURCE BASE SUPPORTS ITS EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

With the dual roles played by staff in both Future Generations and the Future Generations Graduate School, budgets are tightly intertwined. However, the growing commitment of Future Generations to the Graduate School is clearly seen. In fiscal year 2007, the Graduate School's stand-alone budget accounted for 22 percent of the organizations' overall \$3,490,642 operating budget. In the three years since its inception, development initiatives for the Graduate School have brought in \$214,700 to support student scholarships, \$300,000 to support research and \$2,638,187 to fund the two endowed professorships in Equity and Empowerment: one focusing on conservation and the other on health. Additionally, Future Generations applied \$700,000 of its institutional endowment to support scholarships, and began fund raising for a second endowment to support scholarships; this fund now stands at \$550,000. Future Generations has shown a remarkable ability to raise

funds for its programs, with an annual average 26.2 percent increase in funds raised for the past six years. The total Future Generations endowment is 4.3 million dollars.

The Future Generations Graduate School has been designed to deliver the maximum educational benefits to students with a minimum of fixed costs. With the rapid changes in global connectivity, distance learning is a cost-effective way to deliver instruction to a student body spread around the world. Learning how to utilize the electronic age equips international students, once isolated, to enter the mainstream of global discourse. The Master's programs' four residential periods take advantage of the organization's Country Programs, thereby saving the expense of maintaining a physical campus. Seventy percent of the Graduate School's administrative staff have shared responsibilities with Future Generations the NGO. This also helps keep costs down.

Future Generations is committed to the growth of its Graduate School. Although incoming numbers remained the same, there was a marked improvement in student quality and student retention in Class Two. This has led to the present class of fourteen students. Class Three has a planned enrollment of 25 students. The organization knows that it is thinly spread. Future Generations expands its staff only as resources become available. In the past month, a Director of Admissions was hired to help recruit Class Three. Present plans call for hiring a Dean of the School (2007) and a Training Program Director (2008). Additional fundraising efforts are underway to support three additional endowed professorships in Equity and Empowerment: one focusing on Youth, one on Poverty Alleviation, and one on Applied Research Methodology. It appears that the next endowed professorship will be funded within 2007.

Development efforts are also taking place to provide students and graduates access to a globally accessible "cybrary," and for the development of a best practices physical library at North Mountain. The physical library will primarily serve faculty in their research and course development needs. Finally, planning has been initiated for a Graduate School building at North Mountain to house the increased

staff, provide classroom and meeting space, and house the "best practices" library ([exhibit 4.4 - Plan for Growth 2006 - 2015](#)).

EVALUATION OF CORE COMPONENT 2 B.

Future Generations adequately funds the educational activities of the Graduate School. Since its inception, that commitment has grown to the point where now 22 percent of the organization's operational budget directly supports the Master's program. Significant funds have been raised to support the student scholarship program and the two endowed professorships.

As we have shown, the educational model we are developing keeps fixed costs to a minimum, allowing for us to achieve a greater educational impact per dollar spent. There are always more needs than there are dollars. One identified need is for enhanced cybrary access for our students in their home countries. We are actively fund-raising to make this possible. In parallel to the cybrary we shall also be seeking structural ways to help students connect to the best physical libraries in their communities.

Core component 2c.

THE ORGANIZATION'S ONGOING EVALUATION AND ASSESSMENT PROCESSES PROVIDE RELIABLE EVIDENCE OF INSTITUTIONAL EFFECTIVENESS THAT CLEARLY INFORMS STRATEGIES FOR CONTINUOUS IMPROVEMENT.

The SEED-SCALE model of development is based on a process of information gathering, evaluation, and iterative improvement rising from that evaluation. Country Program annual workplans are developed on this model. However, Future Generations realizes the need to augment this operational planning with a comprehensive evaluation of the effectiveness of its programs.

Referring specifically to the Graduate School, the reviewers of the Future Generations PIF commented that "there was a lack of a systematic process for reviewing the relevance and currency of the

courses or of the program as a whole” They also commented, "this may not be an issue in the initial stages of program development." Future Generations recognizes the need to put in place a formal assessment process that systematically gathers input from students, external sources and the faculty, and that leads to continuous improvement in the program and its curriculum. Implementing such an assessment process will be a priority over the next few years. There will be a parallel assessment and review process for staff.

The Graduate School, its curriculum, its pedagogy and its structure have rapidly evolved to meet student and community needs. This evolutionary process will continue. The Graduate School Plan for Growth 2006-2015 lists ten options for change and improvement as the program matures ([exhibit 4.4](#)). These are all presented as options for discussion, directions that might be taken, after a thorough evaluation and ample consideration. What is not open to change is the fundamental commitment of the program to the Future Generations vision and mission.

The policies of the Graduate School have been changed and improved on with each successive catalog. The first graduating class, Class One, was under the 2004-2006 Catalog. Class Two is studying under the 2006-2007 Catalogue. Class Three will follow the 2007-2009 Catalog. Table 4.2 below tracks significant programmatic and curricular changes that have occurred through these three catalog iterations.

Table 4.2

An analysis of Catalog Changes 2004 to 2008

Parameter	2004	2006	2007
Credits to Graduate	41	45	37
Courses dropped	-	8	7
Courses added	-	7	3
Number of learning outcomes	6	60	27
Admissions requirements	-	Increased *	Same
Number of Faculty	9	17	17
Tuition and Fees**	\$16,500/yr	\$15,000/yr	\$17,500/yr

* Required TOEFL scores increased from 500 to 575; IC3 was introduced to strengthen student language skills.

** Student airfare was included in tuition for Class One, and eliminated for subsequent classes.

Changes to the Graduate School's program and curriculum were made with input from students and faculty, and were approved by the faculty. Students have the opportunity to evaluate courses after each term and to evaluate the effectiveness of each residential program (exhibits 4.12 and 4.13 - course and residential evaluations-available in hard copy). In addition to individual evaluations, some residential programs have also included open class discussions with the President and any Board members present ([exhibit 4.14-minutes from Adirondack discussion](#)). Individual student comments, privately given, and responses to student's personnel difficulties, have also helped shape program changes.

EVALUATION OF CORE COMPONENT 2 C.

Future Generations recognizes the need to enhance our planning with a comprehensive evaluation and assessment process. Assessment is occurring, but it needs to be strengthened and formalized feedback loops need to be established. This process needs to include an assessment of teaching and student learning as well as more active monitoring and evaluation of our Country Program activities.

Core component 2d.

ALL LEVELS OF PLANNING ALIGN WITH THE ORGANIZATION'S MISSION, THEREBY ENHANCING ITS CAPACITY TO FULFILL THAT MISSION.

Planning ultimately culminates in Board decisions, the changes of which are reflected in the organization's operational manuals and handbooks and in new directions highlighted in its annual reports. The Future Generations Board of Trustees is mission and vision focused.

Future Generations is a small organization with a total endowment of 4.3 million dollars. Country Programs exist as independent organizations chartered and recognized by the governments of their own country. Their affiliation with Future Generations North Mountain is through their commitment to the Future Generations vision, mission and to applying the principles of the SEED-SCALE paradigm of development. North Mountain funding for Country Program initiatives is provided only for mission-related activities. The Graduate School is housed in and based out of the North Mountain Office although its campus is global. The intimate nature of this office leads to inclusive planning and budgeting processes, and inhibits activities being undertaken that do not support the organization's stated mission and goals.

EVALUATION OF CORE COMPONENT 2 D.

Future Generations is a mission-driven organization. Its headquarters on North Mountain houses is a small, intimate organization. Because of this nature and because of the Board's strong commitment to the reformulated mission, planning remains mission focused. The planning that led to the Master's program, evolved from the learning focus to empower others. This history continues with the systematic progress of institution building that has followed since adopting the expanded educational parallel objective to the original NGO service objective.

CONCLUSIONS

The analysis of this criterion and its core components leads to the following conclusions.

Strengths

Future Generations is a progressive organization, in touch with its environment and open to changes in direction as long as they support its organizational mission and vision. Its learning history shows a thought-filled progression from its first Mission Statement to

the revision of that statement and its present status as an NGO and Graduate School. Its collaborative mode of operations is encapsulated in the SEED-SCALE model of community empowerment. SEED-SCALE, while it grows out of peer-reviewed global scholarship, is itself a statement of the progressive nature of the organization, which is in touch with its mission and open to changes that support that mission. This is in keeping with the recent pronouncement by the Council of Graduate Schools. *"One of the most exciting recent developments is the creation of professional master's degree programs."*

Future Generations is a small organization that values innovation and flexibility. While retaining the NGO portion of the organization, it has added the Graduate School in line with its mission as, *"an international school for communities"* one that *"teaches and enables a process of equitable community change"* (Mission statement).

Opportunities for Improvement

1. We need to develop a comprehensive assessment and evaluation plan. This plan will need to bring existing forms of student and faculty evaluation into a process that assures feedback loops leading to pedagogical and curricular revisions. It will also need to encourage a critique from the Board of Mentors.
2. As part of the planning process, a mapping exercise to chart goals needs to be conducted. This process works to nest the organization's vision, mission, and goals within measurable objectives that clearly show relationships and can be used as tools to assess progress towards achieving stated goals and objectives.



CHAPTER FIVE

Students engage in a group assignment while studying at the Comprehensive Rural Health Program in Jamkhed, India.

STUDENT LEARNING AND EFFECTIVE TEACHING

The Graduate School provides a unique academic environment for students to learn the knowledge and skills needed to promote equitable community change and conservation.

"The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission."

The Future Generations Master's of Arts program in Applied Community Change and Conservation provides effective teaching and student learning as it continues to evolve in its pedagogical approach guided by its mission statement. Because this program deviates from the traditional norm for the delivery of higher education, added care is being taken in this section to explain the relationships between mission, learning objectives and course delivery.

"Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development. As an international school for communities offering graduate degrees in Applied Community Change and Conservation, we provide training and higher education through on-site and distance learning. Toward this end, we support field-based research, promote successes that provide for rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come." (emphases added)

These eight points of reference in the Mission Statement guide our curricular development and implementation of the blended learning pedagogy:

- Equitable community change
- Conservation alongside development
- On-site training and education
- Interactive online learning
- Field-based research
- Opportunity for rapid expansion
- Creation of opportunity for partnerships
- Attempt to create positive effects for future generations

The degree to which this graduate program succeeds at delivering the learning and teaching environment envisioned in this mission is

continually assessed by students, faculty, administrators, communities, and the Board of Trustees.

In terms of our approach to student learning, Future Generations continues to refine its three-part blended learning pedagogy of interactive online instruction, site-based residential studies, and applied practicum research in communities. The institution relies on student surveys, student-faculty group discussions, and faculty evaluations to refine this pedagogy and work product. Since our students are mostly mid-career professionals with substantial community experience, they press Future Generations to raise the bar of competency, creativity, and practical application of the curriculum. They also bring professionalism and scrutiny to this evaluation process that is not normally encountered in traditional master's programs. With this constructive scrutiny, the faculty work hard to meet the expectations of the students, and hone the program's delivery in three ways:

1. The annual Faculty College includes workshops on interactive online learning, use of the Blackboard learning platform, how to navigate our web-based virtual campus, and keener methods of student-student and student-faculty inter-cultural communication.
2. While our faculty members have substantial experience in academia, in the field, and across inter-related disciplines, they must re-learn teaching effectiveness in the context of our unique method of program delivery.
 - a. The blended learning pedagogy requires that instructors integrate online studies, in-class lecture and discussion, and applied exercises in site-based residential programs.
 - b. Instruction is cognizant of the students' experience and maturity in community life and sensitive to their multi-cultural backgrounds. The present class of fourteen 14 students comes from 14 different countries.
 - c. In such a tightly knit program, instructors coordinate learning objectives, sit in on one another's classes, share the challenge of effective syllabi formation, and learn from each other's teaching successes.

- d. Since professors and students travel, eat, and lodge together during month-long residential studies, they become a “community in formation” where learning continues well beyond the hours set for classroom sessions.
 - e. Teaching and learning effectiveness are steady topics of faculty-faculty and student-faculty interaction, not only in and around class time, but also throughout unforgettable residential experiences, such as over winding roads from Ziro to Guwahati, canoeing in the Adirondack State Park, train travel from Cuzco to Machu Picchu in Peru, a Sherpa-guided trek up to Namche Bazaar in Nepal, and a trans-Himalayan journey from Kathmandu to Lhasa to Mount Everest.
3. We maintain consistency and integration for the applied practicum research by having a team of two instructors work with students from Term I to Term IV on research design and methods, prospectus design, and two iterations of developing an applied research project.

The learning opportunities presented below illustrate the potential in just one of the site-based residential programs. During Term I, students travel across central India from Gandhi’s Ashram in Sevagram to the northeast tribal minority and mountainous state of Arunachal Pradesh. Before the residential begins, students have already had considerable online coursework, but through the experience of learning in these special residential “classrooms” they witness inspiring real-life, community-based projects that reinforce their book and online learning. Teaching effectiveness means that professors must think ahead to envision how students may thread together philosophical strands presented at the Ashram in “Introduction to Community Change and Conservation,” health care practices at Jamkhed and Gadchiroli in “Healthy People, Healthy Communities,” research methods and obstacles from India’s plains to her mountains in “Practicum: Research Design and Methods,” to Apatani concerns about sustainability of identity and livelihood in the “Sustainable Development” course, and to their own home-based applications in “Pedagogy of Place.” Professors, students, and

communities connect these dots together. Only by collaborative learning do we make the most of these “best practices” in the field.

In the near future, the institution will also form a Board of Mentors. This board will have two functions: (1) to select and invite qualified mentors to work alongside our graduate students; and (2) to serve in an advisory capacity to the program itself. As our institutional research and assessment capabilities improve, Future Generations will look to a community-based as well as a scholarly critique of the effectiveness of this blended learning approach.

**Core component
3a.**

THE ORGANIZATION’S GOALS FOR STUDENT LEARNING OUTCOMES ARE CLEARLY STATED FOR EACH EDUCATIONAL PROGRAM AND MAKE EFFECTIVE ASSESSMENT POSSIBLE.

The Master’s program is the only credit-bearing program offered by the Future Generations Graduate School. Non-credit bearing certificate short courses and workshops are also presently offered through Country Program offices. The curriculum is grounded in the following statement of core values:

“This graduate program promotes respect for all life—human, animal, and plant—and the conditions for their harmonious co-existence. It recognizes the dignity of every human being. It prioritizes the interests of women, who have a particularly strong interest in the wellbeing of their families, children, and community. This program adopts a holistic and ecological approach to community change and conservation. It emphasizes equity, empowerment, and self-confidence, especially among marginalized members of the community.”

These values underlie the graduate program’s 27 student learning outcomes, which are categorized in Table 5. 1 as core competencies, concepts, principles, and professional skills ([exhibit 5.1 2007 - 2009 Catalog](#)). Table 5.2 is a matrix showing how courses address these learning objectives.

Table 5.1 Core Competencies, Concepts, Principles, and Professional Skills

Core competencies	
1.	Work as a catalyst for change
2.	Provide group facilitation and leadership
3.	Observe and gain confidence in collaborating with communities
4.	Learn to assess community needs
5.	Draft community workplans
6.	Carry out population-based surveys
7.	Use quality improvement techniques
8.	Monitor and evaluate progress
9.	Write project proposals
Core concept and principles	
1.	Ethical standards of community change and conservation including public health ethics
2.	Approaches to community change, including SEED-SCALE methodology and non-violent strategies for change
3.	Local and global application of nature conservation and ecology, including natural resources management and protection
4.	Experiential learning in successful community development programs
5.	Goals of equity, empowerment, and social change at the individual, household, and community levels
6.	Geopolitical forces and economics affecting communities
7.	Food and water security studies, covering current production, availability, distribution, agrology, management decisions, alternative farming systems, and agriculture systems
8.	Community-based approaches to health improvement with special emphases on reproductive health, child health, HIV/AIDS, tuberculosis, malaria, water and sanitation
9.	Organizational management, group decision making, and

	leadership as they apply to community change and organizational behavior
Core professional skills	
1.	Critical analysis
2.	Inter-cultural communicative competence, including proficiency in a second language—English or another language—relevant to the student's community work or Future Generations Country Program projects
3.	Methods for working in community, such as listening, facilitating, resource and leadership identification, empowerment, networking, training, and consensus building
4.	Skills in nature conservation and environmental improvement, such as discerning environmental resource stakeholders, environmental problems, expertise, negotiation potential, and ecological principles
5.	Applied principles of economics for sustainable economic development, household wealth and income, and the effects of regional-global economics on local communities
6.	Skills in food and water security measurements
7.	Health, nutrition, and demography skills, including public health and primary care models, demographic and health surveys, and knowledge of first aid, oral rehydration, water potability, iodine content, and warning signs of primary health threats
8.	Skills in program design, monitoring and evaluation, such as participatory techniques, census taking, survey collection, computer-based survey analysis, grant proposals, budgeting, and assessment
9.	The ability to present professionally before diverse audiences

Table 5.2

Course-by-course Learning Outcomes

This matrix is useful for visualizing how the individual courses contribute to achieving program learning objectives. In development of a comprehensive assessment plan, this matrix will be expanded with layers to tie learning outcomes to specific course activities and assignments.

Learning Outcomes	Term I Courses					Term II Courses					Term III Courses				Term IV Courses				
	Pedagogy of Place – Home & India	Change and Conservation	Sustainable Development	Healthy People/Communities Practicum:	Pedagogy of Place – U.S.	Conservation & Management	Leadership and Org Dynamics	Change and Conflict	Practicum: Prospectus Design	Pedagogy of Place – Peru	Going to Scale	Food and Water Security	Empowerment	Practicum: Applied Research I	Pedagogy of Place – Nepal and Tibet/China	Human Ecology	Nonprofit Management	Practicum: Applied Research II	Synthesis and Integration
Competency 1	X	X			X		X		X	X				X	X				
Competency 2		X	X				X	X	X		X		X				X		X
Competency 3			X			X	X	X					X				X		
Competency 4	X	X		X	X	X	X	X	X	X	X				X	X	X		X
Competency 5	X	X			X	X			X	X	X				X		X	X	X
Competency 6				X	X								X	X		X	X	X	
Competency 7		X		X					X		X						X		
Competency 8	X	X		X	X	X			X	X	X		X	X	X	X	X	X	X
Competency 9					X				X		X						X		X
Concept/principle 1	X		X	X	X					X					X	X			X
Concept/principle 2	X	X	X		X		X	X		X					X	X	X		X
Concept/principle 3	X				X	X	X			X		X		X	X	X	X	X	X
Concept/principle 4	X	X			X	X			X	X	X		X	X	X	X		X	X
Concept/principle 5		X	X				X	X	X		X	X	X						X
Concept/principle 6			X	X													X		X
Concept/principle 7																			X
Concept/principle 8	X			X	X	X							X	X	X			X	X
Concept/principle 9							X									X			X
Professional skill 1		X				X		X	X		X		X	X		X		X	X
Professional skill 2	X		X			X				X				X	X			X	
Professional skill 3		X		X	X		X	X	X		X					X			
Professional skill 4						X									X	X			
Professional skill 5			X			X													
Professional skill 6												X							
Professional skill 7				X									X						
Professional skill 8		X		X	X		X		X		X		X		X	X	X	X	X
Professional skill 9	X	X			X	X	X		X	X	X				X			X	X

These learning outcomes define qualities and abilities expected of a Master's program graduate. Table 5.3 shows how each of the 27 student outcomes relates to the educational foci in the Future Generations mission statement.

Table 5.3

Relationships of Mission Statement and Learning Outcomes

Mission statement educational goals	Addressed by learning outcome
1. Equitable community change	Competencies 1, 3, 5, 6 Concepts and principles 1, 2, 5, 6, 7, 9 Professional skills 3, 5, 7
2. Conservation alongside development	Competency 4 Concepts and principles 1, 3, 6, 7 Professional skills 4, 5, 6
3. On-site training and education	Competencies 2, 5 Concept and principle, 4 Professional skills 1, 2, 6, 8
4. Interactive online learning	Competency 2 Concepts and principles Professional skills 1, 2
5. Field-based research	Competencies 4, 6, 8 Concept and principle 4 Professional skills 1, 2, 3, 6, 8
6. Opportunity for rapid expansion	Competencies 5, 8, 9 Concept and principle 2 Professional skills 4, 5, 6, 8, 9
7. Opportunity for partnerships	Competencies 2, 3, 5, 9 Concepts and principles 7, 9 Professional skills 3, 8, 9
8. Positive effect on future generations	Competencies 1, 2, 4, 5, 7, 8, 9 Concepts and principles 1, 2, 7, 8 Professional skills 3, 4, 5, 6, 7, 8

The Master's program covers four terms. Each term uses a blended learning pedagogy with online instruction, a site-based residential program, and applied research and application of new knowledge and skills to the context of one's home community. Table 5.4 shows the six steps of student progress from term to term: courses taught, residential country, residential theme, site visits, student learning plan objectives, and credit hours completed.

Table 5.4

Term-by-term Student Progress

	Term I	Term II	Term III	Term IV
Courses	Pedagogy of Place – Home and India Change and Conservation Sustainable Development Healthy People/Communities Practicum: Research Design	Pedagogy of Place – United States Conservation & Management Leadership & Org Dynamics Change & Conflict Transform Practicum: Prospectus	Pedagogy of Place: Peru Going to Scale with Community Development Food and Water Security Empowerment Practicum: Applied Research	Pedagogy of Place: Nepal-Tibet/China Human Ecology Applications of Nonprofit Management Practicum: Applied Research Synthesis and Integration
Residential country	India	United States	Peru	Nepal and Tibet/China
Residential learning theme	How to initiate community-based change and conservation	How to sustain social change with leadership and community energy	How to take community-based change to scale	How to evaluate and monitor community change
Residential Site visits	Gandhi's Ashram Comprehensive Rural Health Project, Jamkhed, SEARCH, Gadchiroli Future Generations, Arunachal Pradesh	Summer Peacebuilding Institute, VA Future Generations, North Mountain, WV Washington, D.C. Adirondack State Park, NY	Child Survival Program, Future Generations, Cuzco, Machu Picchu Local Community Health Association, Future Generations, Huanuco Lima	Kathmandu Valley Sola Kumbu Sherpa trek Lhasa and Potala Palace Qomolangma National Nature Preserve (QNNP) Pendebeba Projects, Future Generations, Shegar
Student learning plan (SLP) objectives	SLP submitted Community and research question defined Language needs discerned Computer competency Language requirement	SLP revisions and updates Community-based research prospectus completed Computer competency Language requirement Selection of mentor	SLP revisions and updates Invitation to mentor Cybrary skill-building First iteration of research Language requirement Mentoring - applied research	Completion of SLP Cybrary competency Second iteration of research Community-based workplan Language requirement completed Graduation at Rongbuk
Credit hours completed*	9	18	27	37

note: Language study is a requirement of graduation. Students may take language lessons through Future Generations IC3 learning platform or independently. A transcript or affidavit of satisfactorily completed language study is required. Students may include up to two credit hours cumulatively for language study. Hence the total credit hours for graduation range from 37 to 39. This policy recognizes that some Master's program candidates expend a considerable amount of time reaching a level of English language competency for graduate-level studies.

Student learning is evaluated in each course through a combination of exams, quizzes, term papers, written journals, written assignments associated with readings, field assignments, oral presentations, group projects, and evaluation of Student Learning Plans. Professors grade student work and provide constructive criticism that helps each student's progress. [Exhibit 5.2](#) includes syllabi showing methods of evaluation used for all courses. Each faculty member is free to choose the learning assessment tools that best fit the learning objectives of his or her course. However, all syllabi are to state clearly methods of evaluation and feedback.

In their practicum, students bring learning from their coursework and residential experiences as well as from other sources of learning provided by the program to bear on a problem of community change or conservation. Here the students engage their primary constituency, the community, in a practicum project. They share their knowledge with the community and take the wisdom of the community into consideration. The results of this activity are shared with and assessed by faculty and classmates in the "Synthesis and Integration" course held at the end of the program during their residential in Tibet/ China. The relative success or failure of their Practicum becomes apparent when viewing all four terms of practicum work. In this process, students consult with community members, classmates, professors, and their mentor. The "Synthesis and Integration" course provides a capstone student-student and faculty-student final evaluation of Practicum research and future-oriented workplan for community change and conservation. As Future Generations develops a more comprehensive assessment process, direct input from the students' communities will be sought in evaluating the success of practicum projects.

At the end of each residential course as well as at the end of each term, students evaluate the teaching and learning that took place (exhibit 5.3-available in hard copy). The following tables present summary results of three student surveys: Campus Climate Survey (Table 5.5), Course Evaluations (Table 5.6), Residential Evaluations (Table 5.7), and Online Instruction Evaluations (Table 5.8).

Table 5.5**Campus Climate Survey**

(Scale of 1 to 10, with 10 being the highest)

Question	Mean	Median	Standard Deviation
1 Support needed to succeed	8.7	9	1.49
2 Relationships with other students	9.0	10	1.41
3 Graduate School flexibility	6.7	7	2.42
4 Relationship with faculty	7.7	8	2.26
5 Relationship with staff	8.0	9	2.49
6 Adequate academic support	6.5	8	2.50
7 Quality of online instruction	7.6	8	1.49
8 Residential quality	8.0	8	0.85
9 Academic rigor	8.2	9	1.34

Table 5.6

Summary of Course Evaluations

(scale of 1 to 5 with 5 being the highest)

2006-2007

Evaluation Questions	Term I PoP	Term I HPHC	Term I RDM	Term II NCM	Term II GSCBC	Term II SMSM
Course Content						
Course was well organized	4.36	3.54	4.50	4.71	4.71	4.83
Materials were presented clearly	4.14	3.62	4.42	4.71	4.71	4.67
Stated learning outcomes met	3.82	4.15	4.25	4.71	4.86	4.67
Course added to knowledge/understanding of subject	4.15	3.92	4.33	4.43	4.71	4.83
Course added to practical skills	4.14	4.23	4.17	4.43	4.56	4.83
Course made contribution to career goals	4.00	3.85	3.83	4.14	4.71	4.67
Field experience relevant to field work	4.50	4.17	4.25	4.29	4.29	4.40
Interactive online learning added to learning/understanding	4.20	3.60	4.33	4.14	3.86	4.17
Faculty						
Knew subject matter	4.57	4.62	4.58	4.71	4.86	4.14
Were prepared for course/lectures	4.54	4.23	4.75	4.71	4.86	4.14
Encouraged participation	4.43	4.15	4.75	4.57	5.00	5.00
Presented material clearly	4.43	3.77	4.42	4.71	4.86	4.83
Stated clear goals and objectives	4.54	4.18	4.67	5.00	5.00	5.00
Stimulated interest	4.67	4.15	4.75	4.57	4.86	4.83
Answered questions effectively	4.57	4.15	4.66	4.71	4.86	4.50
Provided useful evaluation	4.54	4.46	4.58	4.33	4.86	4.50
Responded in a timely manner to questions/drafts/assignments	4.42	4.50	4.67	4.67	5.00	4.50
Graded work fairly	4.17	4.38	4.58	4.40	4.67	4.60
Were prepared for field assignments	4.43	4.00	4.67	4.86	4.80	4.20
Course Materials						
Readings were useful	4.57	4.38	4.42	4.43	4.47	5.00
Reading contained sufficient information	4.54	4.15	4.08	4.71	4.00	4.67
Reading were useful for the field	4.38	4.46	4.42	4.57	4.43	4.40
Course syllabus was clear/easy to follow	4.31	3.54	4.67	4.86	4.43	4.83
Assignment sheets/course documents were clear/easy to follow	4.08	3.62	4.50	4.71	4.28	4.67
Course materials will be useful as references	4.62	4.46	4.42	4.29	4.57	4.83

PoP=Pedagogy of Place

HPHC=Healthy People Healthy Communities

RDM=Practicum 1: Research Design and Methods

NCM=Nature Conservation and Management

GSCBC=Getting Started: Community-Based Change

SMSM=Strategic Methods for Social Movements

Table 5.7

Summary of Residential Evaluations

(scale of 1 to 5 with 5 being the highest)

Terms I, II and III (2006-2007)

Evaluation Questions	India	India	India	India	India	India	Mean	Median	Standard
	Sevagram	Gadchiroli	Jamkhed	Delhi	Palin	Ziro			
Time was well organized	3.64	4.50	4.33	3.83	3.75	4.25	4.05	4.04	0.35
Stated learning outcomes were met	4.17	4.50	4.25	4.00	4.58	4.50	4.33	4.38	0.23
Time spent added to knowledge/understanding of the course	4.33	4.50	4.17	3.83	4.58	4.50	4.32	4.42	0.28
Facilities were acceptable	3.92	4.67	4.42	4.58	3.33	4.58	4.25	4.50	0.53
Sufficient classroom space	4.08	4.67	4.64	4.25	3.83	4.17	4.27	4.21	0.33
The overall experience was helpful to my learning	4.58	4.75	4.75	3.92	4.67	4.75	4.57	4.71	0.33
	U.S.	U.S.	U.S.	U.S.	U.S.	Mean	Median	Standard	
	Harrisonburg	Akron	Chevy Chase	Saranac Lake	Chevy Chase				Deviation
Time was well organized	4.20	4.10	3.89	4.70	4.00	4.18	4.10	0.31	
Stated learning outcomes were met	4.30	4.60	4.11	4.60	4.10	4.34	4.30	0.25	
Time spent added to knowledge/understanding of the course	4.22	4.50	4.22	4.22	4.30	4.29	4.22	0.12	
Facilities were acceptable	4.50	4.00	3.89	4.10	3.90	4.08	4.00	0.25	
Sufficient classroom space	3.90	4.80	4.44	4.20	4.30	4.33	4.30	0.33	
The overall experience was helpful to my learning	4.00	4.80	4.22	4.33	4.30	4.33	4.30	0.29	
	Peru	Peru	Peru	Peru	Mean	Median	Standard		
	Lima	Cusco	Huanuco	Tingo Maria				Deviation	
Time was well organized	4.50	4.09	4.50	4.58	4.42	4.50	0.22		
Stated learning outcomes were met	4.08	3.82	4.42	4.58	4.23	4.25	0.34		
Time spent added to knowledge/understanding of the course	4.18	3.91	4.36	4.45	4.23	4.27	0.24		
Facilities were acceptable	4.75	4.33	4.67	4.42	4.54	4.55	0.20		
Sufficient classroom space	4.67	4.30	4.58	4.20	4.44	4.44	0.22		
The overall experience was helpful to my learning	4.00	4.18	4.58	4.50	4.32	4.34	0.27		

Table 5.8

Summary of Online Instruction Evaluations

(scale of 1 to 5 with 5 being the highest)

Interactive Online Learning Evaluation 2006		
	Term I	Term II
It was easy to access a computer frequently enough to participate in the course	3.67	3.50
It was easy to access the Master's website	3.50	3.13
It was easy to use the <i>Student User Guide</i>	3.00	3.63
It was easy to navigate the Master's website	3.33	3.88
It was easy to use the discussion boards	3.00	4.00
I actively participated in the course discussion boards	3.17	4.00
I actively participated in the Student Exchange discussion boards	3.00	3.75
The availability of the Master's website helped my learning and understanding	4.00	4.13
My website problems were resolved satisfactorily	3.83	3.25
My website problems were resolved in a timely manner	3.67	3.75
My computer skills were adequate for this course	4.33	3.88
Interactive online learning added to learning/understanding	4.20	3.60

These surveys and evaluation data help improve teaching and course content, residential program planning, virtual campus clarity, and interactive online instruction and coordination. Raw data from course and residential evaluations are available in exhibit 5.4 (available in hard copy). While these compiled results help Future Generations assess and track progress in the various components of the residential programs, the individual comments of students are especially meaningful. Through the tightly knit faculty-student relationships that emerge in each course and through the residential programs, keeping one's "ear to the rail" often provides the most effective input to the assessment process.

Full-time faculty, administrators, and staff working out of North Mountain monitor the progress and effectiveness of the Master's program. As necessary, phone conferences with distant faculty are held to widen the net of assessment. All this leads to the annual Faculty College gathering at North Mountain in conjunction with the summer Board of Trustees meeting and the international staff meeting. Here, major programmatic issues and proposed changes are

brought to the faculty for a vote. The Graduate School faculty make decisions about curricular and programmatic changes at the time of these meetings.

Assessment of student progress makes it possible to determine which students complete all of the requirements for graduation. Graduate school faculty members are expected to maintain high academic standards. As can be seen in Table 5.9 below, less than half of the students entering Class One completed all the requirements and graduated from the program. This occurred despite the fact that all but one of the entering students was supported with institutional scholarships. No one dropped out of the program for financial reasons.

Admissions requirements were tightly adhered to for Class Two and major improvements were made to the educational process (Table 5.12). The results of these improvements can be seen in that 15 of the 18 enrolling students entered term IV, and of those we expect 14 to graduate. This shows that effective student assessment is taking place and that students are being held to a high academic standard. Table 5.9 also shows our projected goals for student recruitment, allowing for more selectivity in student admissions and an anticipated higher rate of program completion.

Table 5.9

Recruitment and Retention

	Class One 2003 - 2005	Class Two 2005 - 2007	Class Three 2007 - 2009 (projected goals)
Number of students recruited	18	20	60
Initial enrollment	18	18	27
Students entering Term IV	9	15	23
Graduates	7	14	23

EVALUATION OF CORE COMPONENT 3 A.

The blended learning model we use to deliver our education is not easy, but it does work. Furthermore we believe that it is the only model that can bring together the student body we wish to serve, show and teach them what we believe they need to learn, and still keep them connected to the communities that they serve. This approach will become more effective with the rapid increases in global connectivity, making even our most isolated student part of the global learning community.

The learning outcomes, as presented above, are in need of revision and consolidation. They also need to be made measurable. We need to engage the faculty in a process to clarify and simplify learning outcomes. This process will lead to clearly defined and measurable outcomes that are linked not only to specific courses, but also to outcomes that mesh with course objectives and are tied to specific learning activities and assessments.

Core component 3b.

THE ORGANIZATION VALUES AND SUPPORTS EFFECTIVE TEACHING.

In this section, we identify three particular strengths of the faculty, three challenges before us, and two areas of growth related to effective teaching. First, as Table 5.9 summarizes and the vitae in [exhibit 5.5](#) demonstrate, the faculty is strongly credentialed and highly qualified. Second, if one were to add up the time that this faculty has spent in the field for research and service, the cumulative total exceeds 250 years. Third, the members of this faculty are eager to see Future Generations unique blended learning pedagogy succeed, so it can benefit our student-practitioners in the field.

Table 5.10

Summary of Faculty Credentials

	Full-time Future Generations employees with teaching responsibilities	Adjuncts and Instructors
Number	8*	9*
Terminal doctorates	8	8
Master's degrees (only)	2	2
Countries of residence	United States, China, Peru, Bolivia, and India	

* In some cases, the faculty members hold more than one terminal degree, so the number of employees is less than the total number of doctorates and Master's-level degrees.

Of the challenges facing the Graduate School, we recognize that we need to enhance our delivery of blended learning, site-based residential, and online instruction.

1. Implementing blended learning: The blended learning approach of this Master's program combines interactive online learning with residential programs and community-based research on several continents. This is an exceptionally innovative approach and to deliver it across significantly different cultural landscapes, Future Generations must have strong relationships with practitioners and field experts who are engaged in community change and conservation efforts. Also, Future Generations has been instrumental in supporting the development of an Inter-Cultural Communicative Curriculum (IC3) learning platform. This learning platform is based on state-of-the-art thinking in language instruction. Colleges and universities around the country are shifting from traditional language instruction to IC3-like programs that engage diverse peoples in developing a common understanding. Finally, the community-based practicum project is an innovation in Master's-level education. Instead of writing a Master's thesis or conducting a project, the students are required to partner with a community and use their

combined skills to address a real problem. By partnering with communities, they move from their role of student to that of activist or change agent.

Even with many academic degrees and decades of field experience, Future Generations faculty members are challenged anew as they implement and test the effectiveness of the blended learning approach. As a novel approach, it will take several iterations before we feel confident that we have found the most effective balance and means of online, residential-based, and community-applied coursework and learning objectives.

Faculty members must hone the applicability of learning objectives, readings, and assignments for each course. Most of all, they must listen to the critique of students themselves, from their diversity of cultures, languages and professions. The faculty must also learn from the experiences of other “learning outside the box” programs.

Moreover, while faculty members are responsible for their own course modifications, they discuss with one another a common rubric for course construction and integration to accomplish the overall learning objectives of the graduate program. Syllabi are to conform to a template to ensure that students are clear about course objectives and requirements ([exhibit 5.6](#)).

Faculty members in the residential programs generally attend each other’s class sessions. In some cases, residential courses are team-taught. This provides an opportunity for faculty to share and compare teaching methodologies.

The following example shows that success with blended learning requires that faculty members collaborate. The upcoming “Human Ecology” course—the one to be visited by HLC consultant evaluators this fall in Nepal—combines the experience of three Future Generations professors, all gifted in different ways. The lead professor, Dr. Robert Fleming, is a world-renowned Himalayan naturalist. With

decades of experience in Nepal, Dr. Fleming can craft a personalized study of human ecology, ecotourism, and sustainable development on the Nepal side of Mt. Everest. Dr. Mike Rechlin, a forestry and Adirondack State Park expert with twenty years' teaching experience, can guide the class in completing field exercises that teach the skills needed to implement community-based natural resource programs. Finally, the students in this course must complete their reading and writing assignments prior to traveling to Nepal. The assigned text and online readings are challenging graduate-level materials. Hence, Dr. Dan Wessner, Director of Academic Programs and co-creator of the Inter-Cultural Communicative Curriculum (IC3) learning platform, will assist in crafting step-by-step language-building exercises that blend Dr. Fleming's assigned readings with IC3 lessons.

2. Unique challenges of site-based residential programs: The site-based residential experiences require close contact among students and faculty. They eat together, travel together, and share recreational and social time together as well as studying and learning together. Students and faculty may dialogue collegially from early morning to late at night. This is an extraordinary learning experience for everybody, yet it is culturally risky. This level field and challenging context for inquiry are empowering for some students. On the other hand, this horizontal and democratic relationship may be culturally bizarre to others. For example, when faculty and students share open-ended questions in their immersion in community-based learning, this can contradict more hierarchical, formal, and rote educational systems with which some students are more familiar. Collaborative learning and effective teaching must make the most of "best practices" and applied learning even as the Graduate School is sensitized to the breadth of cultures represented in each class of students.
3. Online connectivity in an age of digital divides: The Graduate School must balance its quest to use "best practices" in information systems for online instruction with the existing digital gap. Presently, the Master's program uses Blackboard and IC3 learning platforms to deliver interactive online

learning. Neither platform requires broadband access. As seen in Table 5.8, students are generally pleased with the quality of web-based instruction.

The Graduate School is committed to providing state-of-the-art learning services that work across the diverse contexts of developing and industrialized countries. Thus, at the annual Faculty College, we include teaching effectiveness workshops. In 2006, our first such workshop was on the use of Blackboard ([exhibit 5.7](#)). A second workshop will be held in conjunction with the summer 2007 Faculty College and will focus on the possibilities of interactive online learning. We are inviting Dr. Van B. Weigel, author of *Deep Learning for a Digital Age: Technology's Untapped Potential to Enrich Higher Education*, to facilitate this faculty development workshop.

Furthermore, the Graduate School is developing its Master's webpage into a more complete virtual campus. This project draws on all students' contributions to a collective web profile. Here, students articulate with word, community data, and photographs a classroom-like presence on the web. Using a common template, students will be asked to update web presence as they advance through the program. The idea is to link students to each other, to our graduates, and to residential communities. The web imagery underscores a tensegrity of equal and reinforcing strengths among networked communities of change and conservation.

The Graduate School has identified two areas of growth related to effective teaching.

1. Active professional involvement: Effective teaching is predicated on active professional involvement. The Future Generations Graduate School expects its faculty to be active practitioners of community change and conservation, even as they engage students in learning about this subject matter. All faculty members lead active professional lives through research and consulting in the subjects they teach. Exhibit 5.8 (available in hardcopy) is a listing of recent faculty publications and presentations at professional conferences.

2. Mentorship Program: By the beginning of Class Three, fall 2007, the Graduate School is planning on operationalizing its Board of Mentors concept. It is inviting a select group of senior scholar-practitioners to join this Board. This Board will identify and invite mentors who are recognized local experts in change and conservation. These mentors will assist students in their community-based practicum research and analysis. Class Two has informal mentors. While the Board of Mentors has a global perspective on development challenges, the informal professional mentors have experience in the geographic area or region in which particular students are working, or they have expertise in the subject matter of their practicum, and have the ability to help students assess locally available academic and practical resources needed for their applied research.

EVALUATION OF CORE COMPONENT 3 B.

One of the strengths of this graduate program is the credentials of its faculty. The program provides a unique teaching opportunity, both in its mode of delivery and in its programmatic content. Future Generations attracts highly qualified professionals who want to be part of what it is doing. Future Generations recruits and attracts a faculty with extensive field experience, which is the only way the residential programs could work. It is a given, nonetheless, that the Master's program does come with special teaching challenges. Highly qualified professionals with extensive field experience are not necessarily highly skilled teachers. Some of our faculty have a lifetime of classroom experience, others do not. To some degree, we accept that our Master's students are mature and will learn out of a desire for learning. To a greater degree we work hard to improve. We team-teach courses in order to place teaching experience with professional experience. We have made it a policy to include a faculty development workshop with every Faculty College gathering. There certainly is more that we could do to improve teaching effectiveness, and we are committed to take steps in that direction.

Core component
3c.

THE ORGANIZATION CREATES EFFECTIVE LEARNING ENVIRONMENTS.

The Future Generations Graduate School and its Master's program are at an early evolutionary stage. Each term, students, faculty, and communities assess the program's learning effectiveness from many vantage points. This section presents what Future Generations has learned about the students and communities attracted to this program, the needs of these participants, the searching questions posed by students, and the steps taken to enhance learning effectiveness through this graduate program. The faculty and staff at Future Generations have learned a great deal as they have dealt with their diverse student body on issues of advising and mentoring, language acquisition, time management, academic honesty, and grievance processes, all of which are requisite to an effective learning environment.

At the end of this section, Table 5.12 tracks changes made across three iterations of the graduate program Catalog and the recently completed Student Handbook. This table shows how many implemented and projected changes have been undertaken from Class One to Class Three. These changes were adopted after extensive input from faculty meetings, student surveys, and group discussions during the residential programs. The newly published Student Handbook systematizes answers to the many good questions and helpful conundrums presented by the first two iterations of this graduate program. The Handbook has been drafted with student input from Class One and Class Two, and most recently incorporating student critiques from the Peru residential in December 2006 (exhibit 5.9). As the program matures, the rate of change will certainly decrease. Future Generations, however, prides itself in being an innovative institution, quick to learn, and quick to adopt improvements.

The seven points below illustrate aspects of the learning environment we strive to create for our students. The blended learning pedagogy we follow and the student population we serve can create extraordinary opportunities and challenges to our learning environment.

1. **Diversity:** The Graduate School may, in fact, define diversity in academia. Class Two matriculated 18 students from 14 countries (Table 5.10). This class encompasses tribal groups from the Apatani in Arunachal Pradesh, India, to the Heiltsuk Nation of Canada, to the recently savaged Tutsi minority in Rwanda. Along with ethnic diversity comes a diversity of ages, cultures, religious beliefs, and political perspectives. The present class includes a Jewish grandmother, an Iranian educator, an Egyptian social worker, a Ugandan health supervisor, and Vietnamese educators from that country's north and south. Residential programs can be trying, as faculty and staff members deal with many students who have never experienced another culture, let alone 14 simultaneously. Indeed, few students have scarcely traveled beyond their local regions. Yet this diverse group lives and works together. They have to learn to get along, and in so doing their richness of backgrounds becomes one of the great learning experiences of this program.

Student Diversity and Status

Table 5.11

Student Diversity and Status		
Class	Class One	Class Two
Admissions	18	18
Graduates	7	
Anticipated graduates	1	14
Students advanced to next class for course completion	2	4 ^a
Countries of graduates and continuing students	8 ^b	14 ^c
Three will enroll in Class Three		

- a. These countries include Afghanistan, Ethiopia, 1st Nations Canada, India, Nepal, Nigeria, United States, and Zambia.
- b. These countries include Afghanistan, Bhutan, Cambodia, Czech Republic, Egypt, Ethiopia, 1st Nations Canada, India, Iran, Norway, Rwanda, Uganda, the United States, and Vietnam.
- c.



Caption: Margaret Kaggwa from Uganda and Jarka Lamacova from the Czech Republic are two classmates from Class II.

There are issues of caste, gender, national identity, and every imaginary dietary consideration. The students respond to this mix of humanity in ways that can be both humorous and touchingly real. On the humorous side, on a canoe outing in the Adirondacks, two of the younger women were needling our traditionalist Iranian male student about whether he would touch them even if they fell out of the boat. He assured them that when he figured they had two seconds left to live before drowning that he would seriously consider extending his hand. So, too, the residential sessions are academically and physically demanding. At these times, the students band together as a supportive unit to help those in trouble over the rough waters of personal as well as academic challenges. It is worth noting in Table 5.5 that halfway through the program the students gave their relationships with other students the highest value in the Campus Climate Survey.

2. Advising and mentoring: Student advising in the Master's program is multi-faceted. Course and program advising is done by the Director of Academic Programs. This is especially important in the beginning of the program. The students come from a diversity of educational backgrounds and educational systems. They must adapt quickly to the demands and expectations of an international graduate-level

mode of education, even as the graduate program adjusts to the cultural needs and strengths of its students.

Students are **expected** to take primary responsibility for their anticipated learning curve. With the assistance of the Director of Academic Programs in the initial “Pedagogy of Place” course, Master’s candidates devise a Student Learning Plan (SLP). This academic workplan helps students identify their strengths and weaknesses, **they** articulate community identity, discerns their language needs and objectives, addresses information technology and web connectivity concerns, and begins to pose community-based questions. Students update their SLPs each term ([exhibit 5.10](#)), and the faculty provide counsel on issues pertaining to any individual course.

The Graduate School provides several personnel to assist the students’ progress across the four terms. The Registrar/Interactive Online Learning Coordinator records the students’ progress and assists with issues of connectivity, coordinates Blackboard usage, and assists students with travel and visa complications. Several faculty members remain constant across the four terms, helping students in their applied practicum research. While Class Two students have informal mentors, the Board of Mentors will be assigning practicum mentors for subsequent classes.

3. Language: The Office of Academic Support Services provides a language instructor, who assists with tutorials and skill building before and during the students’ time in the Master’s program. IC3 materials and instruction are available for language study and graduate-level preparation before matriculation. Based on TOEFL scores and recommendations, some students begin to work on English language skills for several months prior to the start of a new class. Moreover, during the residential programs, Future Generations provides language tutoring and assistance. Finally, based on needs identified in SLPs, the language instructor continues online skill building with members of the class.

4. Time allocation and management: An effective learning environment also includes a holistic approach to life and learning in community. Hence our students' family time, community commitments, and graduate studies are all valued and in need of finding their proper balance. If our international class of students were on a traditional campus in "the West," it is quite possible they would be far away from home, expected to place higher value on courses than their distant family and community, and vulnerable to becoming disconnected from their home milieu. While the Graduate School is mindful that this program is challenging, it remains sensitive to the students' other community, work and family needs.

Only through combined effort of students, their communities, and Future Generations can all parties arrive at a balance among academic, community, and personal values and commitments. In the Admissions process, Future Generations seeks to discern if a student is choosing the right time in his or her life to pursue challenging graduate-level work. Also, in the students' personal statements of community, Future Generations looks for evidence of an embedded relationship and trust between the student and his or her community. The Admissions Committee follows up carefully with academic and community referees to assess levels of community support and interest in the benefits of applied learning and research. Finally, the Graduate School has made the modifications necessary to assist students with time management. Online and residential coursework has been staggered so that students are focused on just two courses at a time; syllabi have been standardized for easy navigation from course to course; a clear and inviting "virtual campus" is maintained, including the use of Blackboard to facilitate interactive online instruction; IC3 lessons are provided prior to and during the program to assist students in need of certain language proficiency; an Interactive Online Learning Coordinator helps to trouble-shoot online problems; an online web profile connects students to each other and their communities; students are linked with mentors for their practicum work; and the program tries to remain flexible even as academic standards are maintained.

5. Academic honesty: Creating an effective learning environment also means knowing how to address those instances when students do not understand materials and academic policies. This program witnesses diverse responses to misunderstood material and academic norms. One student may respond by keeping silent; another will directly confront the professor; still another may not quit until he has unearthed an answer; and yet another student may copy directly the materials that a classmate is writing. In a conventional academic program it is both easier and more appropriate to tell students what the standard is and to expect cooperation. But in the context of the diversity of backgrounds among the Future Generations students, telling students the answers is not effective. First, students are often baffled because the new knowledge challenges a variety of their values. Second, the students remain in their home cultures in important ways during this program; in fact, they are taking the lessons learned back to their cultures. This process may take a term or two to accomplish. In this blended learning environment of students from many cultures, IC3 assumes there are no simple answers, even if the program seeks clear and fair policies. The Graduate School considered this question carefully before stating an academic honesty policy in its new Student Handbook (exhibit 5.9).

6. Grievance procedures: Another policy that gives underlying credibility to an effective learning environment is the Graduate School's grievance procedure. As presented in the new Student Handbook (exhibit 5.11 – grievance procedure), the main concern in this procedure is to ensure that any grievances bring reconciliation and growth in ways that enhance community. If it is determined that an institutional or personnel error has occurred, the second concern of a grievance procedure is to provide a process to determine appropriate redress. This process should be non-adversarial and open, undertaken for the sake of understanding, and in search of a solution. The Student Handbook outlines the specific steps for a Grievance

Committee to take in seeking reconciliation, growth, redress, non-adversarial understanding, and solutions.

The Palin Learning and Doing Center is a learning site of the India site-residential.



7. Rigorous onsite residential program: With the strenuous travel and physical demands of the residential programs, the learning environment can be unpredictable. A professor schooled in traditional U.S. university life may walk into class and have to cope with an issue of no chalk.

In this program, one could wake up one morning and find no classroom. Future Generations hires staff on North Mountain and in the countries of each residential program to facilitate accommodations, learning and classroom space. Still, it is not uncommon for a professor on a residential program to work with students to free a vehicle from mud, race around to find blankets for the night, or deal with electricity cuts or classroom shortages. Through it all, the students build character and have learning experiences that lead to life-long friendships. These challenges do not diminish the program; rather, they have added intrinsic value. Students learn to be familiar with

the unpredictability of community-based life. Step-by-step and together, students and professors learn to be effective agents of community change and conservation.

Table 5.12**Tracking Improvements from Class One to Class Three**

Concern	2003 – 2005 Catalog	2005 – 2007 Catalog	2007 – 2009 Catalog	2007 – 2009 Student Handbook
Interactive online learning	Distance learning as part of blended learning concept	Interactive Online Learning Coordinator IC3 learning platform Cybrarian HINARI	Cybrarian HINARI, AGRICOLA Clearer role for online and language tutors	Academic Programming section lays out the blended learning goal with steps to enhance the students' applied, collaborative learning
Site-based residential studies	Participants are largely employees and affiliates of Future Generations	Residential assistants Reduced class hours Country Program Directors instruct	Clearer integration of the residential courses, site visits, themes, and Country Programs	Clearer threads/themes connecting all four residential programs, site visits and partners
Applied practicum research	Introduced in Terms III and IV	Practicum is key aspect of program from Terms I – IV Designated practicum instructors Mentorship Program introduced	Board of Mentors appointed, functional Mentors selected and invited by start of Term III Mentorship component integrated Terms I - IV	Fuller dialogue of the role of research, community input, and mentoring in applied goals of Master's
Student learning outcomes		Student learning plans introduced Identified need for assessment of all student outcomes	SLP integrated from admissions through graduation with one's community Clearer assessment	Matrix shows how courses fit into the overall learning outcomes for program Grievance procedure
Credits required for graduation	42	37	37	37
Major emphases in course changes	SEED-SCALE	Pedagogy of Place Practicum Comparative schools of thought in change and conservation	Pedagogy of Place Practicum Further course changes to include comparative theories and practices	Pedagogy of Place Practicum SEED-SCALE is presented in the context of diverse arguments for change and conservation
Academic Support Services	Language tutoring via other campuses	Language proficiency and web connectivity discerned by Term I Online IC3 tutoring	Language proficiency and web connectivity preceding Term I Online IC3 tutoring	Student Life section explaining available resources to succeed in the Master's
Number of faculty members	5	17	17	
Fees	\$16,500 (with airfare)	\$15,000 (no airfare)	\$17,500 (no airfare)	Clearer fees/payments

Total scholarships and other financial aid	\$330,000	\$396,500	\$400,000	
Faculty rights and responsibilities		Rules and Procedures Indemnification clause for faculty members	Clearer implementation of faculty rules and responsibilities	
Faculty College	Faculty meetings	Regularized faculty meetings Annual Faculty College convenes Faculty workshops	Annual meetings of the Faculty College Faculty workshops and teaching upgrading Regularized meetings	
Virtual campus		Web profile introduced in Term III Enhanced Master's homepage introduced with Terms III - IV	Web profiling to begin with Term I Enhanced Master's homepage Tie from Master's Program to 100 Nodes	Community Life section explaining students' work, their webbed relations with one another, and their tie to the 100 Nodes
Faculty exposure via associations		Carnegie grant to study community-based peacebuilding	Graduate School affiliation with more associations and joint research projects Engaging People in Peacebuilding project	Invitation to students to join in Future Generations research projects

EVALUATION OF CORE COMPONENT 3 C.

The Master's program provides students with exceptional learning environments. The opportunity to visit some of the best examples of community-based change and conservation projects in the world, and to do so with some of the most knowledgeable experts in their field is a special attribute of this program. Furthermore, Future Generations goes to extremes to accommodate our students' cultural, work and religious differences. The organization also works to provide connectivity and comfort while on the residential. However, it must be accepted that our learning environments come with challenges. In the Class One those challenges were primarily around issues of Internet access. That issue was significantly reduced in Class Two, both by adopting Blackboard as a learning platform and because the world of the web was two years further in its development. Residentials can also be difficult, with some students rising to the challenge and others just challenging.

In this Self-Study it has been repeatedly emphasized that this graduate program continues to evolve and change. That is both a blessing and a curse. Responding to the student input and the input from others reported on in core component 3a, resulted in the changes that are seen in Table 3.13. The blessing here is that it shows that we are responsive to recognized needs for modification and improvement. The curse is that the program lacks a settled feeling, which can have an effect on the learning environment. With the publication of the Student Handbook, and the commencement of Class Three we expect the rate of change to lessen. Through constant evaluation and improvement, the program has improved noticeably. We may not have it right quite yet, but we are getting closer.

Core component
3d.

**THE ORGANIZATION'S LEARNING RESOURCES
SUPPORT STUDENT LEARNING AND EFFECTIVE
TEACHING.**

The primary learning resources for this program are in the students' communities and project offices. The academic objective is "applied," the intent being to give students new skills and knowledge to apply within their own communities, and to do so in such a manner that it becomes a lifelong process. To achieve this applied objective, the students visit a wide range of communities, some with similar and some with divergent aspects to their home communities. The programs they visit during the residencies are the research laboratories, the clinical practice sites, the repositories of knowledge, and even the performance spaces of community change. Students learn what works by seeing what works, hearing the testimonials of what works, and listening to the songs of praise for what works (exhibit 5.12 music cd, songs of Arunachal women available in hardcopy).

Dr. Raj Arole of the Comprehensive Rural Health Program in Jamkhed, India conducts a site visit with students.



The visits that make up a residential are generally selected as the best available learning resources. The India residential program begins at Sevagram, Mahatma Gandhi's Ashram. This historic site has become a global icon for non-violent change and community service. Here our students not only imbibe Gandhian philosophy, but they also have access to resources at the Mahatma Gandhi Institute of Medical Science and an associated engineering college. The students also spend time at the [Comprehensive Rural Health Project](http://www.jamkhed.org/) at Jamkhed <http://www.jamkhed.org/> Jamkhed is where some of the original work on community development that led to the SEED/SCALE model was developed. Jamkhed Director, Dr. Raj Arole, takes a personal interest in the Future Generations Master's students. The Master's program students have full access to Jamkhed's educational materials.

At Cuzco, Peru, students examine empowerment (and disempowerment) and child survival programs in the very city where a handful of conquistadors toppled the Inca Empire. Then, in Andean villages around Huanuco, students witness the Los Moras community-based modern health system, a model that arose from the bankruptcy of civil war and terrorism. The educational resources here are the people, who still speak Quechua and follow Inca culture.

Future Generations recognizes the importance of library resources for the scholarly work of a Master's program. During the U.S. residential, students have full access to the Joan Weill Adirondack Library at Paul Smith's College and to the library resources of Eastern

Mennonite University ([exhibit 5.13](#)). Course books are all provided to students, as are special readers prepared by the professors. Other academic resources are provided as downloadable files through Blackboard or through specific course-related web links. There is a limited "best practices" hard copy library at North Mountain, primarily for faculty research and course development.

Expanding library resources is a priority for Class Three. Online library access is being expanded as well as cooperative agreements with academic libraries such as those mentioned above. But the most important library access—given the applied focus of this degree program—is to improve the students' access to library resources back home in their communities. What students really need is to learn how to **conduct** scholarship in their applied **work** back home. With Class Three, each student will be requested to make a library affiliation with the best physical library for them back home. Future Generations will provide them support for making this connection. Then, beginning with the assignments in Term One and continuing through graduation, students will be expected to learn how to utilize this library resource to its maximum effect. Additionally, of course, students will also be learning and gaining access to the rapidly growing world of online cybraries, a realm that will be burgeoning in coming years and thus greatly benefiting students who know how to utilize this potent source.

Global access to library resources is expanding rapidly. Future Generations has begun the process of gaining access to HINARI (<http://www.who.int/hinari/en/>) The World Health Organization established HINARI to provide the most up-to-date information on world health to researchers and practitioners. HINARI is an online library of over 3,500 health related journals, as well online databases and health resources. Students are given specific instruction on how to access and use HINARI. This instruction is much more valuable than limited access to hard copy libraries available only during their residential programs. With the nature of information changing and online resources proliferating, our students will be well equipped to access those resources and join the global knowledge web. Similarly, Future Generations is exploring the availability of ARICOLA, INASP, EIFL, and OARE to expand the disciplines and cybrary resources available to the graduate students ([exhibit 5.14](#)). Finally,

Future Generations intends to hire a part-time cybrarian in the near future to coordinate interactive online instruction, residential program tutorials, and student-by-student counseling for effective cybrary learning.

To assist the Graduate School in planning for future library access, Future Generations has engaged the services of Kim Parker, head of electronic collections for the Yale University library system, to help plan develop a “roadmap” for the expansion of our cybrary services. Kim has been active in the development of many of the United Nations sponsored online library resources and databases, and can assist our program as we work to provide access to those resources to our students. She has also been asked to provide tutorial services to our next class of students.

Computers are an essential tool in the modern world. Given the interactive online portion of the blended learning model, all students need to come to the program computer literate. Most students bring their laptop computers to the residential programs. The graduate program generally secures computer and Internet access through local universities and public access sites. While every effort is made to provide such access during the residential programs, this proves to be easier in the United States and Peru than in India, Nepal, and Tibet/China.

Budgeting priorities reflect the commitment Future Generations has made to the Graduate School. Table 2.2 summarizes that the budget allocated to the Graduate School has grown from \$371,546 in FY 2004 to a budgeted \$555,448 for FY 2007, and accounts for 22 percent of the Future Generations operating budget. Future Generations has also raised \$2,638,187 for two endowed professorships, is near to completing a third endowed professorship, has \$214,700 in direct student scholarships aid, and has raised \$1,250,000 for endowed scholarships. Again, the strength of this Graduate School is evident in committed resources alongside healthy trends in recruitment and retention.

Admittedly, due to this program's newness, we must wait for the results of evaluations from a broader base to show the actual strength of student learning and teaching effectiveness. Still, the program continues to clarify its purpose and policies in several ways. First, the administration has completed a Policy and Procedure Manual, including a section dealing specifically with faculty rights and responsibilities. Second, students and faculty critique and assist in the annual redrafting of a Catalog, which provides course and faculty information, academic, and financial policies. Third, this past year the graduate program also produced a new Student Handbook that addresses community life, student services, and academic programming. These are all milestones in getting this Master's program up and running. The comment of the Higher Learning Commission reviewer on our Preliminary Information Form noted that a more comprehensive assessment process is our next critical step: "[As] the program matures a system for insuring continuous updating and improvement will be necessary." We concur that an enhanced comprehensive assessment process is necessary and of high priority and the activities undertaken as part of this Self-Study are an important first step toward this end.

EVALUATION OF CORE COMPONENT 3 D.

Learning resources for this program include our students' communities, the expertise of the program officers we visit in the field along with the more traditional classroom, computer, and library resources. With the interactive online component of the program, students are required to have computer access before matriculating. Future Generations works hard to provide traditional academic resources to students while they are in the residential programs. To support their library needs, we will be working with future classes to secure access to library resources for students in their home communities and we guarantee students full access to library resources and library services while on their U.S. residential. During the Peru residential, we provided access to and instruction in the use of HINARI, a health full-text journal web site maintained by the World Health Organization. We know we need to do better at providing for our students' library needs, and engaging the services of Kim Parker is a move to fill that void. This is a special challenge and we hope that the decision to connect the students to the best libraries

back home will be a significant step in that direction. We are also investigating other online access sites to provide library resources in agriculture, and the environment. The nature of our program makes this difficult, given copyright concerns of the publishers of many of the journals we would like our students to be able to access.

CONCLUSIONS

The analysis of this criterion and its core components leads to the following conclusions.

Strengths

The Graduate School provides a unique academic environment for students to learn the knowledge and skills needed to promote equitable community change and conservation. With its blended learning approach, the program has an innovative educational model allowing students to stay connected to their communities and their work while pursuing their advanced degree. Future Generations has attracted a faculty that is highly qualified both as teachers and development practitioners. Finally, the learning environment for this program works, though not without challenge, to prepare the program's graduates to be agents of just and lasting change.

In terms of the eight core components of the Future Generations educational mission, there is clear and convincing evidence that the Master's program has been attentive to and has sought to improve its delivery of each component.

Opportunities for improvement

1. The Graduate School needs to hire a Graduate School Dean. This job is now open and a search underway to identify potential candidates.
2. Additional staff members are needed to support the program. Staff will be hired as enrollment increases and resources become available.

3. The School needs to expand online library access and to hire a cybrarian.
4. The School needs to develop and implement a comprehensive student learning outcomes assessment process. This, along with the creation of a strategic plan for the next two years based on needs identified in this Self-Study, will be a priority for the new Dean.
5. Likewise, the Graduate School needs a comprehensive faculty and teaching effectiveness assessment process. The new Dean of the Graduate School will lead this initiative.
6. Finally, we need to expand the Graduate School's collaboration in research with associations, partner institutions, and the Country Program projects. This need will be further elaborated on in the discussion and evaluation of criterion 6.



CHAPTER SIX

Professor Dr. Henry Perry leads a class interview with physicians from a community co-managed health facility in Peru.

ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The Master's program is designed for professionals with life experience, who want to advance and continue on their educational journey, and in so doing to help lead their communities through the modern change experience.

"The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility"

The education provided by the two years of study in the Master's program is designed to teach students how to make their home communities bases for scholarship as well as improved locations of practice.

Today's world is characterized by change. The Future Generations Master's program prepares students to be change agents and interpreters of change for their communities. The defining quality expected from students in their education is **managing** change, requiring that education be a lifelong activity and that our students and graduates be lifelong learners. The instruction provided by the Future Generations blended learning approach prepares them for that role. For students and their communities, it expands horizons and equips them with the tools necessary for the continued acquisition, discovery, and application of knowledge.

The Master's program is designed for professionals with life experience, who want to advance and continue on their educational journey, and in so doing to help lead their communities through the modern change experience. Future Generations vision statement of promoting "*100 nodes of change*" anticipates that Master's program graduates will join a community of change agents to "*contribute to this learning process and help mobilize community energy into large-scale social transformation in their own countries.*"

Students and graduates are scholar-practitioners. As a graduate school offering a professional master's degree, the Future Generations Graduate School provides students with an advanced multi-disciplinary program that stresses knowledge and skills in the areas of community change and conservation. The education provided by the two years of study in the Master's program is designed to teach students how to make their home communities bases for scholarship as well as improved locations of practice. As we will elaborate in addressing the core components of this criterion, the professional

aspects of the program are presented along with courses that provide a broad context for development, leadership and change. As part of a Master's level degree, with scholarship as a distinguishing feature, our students learn and practice the research skills that will allow them to contribute to the advancing state of knowledge within their field. An analog is scientists who study the literature of their field, conduct experiments in their laboratories, and then take their lab-tested findings out of the library and lab to see if they work in the larger world. Future Generations teaches its practitioners the ongoing process of rigorous scholarship grounded in real-world practice.

Much of this document has focused on how the Master's program was designed to assure social responsibility. To be admitted into the program, students need a community connection, are expected to maintain this community and employment connection while in the program, and then to apply what they are learning to a community problem as their practicum work. This chapter will focus on how the Master's program's students and faculty contribute to the advancement of knowledge and how they then apply that knowledge in a socially responsible manner.

**Core Component
4a.**

THE ORGANIZATION DEMONSTRATES, THROUGH THE ACTIONS OF ITS BOARD, ADMINISTRATORS, STUDENTS, FACULTY, AND STAFF, THAT IT VALUES A LIFE OF LEARNING.

At the time of its founding, Future Generations sought to develop cutting-edge field programs that integrated community-led development and conservation solutions (exhibit 6.13 -Traci Hickson's practicum paper). However, the value of bringing in scholarship, research and teaching into this organizational environment soon became apparent. In 2002 the organization's founder, Dr. Daniel Taylor, and the Board of Trustees made lifelong learning for professionals a central organizational goal and began planning for a Master's program as the initial manifestation of that goal.

The ongoing acquisition of knowledge is a central to the organization

The Future Generations Mission Statement emphasizes teaching, schooling, research, training, higher education, on-site and distance learning, and field-based research:

"Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development. As an international school for communities offering graduate degrees in Applied Community Change and Conservation, we provide training and higher education through on-site and distance learning. Toward this end, we support field-based research, promote successes that provide for rapid expansion, and build partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come."

The core values, competencies, concepts, principles and core skills of the Master's program revolve around a holistic and ecological approach to community change and conservation that is grounded in best practices, current knowledge from a global as well as from a grassroots perspective, traditional academic learning, and practical field experiences. The educational model that Future Generations promotes is one with life-long relevance; namely, action and reflection in an ongoing lifelong quest for effective practice. The blended learning framework makes it much easier than traditional instructional modes for graduates to sustain this life-long quest as alumni.

As a further reflection of the value which the institution places on a life of learning, the Board of Trustees has put an increasing emphasis on the need to strengthen the role of research within the institution: *"To Research, To Demonstrate, To Teach -- How Communities Change."* From its earliest days research was a foundation of the organization, informing its cutting-edge fieldwork. With the higher education focus, the role of research is being further strengthened.

The Strategic Plan, completed in August 2003, calls for the following research-related activities:

- Documentation of successes to build momentum for large scale change
- Development of formally accredited higher education degree programs based on site and distance education
- Building into all field activities a participatory research component, including monitoring and assessment of best practices
- Development of short-term and continuing education and learning, such as short courses, workshops, and [non-credit bearing] certificate programs
- Commissioning of an external evaluation of the field programs of Future Generations
- Development of approaches based on scholarship, emphasizing the preparation of scholarly publications (books and articles), presentations at conferences and professional meetings, dissemination of findings in low-cost, easily accessible "vehicles," rigorous monitoring and evaluation of Country Program activities, priority recruitment of staff with an academic and scholarly orientation, and priority on sharing lessons learned (both successes and failures) with the rest of the world ([exhibit 6.1- Strategic planning](#))

A Research Task Force was established at the request of the Board of Trustees, and focused discussions were held on this topic through the Internet and at the International Staff Meetings in December 2005 and June 2006 as well as at the Board meetings in December 2005 and June 2006. The result of these discussions ([exhibit 6.2](#)) clearly indicates that all are in agreement regarding the centrality of research (including field research, operations research, formative research, action research, participatory research, empowering research, monitoring and evaluation, evaluation research, scientific research, and faculty and student research) to the organization's mission and goals. As a result of these discussions, the Board and the President have determined that as soon as possible an endowed professorship should also be added to support exploration of fundamental questions as they relate to applied research in social change.

The faculty and staff are learning-oriented people

Dr. Daniel Taylor, the President of Future Generations, is a life-long educator with a multidisciplinary focus that encompasses research and publications in primary health care, conservation, experiential education, formal education, and social change. He has led or co-led half a dozen international research initiatives.

Dr. Robert Fleming, Endowed Professor for Equity and Empowerment in Conservation, obtained a doctorate in zoology and is a life-long scholar-practitioner of ecology and co-author of the widely acclaimed *Birds of Nepal*. He has led over 400 research expeditions throughout the Himalayas and other biologically distinct regions of Asia, Africa, and island groups of the Pacific and Indian Oceans.

Dr. Henry Perry, the Carl Taylor Professor for Equity and Empowerment in Health, is a scholar-practitioner of community health, with field experience in Bolivia, Bangladesh and Haiti. He has advanced degrees in medicine, public health, and sociology. Dr. Perry is the author of 40 published articles, 10 books and monographs, and 12 book chapters. During the past three years, he has made 15 invited presentations at scholarly, professional and scientific meetings

Dr. Dan Wessner has advanced degrees in law, theology and international studies, and has extended in-depth field experience in China and Vietnam. He has published widely in peer-reviewed and non-peer-reviewed journals and has spoken at numerous national and international academic conferences.

Mr. Jason Calder, Director for the Citizens Engaged in Building Peace Research, has 13 years experience managing international programs on development initiatives at The Carter Center. Prior to joining Future Generations, Mr. Calder engaged in extensive dialogue with international development officials, global leaders, and political leaders throughout the world with a particular focus in Mozambique, Mali, Albania, and Guyana.

Ms. Dorothy Knapp, Director of Program Operations and Adjunct Professor, with a master's degree in political science from Princeton,

worked with the International Research and Exchanges Board of the American Council of Learned Societies for 13 years, followed by 14 years with the Carnegie Corporation and four years with College of the Atlantic before joining Future Generations in 2004.

Dr. Laura Altobelli, Country Director Future Generations/Peru, a nurse with a master's and doctorate of public health degrees from the Johns Hopkins University has over two decades in practical research and program evaluations, mostly in Peru, and over twenty publications and major reports. She has a part-time professorial appointment at Peru's leading private university, Cayetano Heredia.

Ms. Francis Fremont-Smith, Country Director for China, has lived and worked in China for the last 27 years. Most of her work in China has been in education including work as an Educational Consultant with the World Bank, founder of the Milton Academy China Study Program, and multiple positions with the Chinese International School. She is fluent in Chinese, French and Latin.

The adjunct faculty members have a similar level of scholarly interests arising from practical field experience and intellectual curiosity. For instance, Dr. Henry Mosley is a Professor Emeritus at the Johns Hopkins University School of Public Health, has written or edited five books, authored or co-authored 26 book chapters and 95 peer-reviewed articles.

Internal support for institutional research

As an institution of higher learning with its own field programs, Future Generations is in a strong position to provide access to field research opportunities for its faculty and staff. This, together with the value the institution places on scholarly field research, provides many opportunities for faculty and staff.

For instance, Mr. Nawang Gurung is a Future Generations employee who has been Director of Development Programs in Tibet Autonomous Region, China for the past six years. He entered the first cohort of Master's students in 2004 and had the opportunity to carry out a follow-up health and demographic survey for his practicum, comparing the findings with an earlier survey in the same

three villages carried out in 1990. Similar field-based studies are ongoing in all of the four countries where Future Generations operates field programs. These studies involve Future Generations faculty and staff and well as collaborators from other institutions.

Future Generations applied for and was awarded a research grant from the Carnegie Corporation for the "People's Engagement in Peacebuilding" project. The purpose of this project is to research how to engage communities in the peacebuilding process, recognizing that the roles of state-building and international intervention have all been extensively addressed by scholarship already.

Finally, Future Generations is able to support the ongoing research of two endowed professors. Dr. Robert Fleming spends 75 percent of his time on research and writing and the other 25 percent on teaching. Dr. Henry Perry spends 20 percent of his time on research and writing, 50 percent on teaching, and the other 30 percent on technical support activities for the field programs of Future Generations.

Faculty research accomplishments

During the past four years, our core faculty has distinguished itself in its scholarly activities. Exhibit 6.3 (available in hardcopy) provides a complete listing of full time and adjunct faculty research accomplishments over the past four years. Highlights are provided in the text below.

Dr. Robert Fleming is co-author of a book on Tibetan ecology, which was written with Tibetan and Chinese scientist colleagues. Dr. Fleming is currently spending most of his time writing a book on the ecology of the Himalayas, which will contain his extensive field research of this area. His research activities in the past three years have included 17 journeys to areas of special biodiversity on six continents as well as to islands in the Pacific and in the southern oceans.

Dr. Daniel Taylor, Future Generations President, was named Honorary Professor of the Institute of Botany of the Chinese

Academy of Sciences. He gave the keynote address for the World Youth Peace Summit in Tokyo in 2004 and during that same year he also received the Order of the Golden Ark, presented by HRH Prince Bernhard of The Netherlands for his work in international conservation.

Dr. Henry Perry made 15 invited presentations on community health topics throughout the world during the past four years and at the same time has had seven peer-reviewed publications. He is currently leading a systematic review of the effectiveness of community-based primary health care in improving child health in collaboration with the World Health Organization, UNICEF, the World Bank, and a distinguished group of global leaders in community health.

Dr. Dan Wessner has made six presentations at international scholarly meetings, published a book chapter and a peer-reviewed article in the past three years. He was a distinguished scholar in residence at Pettit College of Law in Ada, Ohio, and in 2004 he became Associate Professor of International and Political Studies at Eastern Mennonite University in Harrisonburg, Virginia, a position that he holds in conjunction with his position as Director of Academic Programs at Future Generations.

Recent activities to support research and education of faculty and staff

Future Generations has provided numerous educational opportunities for its headquarters staff at North Mountain and for its field staff. Ms. Traci Hickson, currently Director of Development and Communications, was in the first class of Master's students as was Nawang Gurung, Director of Development Programs for Future Generations/China. Ms. Hickson's practicum paper was titled: "Future Generations: A Global Learning Community." In addition, two field staff members from Peru, two from Tibet/China, and two from Afghanistan were in the first Master's program class.

Future Generations has just established an internal small grants program for staff, and the first grant has been awarded to pay for expenses for analysis and write-up of a household survey in Tibet/China ([exhibit 6.4](#)).

Student research is an integral part of the practicum experience, which is a major part of the Master's experience. Altogether, practicum-related credits account for 20 percent of the overall number of credits required for the degree. Research methods are taught in part as preparation for carrying out the practicum research.

Other staff members, who are not members of the faculty, also receive opportunities for continuing education. The Registrar just completed an online course on the use of Blackboard. Our Accounting Assistant has flexible hours to enable her to continue her education while at the same time meeting her work responsibilities. The Financial Manager and Accounting Assistant attend regular on-going training, and have recently received training on our new ADP payroll system. In addition, the Financial Manager attended a two-day workshop on use of Excel spreadsheets. Finally, the horizons and cross-cultural understanding of all staff are enriched on a daily basis simply as a result of the nature of our programs and the nature of the challenges involved in day-to-day office operations.

Opportunities are also provided for staff to travel to program sites to learn about Future Generations field operations. Registrar, Brian Bland, accompanied students from Class Two in their India and US residentials, and Development Associate, Julia Posteraro, participated with the class in the Peru residential. Jim Hollowood, Comptroller, has visited all the country sites and will be regularly continuing these contacts.

On a consultancy to help develop a Future Generations research agenda, Dr. Laura Lewis, Assistant Professor of Anthropology at the James Madison University in Harrisonburg, Virginia, recently completed an external review of Future Generations field programs. This review includes a description of all field programs based on internal document reviews and interviews with key program staff. In addition, she has carried out a critique of the strengths and weaknesses of these programs and has also suggested possible field research strategies for the Future Generations program sites ([exhibit 6.5](#)).

EVALUATION OF CORE CRITERIA 4 A.

This analysis of the history and present day thrust of Future Generations signals how the value of learning connects the entire organization. Future Generations is made up of people who are life-long learners, and who continue to make contributions to the advancement of knowledge.

Core Component 4b.

THE ORGANIZATION DEMONSTRATES THAT A BREADTH OF KNOWLEDGE AND SKILLS AND THE EXERCISE OF INTELLECTUAL INQUIRY ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.

Most of our students are employed as professionals in their home countries. Of the fourteen students presently enrolled in Class Two, three hold master's degrees from other institutions and two of the students are physicians. The Future Generations Master's program is allowing many of them to move into new directions professionally. For others, it allows them to broaden their base of knowledge, sharpen their professional skills, and expand the depth of their experiences they bring to their work.

The blended learning approach used in the Master's program gives students the skills that will allow them to continue to learn. Many students are from isolated places in diverse countries. With advances in global connectivity, distant places are becoming near. After completing this program, graduates are equipped to make use of that connectivity. The interactive online learning component of their courses helps to make them comfortable with new ways of communicating and engaging with others and with accessing online educational resources as they become more and more available.

Graduates are invited to stay connected to the Graduate School and the work of the Future Generations NGO. Their opportunity for sharing with each other and with faculty and staff increases their window to the larger world. Just as our vision is that our graduates, as part of the “100 nodes of change,” will ignite the latent energy of the

villages they work with, so we look at our job as one of continuing to foster the growth and development of our graduates.



Caption: Class One students (Term One Residential) from Mozambique, Peru, and India survey women's groups of Arunachal Pradesh, India

As a professional master's degree, our graduate program provides students with a combination of professional/technical skills, a comprehensive knowledge base in which those professional abilities function, and the tools that direct inquiry into the systematic generation of new knowledge. Table 6.1 below is a classification of the courses in the program by the primary focus of their content. Half of the courses in the program contain professional or technical content yet all of these courses place that professional content within a broad comprehensive context. Five courses in the program are primarily comprehensive in nature. The other five courses relate to the practicum, and take students through the steps of identifying a research problem, developing a methodology to address that problem, receiving guidance through the research process, and finally synthesizing the findings and integrating them into the more comprehensive issues facing society. The practicum experience is where the students hone their scholarly abilities because it requires them to creatively apply their base of knowledge and the skills they have gained in the Master's program to real world problems.

Table 6.1

Course Content Classification

Course Name	Professional or technical orientation in the course	Broad, comprehensive focus in the course	Research methods included in the course
Practicum: Research Design and Methods			X
Practicum: Prospectus Design			X
Practicum: Applied Research I			X
Practicum: Applied Research II			X
Synthesis and Integration			X
Introduction to Community Change and Conservation	X	X	
Nature Conservation and Management	X	X	
Going to Scale with Community Development	X	X	
Sustainable Development		X	
Food and Water Security	X	X	
Human Ecology	X	X	
Healthy People, Healthy Communities	X	X	
Inter-Cultural Communicative Competence	X	X	
Leadership and Organizational Dynamics	X	X	
Social Change and Conflict Transformation	X	X	
Applications of Nonprofit Management		X	
Empowerment and Program Evaluation		X	X
Pedagogy of Place: Home and India	X	X	
Pedagogy of Place: United States		X	
Pedagogy of Place: Peru		X	
Pedagogy of Place: Nepal and Tibet	X	X	

Each of these courses has their own course objectives ([exhibit 6.6 - course syllabi](#)) that relate to the learning outcomes of the Master's

program ([exhibit 6.7 - learning outcomes matrix](#)). The breadth of knowledge gained in this program, as well as the professional skills development of the program, are again evident in an examination of these learning objectives ([exhibit 6.9 - catalog learning objectives](#)). The breadth of knowledge gained by students in the Master's program, the freedom of inquiry allowed in the program, and the many ways that knowledge can be applied is evident in the diversity of the topics students choose for their practicum study. Table 6.2 is a listing of practicum topics for the class presently enrolled in the program.

Table 6.2

Class 2 Practicum Projects

Name	Practicum Title
Tage Kanno	Community-based health care in Arunachal Pradesh, India
Abdo Abo Elella	Access to water in Ezbet El Haggana, Egypt
Telile Bayissa	The Ethiopian diasporas in Washington DC
Ellen Lampert	Border policy, the policy community, and the New Mexico/Mexico border
Melene Kabadege	Neonatal mortality rates, causes and strategies for reducing them in Nyamasheke, Rwanda
Asif Obaidee	Community interventions in Ghuri Community: improving road access, Afghanistan
Dang Ngoc Quang	Impact of group-based microfinance on women's empowerment, Vietnam
Jarka Lamacova	Czech youth learning about global issues, Czech Republic
Yamini Bala	Primary EduCare: toward a new model of education in Detroit
Nguyen Tien Ngo	IC3 learning platform: a new change for English teaching and learning, Vietnam
Mavis Windsor	Qvlagila - making alive, coming alive, or reawakening:" connecting the past, the present and the future is to understand the interdependence of all living things."
Tshering Yangzom	<i>Ja Thungay</i> : Let's drink more tea and less alcohol and have more income, Bhutan
Sivan Oun	The Light for Life Child Survival Project and childhood pneumonia, Cambodia
Margaret Kagwa	Mothers and caretakers who have come for child healthcare and postnatal services at the Upper Mulago Young Child Clinic, Uganda

The practicum experience is where the students hone their scholarly abilities because it requires them to creatively apply their base of knowledge and the skills they have gained in the Master's program to real world problems.

As can be seen, students are applying their course work, their residential experiences and their research skills to problems that range from community health to the importance of road access to fostering development. [exhibit 6.10](#), summarizing student practicum presentations made during the Peru residential, shows how they are applying change theory to their problems, how they are defining their research questions, and the methodologies they will use to answer these questions. This exhibit also provides a transcription of the questions

raised by fellow students and the faculty as students worked to focus their community research projects.

EVALUATION OF CORE COMPONENT 4 B.

This faculty has a breadth of knowledge and skills, encompassing field naturalists and foresters to experts in public health, community change, peace building, and agriculture. The faculty could teach you how to sharpen your chainsaw or take out your liver. Make sure you have chosen the right expert for the right task. One of the three foci of the Graduate Program is a research practicum. As shown above, students are brought through a two-year course that sharpens their inquisitiveness and research skills. They choose a project, and, as long as it has a positive impact on a community, are allowed to pursue their interests. The diversity of projects underway by students in Class Two (table 6.2) shows the breadth of ways they can apply the skills they learn in the Master's program.

THE ORGANIZATION ASSESSES THE USEFULNESS OF ITS CURRICULUM TO STUDENTS WHO LIVE AND WORK IN A GLOBAL, DIVERSE AND TECHNOLOGICAL SOCIETY.

Core component
4c.

The curriculum was designed for a diverse group of students who literally live and work throughout the world. The diversity of our

student body and the diversity of the practicum projects of Class One (exhibit 6.11) are proof that this is working. For the student body we are educating, the program is pushing the technology available to them to the limits. However, the speed by which technological innovation is advancing is closing that gap. Between Class One and Class Two we upgraded our Internet educational platform from a private system, where many students communicated through email with their professors, to Blackboard, allowing for online discussions and an orderly way to submit and receive feedback on assignments.

The learning outcomes for the Master's program show that the skills acquired and the knowledge gained in the program are global in nature but local in application. As is appropriate in a professional master's degree, 74 percent of the students' learning outcomes are comprised of skills and knowledge necessary for the graduates to be successful in the workplace. Four learning outcomes specifically address the global nature of society, these are:

- Local and global application of nature conservation and ecology, including natural resource management and protection;
- Forces of geopolitical economics affecting communities;
- Inter-cultural communicative competence, including proficiency in a second language; and,
- Applied principles of economics for assessing sustainable development.

These learning outcomes were derived from an assessment of what one needs to know to be an agent of change, integrating community development with environmental concerns. The learning outcomes include "on the ground" skills, such as how to carry out a population-based survey, to broad philosophical constructs, such as empowerment and equity. It is our students that bring diversity to these learning objectives, as they work to determine what concepts like empowerment really mean given their diverse cultural, religious and political perspectives.

The Future Generations Graduate School Master's curriculum has only been "used" in its entirety by only one class. As with any young curriculum, particularly with one imbedded in our innovative blended

learning mode of delivery, the "bugs" are still being worked out of the system. The curriculum was designed with input from multiple sources, including seasoned teachers and cutting-edge development practitioners. The most useful critics of the curriculum to this point have been our students. They have been happy to tell us what works and more than happy to tell us what doesn't. As mentioned earlier in this report, a variety of assessment tools have been used (formal residential evaluations, a campus satisfaction survey, group discussions with faculty, staff and Board members, and individual student course evaluations) to gather input to guide modifications to the curriculum.

As time goes on we will need to begin "ground truthing" the curriculum in the field. As of this writing, plans are underway to send out our first alumni survey. Included in this survey will be questions about the usefulness of the overall curriculum and individual courses to their work situations. The Board of Mentors is also being established. It will be made up of prominent development practitioners who are recognized in their fields. One function of this Board will be to serve as an advisory board in reviewing the curriculum and the way it is being implemented. It is also important to begin gathering input from our number one external constituency, the communities served by our students. As our comprehensive assessment plan is developed over the next few years, we plan on developing ways for the communities in which our students do their practicum work to participate in an evaluation of the student's work.

Scholarship is an important aspect of the Master's program. Students are expected to exhibit scholarship in writing their term papers, in online class assignments and especially in their practicum work. Students are given instruction in accessing library resources during their U.S. and Peru residencies. Having stated expectations and standards is essential, but it is also important to recognize the global variation that a program such as this one experiences, and the preparation students bring upon admission. Their respective national standards operate under differing values, professional supervision, and student preparation. Hence, the educational regimen at the Future Generations Graduate School must respond to this input variety while holding to the U.S. standard of academic output. A highly individualized instructional approach makes this possible.

Scholarship is emphasized in the Practicum: Prospectus Design course, where students conduct an appropriate literature review on their practicum topic. To support this, the Master's program is actively pursuing access to online "cybrary" resources. As these resources become available, our students will receive more in-depth instruction on how they can be accessed from their home country. The Graduate School recognizes this need, and developing this access is a top priority for the institution.

Social responsibility is a central tenet of the Master's program. Residential programs are designed to expose students to thinkers and programs that embrace our core values and that are exemplary in their promotion of social justice and empowerment. Specific examples where this occurs include visits and specially designed educational programs for our students at:

- Gandhi's ashram at Sevagram, India;
- The Society for Education, Research and Action in Community Health (SEARCH) at Gadchiroli, India;
- The Comprehensive Rural Health Project at Jamkhed, India;
- The CLAS model community health care programs in Cusco and Huanuco, Peru;
- The Summer Peace Building Institute, Eastern Mennonite University, in Harrisonburg, Virginia;
- Adirondack State Park, representing a 100-year experiment with sustainable development; and
- Community conservation and integrated community development in Nepal.
- Community conservation and integrated community development in Tibet/China.

([exhibit 6.12 - residential schedules](#))

During these visits the students are exposed to people and organizations that take empowerment, social responsibility, sustainable development and conservation very seriously.

EVALUATION OF CORE COMPONENT 4 C.

As shown throughout this report, the Master's program addresses our global society. As the program matures, and more evaluative data exists, Future Generations will need to move towards soliciting more formal input from our constituencies on the relevance of the program. The implementation of the Board of Mentors, with its advisory board function, will be a professional point of reference on the relevance of the curriculum. Accepting the limitations from such a small body, the recent alumni survey will provide another check on how the education encompassed under our degree is used by alumni and accepted in the development community.

Core Component 4d.

THE ORGANIZATION PROVIDES SUPPORT TO ENSURE THAT FACULTY, STUDENTS AND STAFF ACQUIRE, DISCOVER AND APPLY KNOWLEDGE RESPONSIBLY.

The research and demonstration projects associated with Future Generations Country Programs and the student practicum research all use information gathered from local communities. This may be information on public health, local environmental conditions, demographic information related to education, crop productivity, or a number of other diverse topics. Knowledge gained from this data is always shared with the community. Moreover, the community is almost always a full partner in its collection. The most socially responsible research ensures that those providing the information are the first beneficiaries of the knowledge gained from that information.

After many years of having a thoughtful but informal institutional review process on all academic research, the Graduate School is in the process of formalizing an Institutional Review Board (IRB) for the purpose of vetting institutional and student research to assure the ethical treatment of any research subjects. Although Future Generations does not conduct clinical medical studies of any sort, it does conduct social science research and gather health-related information from different groups of people. In addition, it also conducts environmental and economic research. A number of the

Future Generations faculty have served on or helped establish IRBs at other institutions.

The Future Generations Code of Ethics and the student code of conduct in the Student Handbook provide ethical guidance for students and faculty in the responsible conduct of research. The Code of Ethics references our IRB as a way of assuring the highest of ethical standards. The code also addresses our commitment to intellectual freedom and the sharing of ideas as well as the grounding of all Future Generations work in a sense of equality, mutual respect and cultural sensitivity. The Future Generations Code of Ethics also addresses the organization's commitment to the respect of intellectual property rights. The Graduate School follows commonly accepted procedures regarding photocopying materials for class use and the protection of copyrighted software.

EVALUATION OF CORE COMPONENT 4 D.

Future Generations values learning and supports that learning in its faculty and staff. The consultancy by Dr. Laura Lewis shows the commitment of the organization to research and creative works, as does the task force and discussions by the Board directed to issues of research. The organization needs to encourage faculty and student publication of research findings. The institution has two major publications with major publishing houses: Johns Hopkins University Press and W.W. Norton, plus a further co-publication with the China Forestry Department. One additional vehicle that needs to be established is an in-house white paper series open to both faculty and students. This would be an especially appropriate way to share findings in the field with each other, the community-based development profession and the public-at-large.

CONCLUSIONS

The analysis of this criterion and its core components leads to the following conclusions.

Strengths

Future Generations is a learning institution. It is the value the organization places on learning that caused the parent NGO to form the Future Generations Graduate School. Future Generations faculty are scholarly professionals, who strive to impart an inquisitiveness and love for learning to their students. Country Programs are demonstration sites where knowledge of community change and conservation are acquired, improved upon and extended to the larger community. The ethical conduct of the organization's research endeavors and the socially responsible use of its research findings are central to the philosophy through which Future Generations operates.

Opportunities for improvement

1. The Graduate School needs to formalize its IRB and implement its procedures for vetting faculty and student research proposals.
2. To assist in the dissemination of knowledge gained through our research endeavors, Future Generations needs to establish a white paper series, available in hard copy and on the web.
3. There needs to be an increase in the monitoring and evaluation of Future Generations Country Programs and some of the demonstrations underway within them. This will be a primary task of the Dean of the Graduate School.



CHAPTER SEVEN

Women's groups of Arunachal Pradesh, India work together to improve health, increase income, and improve the status of women. They welcome students to learn from their experience.

ENGAGEMENT AND SERVICE

The Master's program was consciously designed to enable students (community practitioners) to learn from and network with other community practitioners around the world while at the same time providing direct service to their home communities.

“As called for by its mission, the organization identifies its constituencies and serves them in ways both value.”

The Future Generations mission statement emphasizes, *“partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.”* This mission calls for a global constituency of communities that benefits from partnerships, shared learning, and service to improve lives. Serving this broad, globally inclusive constituency is integral to the functioning of the Future Generations Graduate School.

The Master’s program was consciously designed to enable students (community practitioners) to learn from and network with other community practitioners around the world while at the same time providing direct service to their home communities. Students are drawn from, and often funded by, communities, government agencies, and non-governmental organizations that seek better-trained and better-informed staff and volunteers to support service-based work. The blended learning pedagogy and the program’s academic schedule allow students to learn while they serve and to serve while they learn. Service is a core academic requirement of the student’s practicum project, as it requires them to stay engaged in fostering community change and conservation within their home communities while applying what they are learning. In this way, Future Generations internal constituencies (students and alumni) directly serve a growing network of external constituencies (communities, governments, and development organizations.)

Future Generations Country Programs also engage in service to support a wide array of country-specific external constituencies. The constituencies served range from government agencies, under whose auspices the programs function to the village empowerment groups the programs organize and promote, to the individual families and persons who benefit from the services provided.

Future Generations also serves the practitioners, scholars, policymakers, and colleagues who work in the wide field of international community change and conservation. The goal of this collaborative learning and sharing is to improve the effectiveness, sustainability, and impact of community-based service programs.

As noted in the organization's annual reports and organizational Alignment and Plan of Action (2005-2015), organizational emphasis is placed on the service-based goals of a) Promoting equity and empowerment, b) Advancing the future of women, c) Conserving ecosystem health and promoting sustainability, d) Expanding local successes to regional scale.

This chapter outlines the ways in which service learning benefits both the functioning of Future Generations and the constituencies served.

Core component
5a.

**THE ORGANIZATION LEARNS FROM THE
CONSTITUENCIES IT SERVES AND ANALYZES ITS
CAPACITY TO SERVE THEIR NEEDS AND
EXPECTATIONS.**

Future Generations sees itself as part of a global learning community. Its ten-year vision, to network with 100 nodes of change, foresees partnerships with its constituencies on a journey of learning and transformation.

Future Generations ten-year vision seeks a global shift in practice that promotes more effective partnerships between communities, governments, and organizations to achieve community change and conservation. The organization will promote "100 nodes of change" or demonstrations that are evolving more effective practices that fit local ecology, culture, and economy. It is anticipated that Master's degree alumni, partner organizations, and other practitioners will contribute to this learning process and help mobilize community energy into large-scale social transformation in their own countries.

Future Generations staff, faculty, and Board of Trustees place special emphasis on learning from internal and external constituencies, not only to respond more effectively to their needs and expectations, but

also to continuously improve the organization's approach to serving communities.

Master's students and external constituencies

Like many academic disciplines, the study of community change and conservation continues to grow and evolve. Future Generations faculty and staff seek to learn directly from their Master's students who are applying new ideas in their home communities in a wide range of cultural, ecological, and economic contexts. Lessons learned through field research and applications are then shared among the students in the Master's program, the alumni, and a broader constituency of global partners.

The Master's program students learn directly from their own communities and constituencies. As students move through the academic program, from the admittance procedures with required essays on their community-based experience, to their final practicum project, they are actively engaged in learning from and serving their host communities. Because students are still fully engaged in their work environments, their practicum projects are often related to their work, which results in projects that directly serve their organizations and communities. Here are two examples from Class One of how students learned from and applied their learning to serve external constituencies.

Shannon Bell worked with the Cabin Creek Community Health Center, an organization that served a rural community in the southern coalfields of West Virginia. As part of her field applications for the Master's program, Bell organized a group of local women to identify both the current successes and needs of their community. This research helped her identify an approach, known as Photovoice, to mobilize local women. Bell gave each of her participants a camera and arranged photography lessons for them. Over the course of a year, the women had monthly assignments to take photos of their community, of things they appreciated and things in need of improvement. At each monthly meeting, women explained and discussed their photographs. After a year of rich discussions, the

women presented their Photovoice evidence in a local church and gave community members the opportunity to present ideas for moving forward with positive change. This women's group has since focused on cleaning up an abandoned recreational site near the river. When Bell shared this experience with her classmates, one of them suggested that the Photovoice project be shared with the larger West Virginia community on the Internet, an idea that has since become a reality. (<http://www.imageassociatesllc.com/clients/photovoice/>).

Kelly Brown serves as a land resource planner and as the manager of the Heiltsuk Nation salmon cannery in British Columbia, Canada. For his practicum, Brown continued work to develop a comprehensive land-use plan to secure the equitable co-management of Heiltsuk tribal lands with the Canadian Government. He also worked with the operators of the tribal salmon cannery to reduce its annual deficit from \$500,000 to \$19,000. This, he said, was achieved by applying one of the principles he saw successfully practiced in another community during his studies in the Master's program. Brown used this idea and his own personal experience from the class residencies to take the managers of the failing salmon cannery to see the commercial operations of several other more successful canneries. In this way, Brown enabled his community members to see more efficient practices, which they then used to significantly improve their own operations.

As can be seen, the curriculum of the Master's program is designed to closely link the organization's internal and external constituencies. Students, our internal constituencies, are drawn from, and often funded by, the communities, government agencies, NGOs, service agencies, etc. that comprise our external constituencies. The program is designed to allow students to maintain their jobs and continue to contribute to those external constituencies while pursuing their advanced degrees. The students' practicum projects allow them to apply what they are learning as they stay engaged in fostering change and sustainable development within their host communities. Table 7.1 below and table 6.2 in chapter 6 show the projects our graduates have completed and those our present students are conducting.

Table 7.1

Class One – Practicum Titles for Master’s Candidates

Traci Hickson	Future Generations: A Global Learning Community of Equitable and Sustainable Change
Nawang Gurung	How the Pendeba Program Affects Community Change toward Natural Resource Conservation and Health Improvement of the QNNP in Tibet, China
Ikwo John Udoh	Community Readiness for Change: An Entry Point Survey of Egun Community in Makoko
Kelly Brown	For Our Children’s Tomorrow
Bruce Mukwatu	Zambia Academy for Community Change
Pratima Singh	Adolescent Girls of Simayal: Future Mothers
James Paterson	The Partnership of African American Churches
Shannon Bell	Primary Health Care in Cabin Creek: A Proposal for Community-based Change and Empowerment

Country Programs and external constituencies

Country Programs directly engage in service to support a wide array of country specific external constituencies as they promote, evaluate, and research the efficacy of their community-based work. These constituencies range from government agencies, under whose auspices the programs function, to the village empowerment groups the programs organize and promote, to the individual families and persons that benefit from the services provided. A partial list of these external constituencies is provided below for each country program site.

Arunachal Pradesh, India

- The State Government of Arunachal Pradesh
- Arunachal Pradesh Department of Environment and Forests
- 54 Women’s groups
- 25 Self Help Groups

- 135 Village Welfare Workers
- Farmers' Clubs
- 3 Local Coordinating Committees
- 6,000 Panchayat (locally- elected) Village Councils

Tibet Autonomous Region, China

- Tibet Department of Science and Technology
- Tibet Forestry Bureau
- Qomolangma (Mt. Everest) National Nature Preserve (QNNP) Management Bureau
- Tibet Plateau Institute of Biological Research
- 19 County Governments
- 607 trained village Pendebas “workers who benefit the village” in the QNNP and the Four Great Rivers Nature Preserve

Peru, provinces of Cuzco, Huanuco, and La Libertad

- The Peruvian Central Ministry of Health
- 3 Regional Health Directorates of the Ministry of Health
- 3 Regional Governments
- 19 Municipal governments
- 15 Local Community Health Administration Associations (CLAS) plus many others who may participate with us in periodic workshops
- 36 government primary health care facilities (health centers)
- About 400 communities
- About 1000 Community Health Agents (women volunteers from the local communities)
- 175,000 people served by Model CLAS projects

Afghanistan

- Afghanistan Ministry of Health
- Afghanistan Ministry of Rural Reconstruction and Development
- Afghanistan Ministry of Education
- Afghanistan National Environmental Protection Agency

- Approximately 12,000 women enrolled in over 400 mosque-based literacy programs
- 51 women graduates of literacy programs trained as hygiene promoters, each teaching 30 families
- 60 women trained as community health workers who have formed 70 women's action groups, serving 1,000 families
- 72 Shuras (village councils) engaging 500 ex-combatants in workplan implementation in Shaidan and Yakawlang Districts of Bamyan Province

To learn from and better support these diverse constituencies, Future Generations country programs apply and adapt the SEED-SCALE model. A fundamental premise of **SEED-SCALE**, and the meaning behind the acronym SEED, is; “**S**elf **E**valuation for **E**ffective **D**ecision making.” This process engages Future Generations Country Programs, and their constituencies, in collecting and analyzing data to facilitate decision-making and planning. This process allows Future Generations Country Program staff to learn from and respond to local constituencies. Country Programs engage their constituencies in partnerships to develop a workplan of activities based on local data and needs ([exhibit 7.1 - village workplan](#)).

In addition to learning from each community site, Future Generations also facilitates learning among its Country Programs. In this way, the lessons learned in one country benefit the entire organization. As an example of this cross-program learning, Dr. Laura Altobelli, Country Director of Peru, joined the first class of Master's program students in India for two weeks to learn from the India experience. Likewise, a staff member from India joined the Master's students in Tibet/China to study lessons in conservation. Approximately 30 community leaders from Afghanistan participated in an India-wide site visit in the spring of 2003, and Future Generations President, Comptroller, and Development staff travel to Country Program sites to learn how to better support local needs. Cross-program learning is also facilitated through the organization's annual international staff meetings. In June 2006, the topic of shared learning focused on Country Program experiences in establishing strong government partnerships ([exhibit 7.2](#)).

The process of learning from the field, and through the constituencies served, is documented in a series of publications, starting with *Community-Based Sustainable Development: A proposal for Going to Scale with Self Reliant Social Development* ([exhibit 7.3](#)), Partnerships for Social Development ([exhibit 7.4](#)) leading to *Just and Lasting Change; When Communities Own Their Futures* ([exhibit 7.5](#)), and in the developing manuscript for the new book *From Seeds of Human Energy to Scale of Global Change* ([exhibit 7.6](#)). These ideas are shared with external constituencies through workshops and the publication of curricular materials ([exhibit 7.7](#))

Place of Residence – Pendleton County, WV

Although Future Generations is an international organization with a focus on the needs of the developing world, it is also a member of a rural mountain community in West Virginia. Pendleton County is often described as one of the most beautiful counties in West Virginia. Situated within the George Washington and Monongahela National Forests, approximately 50 percent of the county is managed by the federal government. Local people earn their livelihoods through agricultural and the local service industry, but primarily through daily two-hour commutes to neighboring cities.

Future Generations located here to be part of, learn from, and contribute to a small community, similar in many ways to the communities the organization serves worldwide. The organization's decision to locate in rural West Virginia was by choice of integrity, not convenience. This choice is based on the belief that if you are serving rural communities in far away places, you can best serve them by staying as closely connected with their daily realities as possible. In fact, the Future Generations model of community-based conservation in Tibet/China originated during a conversation the President of Future Generations had with two local farmers who suggested that the United States Forest Service turn the management of the forests over to the local people.

To the extent possible, the organization's policy is to buy locally, bank locally, and employ locally. Although Future Generations has no formal service programs in Pendleton County, many staff

members volunteer and serve with local organizations, including the Pendleton County Farmland Protection Board, the Economic Development Association, the Chamber of Commerce, the local chapter of Habitat for Humanity, and in leadership roles in several community churches. The organization has also sought to recruit as a Master's student the former director of the Pendleton County Economic Development Association. Most recently, Future Generations was the first organization in West Virginia to negotiate and pilot a net-metering contract for small wind generators. This influenced state policy, leading to new legislation in support of more fair and equitable contracts for West Virginia residents who want to set up their own wind generators ([exhibit 7.8](#)).

EVALUATION OF CORE CRITERION 5 A.

Future Generations serves and listens to its constituencies. Its students have had a major hand in adjusting the curriculum to meet their unique needs. Before the organization framed its mission in terms of education, it framed it in terms of service. The community-based model we teach starts with listening and learning from the community. Future Generations could do a better job of listening to and serving its Pendleton County West Virginia constituencies. It is the only institution of higher learning in the County, and could work harder to enrich community life closer to home by sharing its knowledge, sharing the expertise of its faculty and staff, and by reaching out to educate and apply its development experiences closer to home.

Core component 5b.

THE ORGANIZATION HAS THE CAPACITY AND THE COMMITMENT TO ENGAGE WITH ITS IDENTIFIED CONSTITUENCIES AND COMMUNITIES.

Although its mission calls for a broad, global constituency of communities, Future Generations understands its organizational limitations. As with many service organizations, there are more demands for its services than can possibly be met. The Board of Trustees grapples often with the idea of expansion to start new country programs. Staff and trustees have suggested that Future Generations should be working in Africa, there should be a program

to test the paradigm in urban areas, and there should be a field campus site in Nepal. This balancing of resources with need is a common debate in Board meetings ([exhibit 7.9](#)-hard copy). The Board of Trustees shows its commitment to matching capacity with commitment by voting to approve annual program budgets that demonstrate proven sources of committed funds ([exhibit 7.10](#)-hard copy).

Master’s students and external constituencies

Future Generations has the capacity and commitment to serve its internal constituencies, the students and alumni. This commitment is expressed in terms of financial scholarship support and institutional services such as fundraising support and guidance for students or alumni who seek ongoing support for their community projects.

In the first graduating class, all students received some level of scholarship support from Future Generations. In the present class, \$227,404 of organizational funds has been allocated as financial aid, with 87.5 percent of the students receiving partial or full support for their studies. Future Generations works hard to secure outside funding for students in the program. Table 7.2 provides information on outside organizations providing support for students in Class Two of the Master’s program.

Table 7.2

External Funders for Class Two Master's Students

	Amount
National Council on Canadian-Arab Relations (Canada)	\$15,000
World Relief	\$12,000
Charles Merrill	\$30,000
Lefebvre Foundation	\$30,000

Other institutional service support for students and alumni include fundraising support and guidance. Future Generations Trustee, Patricia Rosenfield, nominated alumnus James Patterson for the Ford Foundation Leadership Fellowship in 2004, for which he was

selected as a finalist. President, Daniel Taylor secured a \$70,000 grant for student Tshering Yangzom to directly support her work with communities. Future Generations development and communications office is working with student Margaret Kaggwa of Uganda to obtain a grant from the Mulago Foundation. Academic Director, Dan Wessner, is currently working with both Vietnamese students in the current class to raise a variety of types of assistance for their community service work. Professor Henry Perry has visited the field projects of both Sivan Oun in Cambodia and Melene Kabadege in Rwanda. Future Generations also actively promotes the work of alum Bruce Mukwatu in Zambia to establish the Zambia Academy of Applied Community Change.

Country Programs and external constituencies

Because the Future Generations Graduate School grew out of the experiences of a service-centered NGO, the organization is strongly oriented toward engaging and serving its identified external constituencies and communities. Before there was a school, the organization was serving the needs of these constituencies. This commitment is evident in the staffing of each Country Program and in the budgeted resources dedicated to program implementation at those Country Program sites. Staffing lists for the Franklin office and the Country Program sites are provided in [exhibit 7.11](#). Future Generations also allocates a significant percentage of its institutional budget to providing direct service to its constituencies. Table 7.3 below shows the percentage of the Future Generations budget allocated to each activity. In total 73 percent of the Future Generations budget is allocated to programs that serve our identified constituencies and communities.

Table 7.3

Percentage of Future Generations Budget Allocated to Country Program Activities

Country Program	Amount	Percent
China/Tibet	\$790,383	22.19
India	\$259,174	7.28
Afghanistan	\$1,101,780	30.93
Peru	\$447,472	12.56

EVALUATION OF CORE COMPONENT 5 B.

Future Generations has been able to raise a significant amount of money to support student scholarships and to leverage funds from other donors to support students. This is a reasonably cost-effective Master's program, especially when it is considered that the tuition covers room and board during residentials. That being said, for most of the students in this program, tuition is an enormous amount of money, far beyond what is feasible to borrow through student loans or repay via the salaries in their home countries. Without significant financial support the students we want to serve through this program would not be in this program.

Core component 5c.

THE ORGANIZATION DEMONSTRATES ITS RESPONSIVENESS TO THOSE CONSTITUENCIES THAT DEPEND ON IT FOR SERVICE.

Master's students and external constituencies

The Future Generations Graduate School and the Master's Degree in Applied Community Change and Conservation were established to meet a growing demand for better trained professionals within development and conservation sectors worldwide. In many communities, the real need is not for financial support or outside humanitarian assistance, which is often only temporary, but for trained professionals working within and for communities. The need is not for narrowly educated, discipline-specific practitioners, but for practitioners educated in the broad application of many disciplines

and thus able to meet the expanding challenges of community development and conservation.

The blended learning pedagogy is a response to the needs of potential students as well as their families, communities and employers. It allows students to pursue their careers while engaged in advanced studies. In this way it also is a response to the needs of host country governments and development agencies that want to enhance the knowledge and skills of key employees without losing their services while they pursue advanced degrees. The dilemma faced by these organizations is that often these deserving individuals are too important to the work of the organization to let them have the time off for advanced studies. In traditional educational programs, communities and development work suffers when professionals are forced to abandon their work in order to get the knowledge and skills they need to do their jobs better.

The Graduate School has shown its responsiveness to the needs of its students through changes made to the program to accommodate personnel, family and work needs. Between the first and second Master's program classes improvements were made to the program based on student comments. To accommodate student needs and to help them be more responsive to their communities, several programmatic and teaching changes were made. The partial list below is illustrative of those changes.

- Faculty agreed to be more flexible with their online course due dates to accommodate student work schedules, which required that students were in the field with rural communities without computer access.
- Residentials were rescheduled to provide more time for writing, reflection and completion of assignments.
- Online courses were staggered throughout a term so that a student is working on no more than two courses at a time.
- The IC3 language component to the Master's program was established to better prepare students and perspective students. IC3 serves to prepare perspective students prior to their entering the program and continues with language and inter-cultural competency studies for students in the program.

- The research methodologies and design course was moved to Term I to better prepare students for the research they would be conducting with their communities.

Country Programs and external constituencies

Future Generations field programs were established in response to identified community needs. Future Generations only works in countries and regions where it is invited to establish programs. Programs are welcomed both by the communities and host country governments. Memoranda of Understanding or authorizing documents both uphold the ethical integrity of Future Generations and specify the area of need to be addressed by the Future Generations programs.

EVALUATION OF CORE COMPONENT 5 C.

We believe that Future Generations has shown repeatedly its responsiveness to students and its external constituencies.

Core component 5d.

INTERNAL AND EXTERNAL CONSTITUENCIES VALUE THE SERVICES THE ORGANIZATION PROVIDES.

Master's students and external constituencies

The student's practicum projects and surveys indicate significant levels of student service to community. Future Generations seeks to know more about how the students' and alumni's external constituencies value their participation in this program. To better involve the students' external constituencies in this evaluation process, Future Generations has adjusted its admissions process to include a letter of support from a student's host community, as well as a phone interview with each student's community representative to better facilitate dialogue and feed back. In addition,

the evaluation of each student's practicum project will, in the future, require an evaluation from the host community.

Professor Dr. Henry Perry and Class One serve Future Generations Arunachal during the India site-residential by helping to tabulate survey data.



Country Programs and external constituencies

Future Generations works to build the capacity of its constituencies so that they may respond directly to their local needs and take ownership of their own accomplishments. Future Generations community, government, and organizational partners value the role of Future Generations as an outside-in organization that does not seek to take credit for local accomplishments. A visit to a project where Future Generations is engaged will seldom show a sign of Future Generations participation. Future Generations is valued for its ideas, training and mentoring, and process of community change, all of which are focused on enabling the communities to take ownership of the projects, not for Future Generations to claim external credit. And, the organization is especially valued because it does not try to control or manipulate internally the agenda and programs of its local constituencies, but instead, fosters genuine partnership.

External constituencies express their sense of value for the services of Future Generations by continuing to strengthen and build upon

the partnership. Host countries regularly renew their commitments with Future Generations (the institution has never been turned down when it has requested a partnership) by renewing the agreements that allow programs to continue ([exhibit 7.12 - 2006 Letter of support from the Party Secretary of the Tibet Department of Science and Technology](#)). In most countries, as an indication of the uncommon level of support for Future Generations partnerships, the host government provides assistance with visas, in making travel arrangements, and in assisting with the importation of equipment and supplies.

One solid measure of the value these external constituencies place on the services provided by Future Generations is the internal funds leveraged from host countries or local partners by the Future Generations investment. The table below shows a ratio of internal funds leveraged by various Future Generations initiatives.

Table 7.4

Ratio of constituency funds leveraged by Future Generations initiatives

		Future Gen Investment	Host Country Investment
Peru	Huanuco Model CLAS, regional demonstration and training center	\$50,000 a year for three years (\$150,000)	\$3.2 million USD provided by the Huanuco Regional Government to scale-up success
Peru	Strengthening national legislation in support of CLAS	\$30,000/year for three years	\$20 million USD in Peruvian national appropriations to support CLAS
Tibet, China	Qomolangma National Nature Preserve	\$100,000/year for 15 years	In excess of \$500,000/year over the last 15 years
Tibet, China	Four Great Rivers protected area	\$1,000,000 /year for 2 years	In excess of \$2,000,000/year over last two years
Arunachal Pradesh, India	National Network of Biosphere Reserves	\$40,000/year over last five years	In excess of \$200,000/year last five years
Arunachal Pradesh,	Training of 6,000 Gram Panchayat	\$60,000/year over last five	Excess \$500,000/year over

India	Councils	years	last five years
-------	----------	-------	-----------------

Future Generations
 “did not come to bring money but to develop the capabilities within us the people of Las Moras. That idea stuck with me, because few projects want to work in the development of the people, they only come to reach their own goals and then they go away.”

At the community level, the value people place on services provided by Future Generations is most often expressed through testimonials. A few of these testimonials, recorded for various Future Generations publications, are provided below.

For some time now I am familiar with the work that Future Generations is developing in Las Moras, it interested me because it makes the community participate in solving its own problems, first raising the people’s consciousness about it own needs and from that must be

born the ideas to solve them and the idea that they can develop themselves.

--Engineer Juan Deza Falcon

Manager of Community Services of the Provincial Municipality of Huánuco

I know about the project since they called us to a meeting and they said to us that we had been selected to work with Future Generations Peru, but that they did not come to bring money but to develop the capabilities within us the people of Las Moras. That idea stuck with me, because few projects want to work in the development of the people, they only come to reach their own goals and then they go away.

--Mr. German Chávez

President CLAS Las Moras

I knew about the project, from before I had my current position. I am a teacher at the University and from a few courses that we had in the sectors of Las Moras. I began to learn about Future Generations, of its method of community work in prevention and monitoring of health. Fundamentally, it is a whole process to mainly develop

capacities in the social actors of the community, the community health agents, who have developed an entire process of community diagnosis, everything that it has involved., a population census, sectorization, and also the interventions in various areas to achieve sustainability.

*--Nurse Marita Salcedo Zúñiga
Executive Director of Health Promotion
Regional Directorate of Health - Huanuco*

[Exhibit \(7.13\)](#) provides additional testimonials from the communities we serve in Tibet/China, Peru, Afghanistan and India.

EVALUATION OF CRITERION 5 D.

See [Exhibit 7.13](#)

CONCLUSIONS

The analysis of this criterion and its core components leads to the conclusions below.

Strengths

Unlike most colleges that began as academic institutions and evolved to include a service component, Future Generations began as a service organization that evolved to include an academic component. As such, the Future Generations Graduate School is an academic institution explicitly designed to serve communities and its external constituencies. Although the organization's record of service represents the strongest component, conducting this Self-Study helped the organization identify areas in need of improvement.

Opportunities for improvement

1. It was recognized that the organization could do a better job of soliciting formal evaluations of the services it provides from the communities it serves. The Future Generations

development model stresses data based decision-making within the community, but Future Generations has done little to formalize a process for gathering data on how our services are received by the communities.

2. Future Generations needs to develop a mechanism to continue service and engagement with student practicum communities once the student has graduated.
3. In the Master's program curriculum, the institution needs to improve the service component of the residential programs. Future Generations wants the communities, Country Programs, and partnering organizations to be happy and honored to host the residential programs, not to feel that doing so is a burden that takes them away from their work. Providing a service component to the students' visit will help to assure their continued welcome into the future.
4. Future Generations needs to formalize, with memoranda of understanding (MOU), many of its informal partnerships. This would more clearly state the expectations on both sides of these partnerships. Along with this, the organization needs to develop guidelines for these partnerships so that the ethical integrity of our organization and the clarity of its mission are not lost. Future Generations needs to solicit community input into evaluation of student practicums, allotting part of the student's grade to that community assessment.



CHAPTER EIGHT

Class One graduates at the base of Qomolangma (Mt. Everest) in a family hotel supported by the park management bureau.

FEDERAL COMPLIANCE

CREDITS, PROGRAM LENGTH AND TUITION

The Future Generations awards semester hours of credit for academic work completed in the Master's program. Table 8.1 is an analysis of minimum student workload for online, residential and practicum courses. Although time commitment varies with student ability, and project work associated with the practicum is undervalued, this analysis gives some indication of the program's expectations. On average, students in the Master's program can expect to put in 46.9 hours of instructional work for each credit hour completed. This is slightly above the Carnegie unit of credit standard of 45 hours of student work per semester credit hour.

The Future Generations Master's program takes two years to complete, and comprises 37 semester hours of instruction. Within the two-year period, there are 19 months of active online or residential instruction. For the applied practicum, work is done alongside instructional work or during those months when classes are not in session. Students enter and are expected to complete the program as a class cohort. Opportunities do exist, however, for students to withdraw for a term or more and complete their degrees with the next entering class.

Tuition for the Master's program is \$17,500 per year. This amount includes books and teaching materials, as well as room, board and all in-country academic related costs incurred during the four residential sessions. As seen in Table 8.2, both the credit hours needed to complete the program and the tuition charged are well within the range required for other institutions offering Master's degree programs.

Table 8.1

Analysis of instructional time and credit hour allocation for Masters program courses

Courses of Class Two (2005 – 2007)	Online Credits and Hours	Length of Term in Months	Residential Credits and Hours	Site for Residential Studies	Practicum Credits and Hours
Community-based development					
Introduction to Community Change and Conservation	1 credit; 50 hours	4 months	1 credit; 40 hours	India	
Nature Conservation and Management	1 credit; 50 hours	4 months	1 credit; 56 hours	United States	
Going to Scale with Community Development	1 credit; 50 hours	5 months	1 credit; 40 hours	Peru	
Globalization, localization, and sustainability					
Sustainable Development	1 credit; 58 hours	4 months	1 credit; 32 hours	India	
Food and Water Security	1 credit; 50 hours	5 months	1 credit; 40 hours	Peru	
Human Ecology	1 credit; 30 hours	6 months	1 credit; 96 hours	Nepal/Tibet	
Community change skills					
Healthy People, Healthy Communities	1 credit; 50 hours	4 months	1 credit; 40 hours	India	
Leadership and Organization Dynamics	1 credit; 50 hours	4 months	1 credit; 40 hours	United States	
Social Change and Conflict Transformation	1 credit; 35 hours	4 months	1 credit; 64 hours	United States	
Inter-Cultural Communicative Competence	(0 - 2 credits)				
Monitoring and evaluating community change					
Applications of Nonprofit Management	2 credits; 90 hours	6 months			
Empowerment	1 credit; 50 hours	5 months	1 credit; 40 hours	Peru	
Pedagogy of Place: Home and India		4 months	1 credit; 55 hours	India	
Pedagogy of Place: United States		4 months	1 credit; 45 hours	United States	
Pedagogy of Place: Peru		5 months	1 credit; 45 hours	Peru	
Pedagogy of Place: Nepal and Tibet		6 months	1 credit; 45 hours	Nepal/Tibet	
Applied Practicum Work					
Practicum: Research Design and Methods		4 months		India	2 credits; 90 hours
Practicum: Prospectus Design		4 months		United States	2 credits; 90 hours
Practicum: Applied Research I		5 months		Peru	2 credits; 90 hours
Practicum: Applied Research II		6 months		Nepal/Tibet	2 credits; 90 hours
Synthesis and Integration	1 credit; 60 hours	6 months	1 credit; 40 hours	Nepal/Tibet	1 credit; 35 hours
Totals: 37 credits (+ up to 2 language credits) 1736 hours 46.92 hours/credit	13 credits 623 hours (0 – 2 credits for language)	19 months	15 credits 718 hours		9 credits 395 hours

Table 8.2

Comparison of Credit Hours and Tuition for Masters Level Educational Programs

	Credits in Masters Program	Tuition/year
Univ. Maryland	54 (2 year)	23,814
Univ. Arizona	36	22,608*
Univ. W. Virginia	1 Year	14,578
Univ. Virginia	30	20,520
Marshall Univ.	36	25,508*
Harvard	32	30,544
Future Generations	37	17,500

* distance learning credit hour tuition

INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT

As an educational organization seeking initial accreditation, the Future Generations Graduate School has not received any Federal funding and has not had any students that would qualify for Title IV funding.

FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS

Given the unique nature of our blended learning pedagogy, there is no physical place where students complete more than 50 percent of their degree requirements. All residential sites would qualify to be considered as course locations. As part of this candidacy evaluation, the Nepal residential site is to be visited by two members of our consultant evaluation team.

INSTITUTION'S ADVERTISING AND RECRUITMENT MATERIALS

Seeking initial accreditation, the only public reference made by Future Generations to affiliation with the Higher Learning Commission has been in the required public notification of the team visit, which included contact information for the Higher Learning Commission.

Reference to our position in the accreditation process is mentioned in the Student Handbook along with the required address and phone number.

PROFESSIONAL ACCREDITATION

Not applicable, the Future Generations Graduate School does not hold any professional accreditations.

REQUIREMENTS OF INSTITUTIONS HOLDING DUAL INSTITUTIONAL ACCREDITATION

Not applicable, the Future Generations Graduate School does not hold any dual institutional accreditation.

INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

The Future Generations Master's program invites students to offer comments, suggestions and complaints in several different ways at numerous times during the two year program. At any time students may express their concerns to the Registrar or Director of Academic Programs via phone call, email or in direct discussion. Also, students are invited to express their concerns to faculty teaching individual courses. Depending on the nature of the concern, a faculty member or administrator contacted may address the student directly, or the

issue may be referred to the appropriate person, normally the Registrar or Director of Academic Programs. If the issue is deemed serious, or if it is a request for variance on a Graduate School policy, a signed letter is required and forwarded to the Academic Council for resolution.

Most issues and concerns expressed by students are included in the student's file and in a file in the Registrar's Office. The response to the student is included in the file as well. If the Academic Council handles the matter, decisions are recorded in the minutes of the Council and copies of all communications from and to the student are filed in the Registrar's Office. An examination of the Registrar's file and the Academic Council minutes will provide a full exposition of the issues raised by students and their resolution.

A formal grievance procedure has been formulated and is included in the Student Handbook. This procedure includes the formation of a Grievance Committee and the procedures to be followed in resolving the issue ([exhibit 8.1 – grievance procedure](#)).

