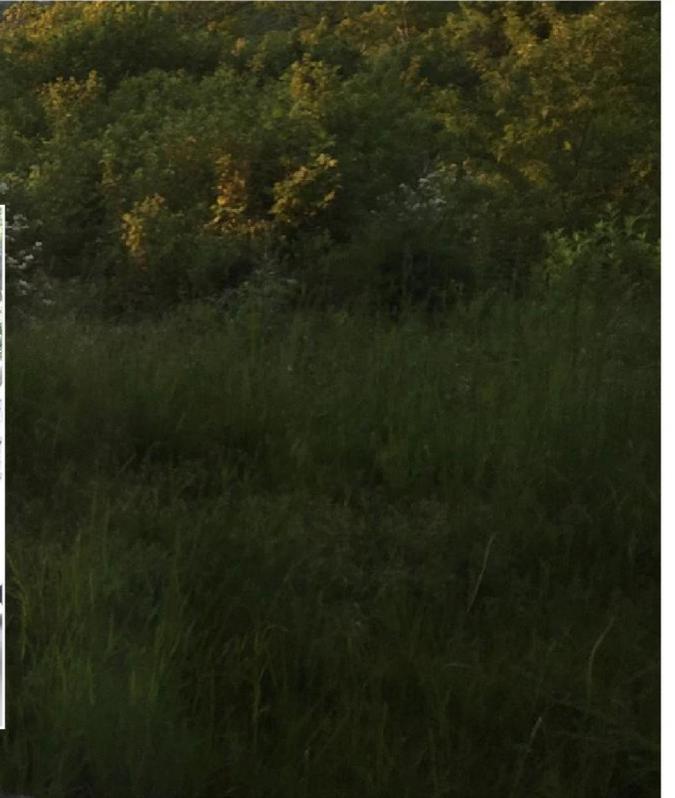


Future Generations University

Faculty Handbook | 2020-2021



Future Generations University prepared this handbook to guide faculty, administrative staff, and stakeholders working for and with the school. It is intended to provide information on the key policies, procedures, learning outcomes, pedagogies, assessment strategies, and responsibilities of Future Generations University. The handbook will be used in consultation with the Policy and Procedures Manual and the Academic Catalog.

Policies and procedures of Future Generations University are regularly subject to review and amendment. While committed to regular faculty participation and consultation, the University reserves the right to revise and change the contents of this manual without prior notification. The Chief Academic Officer will ensure that notices are circulated if any changes are deemed necessary.

Nondiscrimination Policy

Future Generations University admits students of any race, sex, religion, creed, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students enrolled in the program. The University does not discriminate on the basis of race, sex, sexual orientation, religion, creed, and national or ethnic origin in the administration of its education policies, admissions policies, financial aid, and other related programs.

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1. INTRODUCTION

1.1 Mission & Vision

Mission

Future Generations University promotes research, learning, and action to achieve inclusive, sustainable change worldwide.

Vision

Future Generations University seeks a global shift in practice that builds from successes in communities, leads with evidence, and focuses on behavioral change to achieve just and lasting futures for communities. It promotes demonstrations of more effective practices that fit local ecology, culture, and economy. Our vision is to develop a better world for present generations and generations yet to come.

1.2 Core Values

Future Generations University promotes respect for all life and the conditions for harmonious coexistence. It recognizes the dignity of every human being with particular interest in the well-being of families, children, and communities. The University's programs adopt a holistic, integrated, and ecological approach to community change. These programs emphasize equity, empowerment, and self-confidence, especially among marginalized peoples. The University commits itself to ethical standards of community change, sustainable livelihoods, conservation, and peacebuilding. The University strongly supports freedom of expression and the pursuit of truth in teaching and learning.

1.3 Organizational Structure & History

Future Generations University is part of an international network of non-profit organizations. The original charitable organization, Future Generations, was incorporated in 1992 in response to UNICEF research projects. In 2003, the West Virginia Higher Education Policy Commission approved the institution's offering of a Master of Arts in Applied Community Change and Conservation. In 2006, the Higher Learning Commission, as regulated by the U.S. Department of Education, granted initial accreditation to Future Generations Graduate School. In 2017, the institution was officially recognized as Future Generations University. It now offers a Master of Arts in Applied Community Development and five specializations: Ecosystem Resilience and Conservation, Engineering Enterprise, Leaders for Peace, Leadership, and Linguistic Development Education.

1.4 Accreditation

Future Generations University, a 501(c)(3) nonprofit institution of higher education, is accredited by the Higher Learning Commission, as regulated by the U.S. Department of Education.

1.5 A Master's Education

The Master of Arts in Applied Community Development degree program education community-based development practitioners to be agents of change and competent, participatory researchers. It is a professional master's degree enabled through a blended learning pedagogy. The primary learning focus is community-based, first in each student's home community where she or he learns from the reality of that place, continually improving knowledge and skills for "applied community change." This community is the student's "desk," the place to which the curricular deliver of the University is focused.

Through students' two-hear learning journey, Future Generations University seeks to provide a transformative learning experience of courses delivered through a blended approach of the following learning streams:

- 1) Community Labs – These are the core of the community-based experiential learning pedagogy of the University. In each course, students are required to apply what they are learning through activities and artifacts that promote intentional community engagement.
- 2) Online Learning – The Moodle LMS and Mahara ePortfolio platforms facilitate sharing of resources, submission of assignment, and asynchronous communication. Moodle ensures that all learning resources are in one place, and Mahara allows a multi-media environment that showcases student learning artifacts.
- 3) Face-to-Face Learning – Through Zoom Video-conferencing, community relationships, and field residential opportunities, students learn from each other, faculty, and local experts. These might be in the form of mentorship, direct instruction, or peer-to-peer learning opportunities.

The Future Generations Master's Program meets the guidelines set forth in the Council of University's policy statement – Master's Education: A Guide for Faculty and Administrators. This document defines a master's 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 practice but also from varied experiences and perspectives brought to the program and shared among students," and
- That "...usually requires[s] 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."

1.6 Institutional Goals

Future Generations University subscribes to the following institutional goals:

Promote Equity and Empowerment

The work of Future Generations University seeks to advance the lives of the most vulnerable peoples through a process that promotes equity and empowerment within communities. 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 recognition that these populations, regardless of 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, all 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 successes and to teach other women in their households, villages, and neighboring communities. Future Generations University's goal to expand opportunities for women is achieved through ensuring that women as community leaders are well represented in the Master's program.

Conserve the Land, Air, and Water

The needs of conservation connect to the needs of people, and communities need to be part of the conservation solution. A goal is to identify and promote low-cost methods that build the capacity of communities to improve their lives while protecting the Earth's biodiversity and 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 promotion to address the environmental issues of sanitation, food, and water security.

Scale-Up Successes

A goal is achieving large-scale change that moves beyond one community to improve lives across an entire region or nation. This goal is pursued through a systematic process of working with country partners to facilitate the development of regional centers of action, learning, and experimentation. Through the Future Generations Global Network (future.org), the principle of learning centers will be continued in these countries and extended to locations where there is a critical mass of alumni who can also establish learning partnership centers as a mechanism for scaling up community change.

Expand Impact through Education

The mission, vision, strategies, and values of Future Generations University are aligned to extend the organization's impact through the process of education, as opposed to establishing and managing new programs.

1.7 Program Learning Outcomes

These Program Learning Outcomes follow upon the mission of the University. Critical thinking applies to the Mission's three fundamental goals: promoting research, learning, and action that achieve inclusive, sustainable change worldwide. Graduates are equipped to be community leaders of change - in development, conservation, peacebuilding, engineering enterprise, and education. Leadership capacity guides the five Master's Degree specializations, each with particular goals in addition to the ten Program Learning Outcomes below.

1. Graduates can purposefully apply SEED-SCALE and related social change theories as comprehensive frameworks.
2. Graduates can analyze and synthesize information from online, print, and experiential sources, resulting in concise, academically honest, written and oral exposition.
3. Graduates can employ quantitative and qualitative evidence-based methods to monitor and critically evaluate programs.
4. Graduates can articulate and apply relevant leadership and management styles in various community and professional contexts.
5. Graduates can implement participatory action methods in the context of community change.
6. Graduates can deploy technology tools that advance collaborative research and collective learning.
7. Graduates can demonstrate skills in respectful dialogue, facilitation, and cross-cultural communication.
8. Graduates can design an ePortfolio which integrates knowledge and competencies acquired from field evidence-gathering experiences, interactions with peers and the community, and lessons from coursework.
9. Graduates can employ context-appropriate resource management strategies for natural resources, human personnel, and finance.
10. Graduates can demonstrate vision and imagination in their community work, course work, and engagement with others.

1.8 Code of Ethics

Engagement in education and community development activities changes the lives of people and, therefore, carries with it important ethical responsibilities. Adhering to a clearly stated and understood organizational code of ethics is central to Future Generations University, which engages in three primary areas of work:

Community Academic Research

We participate in developing and refining ways to help improve community health, peacebuilding, natural resource conservation, education, productivity, and self-awareness of the human potential for change. We evaluate and learn how to do this better from the programs and our partners. All student and faculty research is reviewed by the institution's Institutional Review Board (IRB) to ensure that ethical standards are met and research risks are identified and addressed.

Demonstration of Process and Results

We work side-by-side with partners in the government and the community to demonstrate successes that are understandable, effective, scalable, and replicable. We learn from this process to improve the next demonstration.

Education

The University teaches the lessons from research and demonstration both to educate Master's-level community workers and train field workers to expand the work of the organization, and to share our ideas with local community workers eager for new ways to surmount old problems.

As such, the principles of this Code of Ethics are expressed in broad statements to guide ethical behavior and decision-making with regard to these key activities. Each individual who works on behalf of Future Generations University must take personal responsibility for being aware of and applying these principles in their daily behavior. Future Generations expects to be held accountable for adherence to these ethical standards:

- We believe our mission to achieve social change in communities depends upon encouraging choices and decisions based on local needs and utilizing local human energy. We believe Future Generations University should help communities learn to harness their energies more effectively to promote community change and to work with their partners in more enabling ways. We value listening over directing, equality over hierarchy, and a two-way balance in communications and exchanges. We believe all people have the inherent capacity to determine and change future.
- We uphold the principles of intellectual freedom and encourage sharing of all ideas.
- We treat co-workers and colleagues with respect, fairness, and good faith, advocating conditions of employment that safeguard the rights and welfare of all employees of our organization. We will not discriminate on the basis of race, religion, gender, or personal preferences.
- We value and promote strategies by which communities can learn to live within and protect the fragile ecosystems in their environment. We promote an ethic stewardship of the environment that protects the rights of all who may enjoy or

depend upon it, now and in the future.

- We seek to empower others to take control of their lives in an open and collaborative way.
- We value Future Generations University as a learning organization that nurtures and draws benefit from its diversity.
- We believe that our working partnerships with members of other nations and communities are grounded in equality, mutual respect, and cultural sensitivity. Each participant in the development process, no matter how marginalized, is an expert who contributes value to solving problems on an equal footing.
- At all levels of the organization, we promote integrity, competence, and transparency in support of our strategies. All members of the organization will conduct themselves in a fair, respectful, and trustworthy manner.

1.9 Pedagogical Principles

Future Generations University strives to create stimulating and safe learning spaces for critical thinking and reflective practice. All Courses are designed to develop and enhance the following:

- Core competencies in subject matter and theory
- Core analysis and application competencies
- Core managerial and leadership skills, and
- The ability to apply the above knowledge and skills in community change work.

A key principle is to integrate and build on student experience well as the experiences and knowledge of the communities within which they are working. Faculty are motivated to develop innovative and imaginative approaches to sustain a vibrant learning environment through active “cognitive presence” and “social presence” – e.g. to enhance personalized engagement through the use of Skype, Zoom video-conferencing, discussion groups, blogs, videos, and other collaborative activities online and on-site.

1.10 Sustainable Development Goals

Future Generations University recognizes that the United Nations’ Sustainable Development Goals represent a critical framework for addressing the world’s most challenging problems. Adopted by all 193 member countries, it provides targets in 17 major areas representing social, economic, and environmental well-being. These targets help to guide countries, regions, communities and individuals in steps that can be taken to create positive change in their own context.

Within the Future Generations model, the SDGs are complemented by the process of SEED-SCALE, which provides specific steps and guidelines for organizing community action. Our goal is that students design Community Lab assignments, Internships, and Independent Studies around specific SDGs, which they then implement using SEED-

SCALE and other community-based methodologies. It is important to note also the ways in which the Sustainable Development Goals align with the five Institutional Goals (See 1.6 above).

Below is a list of the 17 Sustainable Development Goals. For a list of the goals with the specific targets, see

<https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>.

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. Ensure healthy lives and promote well-being for all at all ages.
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable, and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries.
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

2 FUTURE GENERATIONS UNIVERSITY

2.1 Institutional Governance

Future Generations University, as an independently chartered educational institution, is governed by a Board of Trustees.

Board of Trustees

The bylaws for Future Generations University provide for the establishment of a Board of Trustees as the governing body of the institution. The University Board may have up to nine

members who establish governance policies to be implemented by the President and Chief Academic Officer.

The Board holds two face-to-face meetings per year. Additional telephone conferences and occasional face-to-face meetings are held, as issues require. Discussions and decisions from all Board meetings are recorded in meeting minutes, and decisions of the Board may result in modifications to Future Generations University's Policies and Procedures Manual and/or the Faculty Handbook.

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 may exist.

The Board assures financial integrity by monitoring financial reports prepared by the Chief Financial Officer. 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 certified public accounting firm Martin, Beachy, and Arehart, located in Harrisonburg, Virginia.

Advisory Council

The Advisory Council is made up of experts in higher education and global development. They give advice in academic and strategic matters. This group is consulted in three ways: 1) As a whole body twice a year; 2) As individuals on terms of specific expertise; and 3) As participants in University processes such as the Delphi Process for revising Programmatic Learning Outcomes.

President

The President, Chief Academic Officer, Chief Financial Officer, and the Chief Operating Officer serve as officers within the University. The President's duties include institutional leadership, strategic planning, fiscal management, Board development, fundraising, and institutional development.

The President reports directly to the Board of Trustees, and is responsible for implementing policies set by the Board of Trustees. The President, working with the Chief Academic Officer and the Chief Financial Officer, prepares the annual budget for the Board of Trustees.

Chief Academic Officer

The Chief Academic Officer (CAO) is the Chair of the Dean's Council and is responsible for the overall administration of academic programs within the University, including the appointment, supervision, and guidance of the faculty. The Chief Academic Officer, with the Dean's Council, is responsible for setting academic policy, developing and revising curriculum, settling academic disputes, and ensuring rigorous academic assessment and review. The CAO also teaches in the Master's program.

2.2 Committee Structure

Standing committees of the University include the following:

Dean's Council

The Dean's Council consists of the Chief Academic Officer (the Chair), as well as three to four other faculty and/or administrators. This body provides counsel to senior administrators and approves curricular and other academic program issues. As is appropriate, the Dean's Council will pass decisions to the full faculty for a vote.

Admissions Committee

The Admissions Committee is comprised of program directors and the Registrar. The Admissions Committee members evaluate applications and make decisions on enrollment.

Financial Aid Committee

The Financial Aid Committee is chaired by the Chief Financial/Operations Officer and includes the Registrar and program directors as is appropriate. The role of the Financial Aid Committee is to allocate the amount of financial aid proscribed in the Board-approved annual budget.

Grievance Committee

The Grievance Committee consists of the Chief Academic Officer, sometimes the Chief Operations Officer, and a Senior Representative of Faculty. Alternatively, at the discretion of the President, the grievance process can be taken directly to an ad hoc grievance committee of the Board of Trustees. The Grievance Committee convenes when a grievance has been filed with the Chief Academic Officer's office and follows the grievance process described in this document.

Institutional Review Board

The Institutional Review Board (IRB) is chaired by the Chief Academic Officer or a program director and consists of members both internal and external to the institution. The purpose of the IRB is to review research involving human subjects conducted by Future Generations University, so that it is compliant with standards set by the Office of Human Research Protection of the U.S. Department of Health and Human Services.

2.3 Faculty College & Meetings

Faculty College

The Faculty College meets twice a year (fall and spring) and consists of the Chief Academic Officer and Professors of all ranks in Future Generations University. During the fall meeting, all international faculty come to the North Mountain campus, while the spring meeting includes a Zoom Video-conferencing component for international faculty. The purpose of

the Faculty College is to discuss major policy issues of the University and review curricular changes and program proposals. It also ensures coordination among faculty for a coherent curriculum and a cohesive learning experience for students. It is the responsibility of the Faculty College to make recommendations about faculty training in pedagogical and technological methods. The Faculty College will also organize the implementation of such training activities.

Faculty Meetings

In addition to the Faculty College, the faculty meet every other month via the Zoom Video-conferencing platform. The Chief Academic Officer may also request additional meetings for

3 UNIVERSITY FACULTY

This section of the faculty handbook outlines the responsibilities and duties of University faculty. Because of the dispersed nature of the organization, its faculty, and its educational settings, University faculty duties and responsibilities differ from those of a traditional residential academic institution. For example, there is no tenure and no defined stepwise ladder for promotion. Each faculty rank has a standalone status, with movement from one rank to another based on institutional needs and individual qualifications.

In recruiting University faculty and adjunct professors, a special emphasis is placed on individuals who embody the values and share the vision of the organization. Because this is an applied degree, consideration is given for faculty with exceptional field and professional experience in community development and social change.

3.1 Definition of Faculty Rank

The positions are as follows:

Professor

- Doctoral degree
- Significant field and leadership experience in social change
- Full or part-time
- Serve as faculty of record for courses and/or conduct research
- Deeply familiar with mission and approach of Future Generations University

Associate Professor

- Doctoral degree
- Significant relevant field experience
- Primarily duties include teaching (normally faculty of record) and research

Assistant Professor

- Doctoral or terminal Master's degree
- Relevant professional experience
- May hold administrative as well as instructional roles
- Teaching duties include serving as faculty-of-record, facilitating online learning, and facilitating residential instruction

Instructor

- Master's degree
- Relevant field and/or professional experience

- Co-teach with faculty-of-record (who is at Assistant Professor or higher level)
- May also hold administrative positions

Research Professor

- Doctoral or Master's degree with exemplary experience in relevant discipline
- Research-only relationship with university, formal or informal
- In case of formal relationship, contract may be full-time, part-time, or consultancy

Research Associate

- Master's degree or higher
- Research relationship with the university, paid or unpaid

3.2 Faculty Responsibilities

Committee and Administrative Duties

Faculty members are expected to serve on the University committees mentioned in a previous section, and to participate in online faculty meetings and the semi-annual face-to-face meeting of the Faculty College. Minutes of both college and online meetings are shared with all faculty following meetings. Faculty members who teach in field-based courses have additional and often substantial administrative duties in the conduct of the field-based course. During these times, they represent the University to the world-at-large, and should always conduct themselves in an appropriate manner.

Course preparation

Faculty designated as "Faculty of Record" for a course are expected to work under the direction of the Chief Academic Officer to prepare the course syllabus, arrange the course schedule and texts, and provide students with all relevant material. The faculty of record for a course assists in planning the visits in field-based courses and is responsible for the University's online learning platform for online portions of the course.

Grading/Assessment of Student Learning

Faculty are expected to give timely and thoughtful feedback on student assignments in order to facilitate the best possible learning process. It is expected that the faculty of record for each course will submit a grade sheet to the Registrar within two weeks of the end of a given term of instruction. In the event a faculty member decides to grant an incomplete grade (see Academic Catalog Policies for "Incomplete Work"), he or she must indicate this on the grade form along with the agreed upon date of completion. After the conclusion of one term of study following an incomplete mark, a faculty member is to submit a change of grade form that evaluates the student's work.

Students are customarily graded on a standard A, B, C, D, F plan (including + and -), but a student may ask to be graded on a pass/fail basis for one course per term.

Required courses may not be graded pass/fail. A student will not receive academic credit

for any course in which he or she receives a grade lower than C-.

Faculty will also be asked to participate in assessment and institutional effectiveness activities of the University. This may include helping with curriculum review, course evaluation, and completing rubrics to measure the achievement of student learning outcomes. The complete assessment process is outlined in Section IV of the Faculty Handbook.

Student Learning Activities and Learning Artifacts

Educational experiences at Future Generations follow three learning streams: 1) Community Labs; 2) Online Learning; 3) Face-to-Face Learning (Zoom video-conference, field courses, local collaboration). In each of these learning streams, faculty need to be intentional about pairing learning activities, what students do, with original learning artifacts, what students create. Both activities and artifacts are required to demonstrate competency. Please see the University Assessment Process section for more discussion on learning activities and artifacts.

Student Advising and Mentoring

It is expected that faculty will hold regular office hours via Zoom or Skype to assist students in their courses. Recognizing the demands of home and professional life, faculty members are also expected to respond to student e-mails and online questions in a timely fashion. While faculty are not required to be advisors or mentors to students, the University hopes that this will happen naturally around common areas of interest and expertise. In particular, those faculty who attend field courses will have the opportunity to get to know students on a deeper basis.

Faculty Performance and Evaluation

Faculty are expected to reflect critically on their teaching and to engage in constructive discussion with the Chief Academic Officer following their course. The Chief Academic Officer conducts a faculty review following each term that a faculty member teaches. This review consists of a phone (Skype or Zoom) or face-to-face conversation which is informed by course evaluations completed by students, course data, personal observation, and the faculty member's written or verbal self-evaluation. This is a two-way conversation, permitting the faculty member to offer feedback and recommendations as well.

Workload

Normally, full-time faculty members are expected to work a minimum of 40 hours per week. The Chief Academic Officer, in consultation with the Dean's Council, may adjust this number if the faculty member's teaching or workload is especially heavy with research or other assignment.

Outside Employment and Consulting

Full-time faculty members are prohibited from engaging in outside employment, or in a private business if it is deemed likely to interfere with assigned duties in the University.

Full-time faculty members are prohibited from part-time or full-time teaching at another

institution during a period in which the individual is under contract with the University.

The Chief Academic Officer, in consultation with the Dean's Council, may grant exemptions to this policy.

Course Schedules

Faculty members are required to follow the academic course schedule published each year by Future Generations. No significant changes in the schedule will be made without approval of the Dean's Council and the students in the course. No courses will be added or dropped from the schedule without the approval of the Dean's Council.

Student Advising

Faculty are not required to be official academic advisors to their students-this responsibility is coordinated by the Chief Academic Officer and/or Director of Student Success. Faculty should, however, be available to students who may seek their counsel concerning course material or the curriculum.

Faculty Accessibility

Faculty members should inform students of weekly office hours when they are available to consult via Zoom or Skype. Faculty should post their hours on their syllabi and inform students of times they will be out of town or inaccessible. Faculty should also be available by appointment.

Syllabi

All University faculty are required to create a syllabus for each course they teach, following the provided template which includes requirements established by the Higher Learning Commission. Faculty must submit their syllabi to the Registrar before the end of the second week of the semester.

Participation in Faculty Meetings

Faculty members are required to attend all faculty meetings and the twice-yearly Faculty College. Attendance at graduation ceremonies is highly encouraged if feasible.

Absences

Faculty members are required to conduct instruction throughout the semester as described in their syllabi. If, for any reason, a faculty member is unable to offer instruction on a temporary or long-term basis, he or she will communicate immediately with the Chief Academic Officer.

Disability Accommodations

Future Generations University will honor reasonable requests for accommodations to enable faculty members with disabilities to perform their jobs.

Religious Accommodations

Future Generations University offers reasonable accommodations for faculty members to practice their religion. Faculty members are required to inform the Dean's Council of the need for accommodations for religious practice.

Use of University Property

Faculty members may use University equipment and supplies for academic and professional purposes only. Faculty will not use University-owned equipment for personal or private purposes without permission.

Copyright and Software Use

Faculty are responsible for assuring that copyright laws are adhered to and that software used in their courses is properly licensed. Regulations regarding copyrighted materials and software use are available in the Chief Academic Officer's office.

3.3 University Responsibilities to the Faculty

Assuring Academic Freedom

Future Generations University is an institution of higher learning committed to the pursuit of knowledge in a free society. Each faculty member is guaranteed the freedom of expression and thought, both in teaching and research. Academic freedom needs to be exercised responsibly, and according to the standards of the University, one's academic discipline, and one's professional duties.

Recognizing that academic freedom is essential to fulfill the academic and intellectual objectives of the institution, Future Generations University subscribes to the 1940 "Statement of Principles on Academic Freedom and Tenure" jointly formulated by the American Association of University Professors and the Association of American Colleges (AAU Policy Documents Reports, 1984 edition). Specific excerpts from that statement defining academic freedom are:

- "Institutions of Higher Education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free expression."
- "Academic freedom is essential for these purposes and applies to both teaching and research... Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning."
- "Being a faculty member carries with it special responsibilities as members of a learned profession, and officers of an educational institution. When faculty members speak or write as citizens, they should be free from institutional censorship or discipline, but their position in the community imposes special obligations. As persons of learning and as educational officers, they should remember that the public may judge the profession and the institution by their utterances. Hence,

faculty members should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they do not speak for the institution."

Academic freedom allows faculty to engage in academic pursuits (teaching, research, scholarship, service) according to their contract and reasonably unrestricted by the University. The University reserves the right, however, to evaluate and correct any deficiencies in a faculty member's teaching, research, or service and to require that faculty honor the terms and content of their assigned duties.

In addition, the University has the responsibility to protect faculty members in service to the institution, so long as the faculty member is performing productively and consistent with assigned duties and assumed academic rights.

Indemnification

Future Generations indemnifies a faculty member's liability up to \$1,000,000 when under the employment of the University and when with students in field-based courses, provided the faculty member has performed his or her duties with due diligence and absent any evidence of intentional or gross negligence. Individual faculty may choose to carry additional liability insurance at her/his own expense.

Travel

Future Generations reimburses faculty for travel expenses incurred during field-based programs following submission of the organization's expense accounting form with receipts.

Passports and Visas

Passports are personal items, and each faculty member is responsible for obtaining a passport. The University reimburses faculty for expenses incurred in obtaining visas for countries they need to travel to or through in order to teach their courses.

Wages and Terms of Employment

Terms of wages and employment for all faculty are listed in their employment agreement. Details are specified in the Policies and Procedures Manual.

Medical/Medevac Insurance

The University purchases travel medical insurance for all students and faculty during field-based courses abroad. The insurance is the Patriot International Group Travel. Insurance through International Medical Group (IMG). It covers such major events as hospital stays, evacuation, and repatriation. Faculty are responsible to acquaint themselves with the terms of this policy before undertaking a faculty assignment.

Faculty staying overseas beyond the time of employment should consider extending this or another medical insurance plan at their own expense. In the event that the medical insurance does not pay for medical expenses, emergency or not, the medical expenses will

be the responsibility of the faculty member.

Vaccinations and Individual Medical Choices

Faculty members attending field-based courses are expected to be in the acceptable physical condition needed to travel and teach their assigned courses. Individual health care needs are the responsibility of each faculty member. The University will reimburse faculty members' vaccinations and specific medical needs (such as malarial medication), specifically needed for staying healthy in countries where the courses are held.

3.4 Faculty Development

Future Generations University is committed to the professional development of the faculty, especially to those of the Professor, Associate Professor, and Assistant Professor ranks.

Professional Meetings

Professors, Associate Professors, and Assistant Professors may request funding to attend professional meetings and conferences that help them to remain up-to-date in their field. Requests are made to the Chief Academic Officer and will be granted based on the applicability of the request to their teaching or research responsibilities, equity in the distribution of requests, and budgetary considerations. Special consideration will be made for faculty presenting a paper at the conference or meeting.

Faculty College

A Faculty College is called by the Chief Academic Officer, and includes sessions dedicated to faculty development as noted above. Professors, Associate Professors, and Assistant Professors are expected to attend, and Part-time Professors may be invited at the discretion of the Chief Academic Officer.

SEED-SCALE

As the core conceptual framework of development of Future Generations, it is important that all faculty understand SEED-SCALE. All new faculty members will be provided a copy of *Just and Lasting Change* and a copy of *Empowerment on an Unstable Planet* at the beginning of their period of employment. They are expected to be able to integrate the principles and component procedures of the SEED-SCALE process into their course materials where appropriate. As a core framework, SEED-SCALE should be consistently threaded throughout the subject matter components of the curriculum and coursework.

New Faculty Orientation

New faculty are provided with an orientation to Future Generations University, its unique pedagogy, student body, and online platforms including Zoom Video-conferencing, JSTOR electronic library, Moodle LMS, and Mahara ePortfolios. The orientation usually consists of a Zoom Video-Conference with Learning Management staff.

3.5 Faculty Research

Staying up-to-date and contributing to the advancement of academic and applied knowledge is vital to Future Generations University. Faculty members are expected to maintain active research and publication profiles.

For endowed chairs, research and writing are a key part of their job responsibilities, as their writings reflect the values and intellectual contributions of the University. These faculty members are expected to publish findings from their research and to recognize that they serve as important promoters and spokespersons for the University and the effectiveness of our work in promoting community change.

Professors, Associate Professors, and Assistant Professors are expected to be engaged in research and writing as it relates to their professional/content areas of expertise. Publications and research will be considered as part of a faculty member's performance assessment. Specific outlets targeted for publication include the following:

- Professional peer reviewed journals;
- Regional scholarly journals;
- Educational journals and publications;
- The public media: print, visual, or audio; and
- Occasional Papers published by Future Generations University.

Research Associates are expected to be actively conducting research related to the mission of Future Generations as a prerequisite to holding this post.

3.6 Academic Responsibility

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A faculty member's right to academic freedom is dependent upon assigned academic commitments and the responsibilities to students, the scholarly community, and the institution. Failure to perform these duties may result in disciplinary action, up to and including dismissal. The following is a list of faculty responsibilities, and though not exhaustive, is illustrative of what is required for academic freedom within the reasonable exercise of faculty duties.

- A faculty member is required to maintain the highest standard of ethics with his or her students, colleagues, and members of the public including, but not limited to, academic honesty.
- A faculty member will represent his or her professional credentials and accomplishments accurately and honestly.
- A faculty member shall conduct the duties and obligations of his or her employment with the University in a professional and satisfactory manner.

- A faculty member shall pursue excellence and intellectual honesty in all professional matters.
- Instructional faculty members shall support and encourage their students' academic freedom and shall teach the responsibilities that go with such freedom.
- Instructional faculty members shall meet the obligations involved in teaching and keep office hours as scheduled in accordance with the policies of the University.
- Instructional faculty members shall retain students' academic records for a period of at least one academic year in electronic or hard copy.
- Instructional faculty members are required to report grades to the Registrar by the published deadline each semester.
- Faculty members cooperate with the University's efforts to give reasonable and appropriate accommodation to students relating to religious observances.
- Faculty members will give reasonable and appropriate accommodations to students with disabilities.
- Faculty members shall not abuse, harass, or otherwise take unfair advantage of students, colleagues, or other employees of the University, and shall adhere to the University's equal opportunity policy.
- Faculty members are required to abide by the ethical policies and regulations that characterize research and scholarship in higher education.
- Faculty members shall act professionally and with restraint in voicing any criticism of Future Generations University.
- Faculty members should exercise caution and make it clear when speaking or writing as a private citizen or as expert in an area of scholarship, and when speaking or writing as a University employee.
- Faculty members shall respect students' privacy as protected by state and federal law.
- Faculty members shall avoid conflicts of interest between their personal and professional lives that may conflict with their University responsibilities. Faculty members shall openly disclose his or her interests, and avoid the appearance of any impropriety.

See also the Academic Catalog for other faculty obligations, regulations, and policies.

3.7 Professional Ethics/Conduct Policy and Procedures

Future Generations University complies with all applicable laws and regulations, and expects its trustees, officers, and employees to conduct business and exhibit personal manners in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. It is the employee's responsibility to know the laws of the country in which he or she is working, and to be compliant with those laws.

Being an employee of Future Generations University requires a shared commitment to professional and ethical conduct in all professional and personal activities, which includes the principles of fairness, good faith, and respect.

Risk and action are encouraged, and in this, Future Generations University employees are expected to exercise responsibility appropriate to their position and delegated authorities. An employee will never be dismissed for taking a risk and exercising her or his best judgement when action is called for, so long as the action taken by the employee can be shown to arise from exercising institutional values and ethics. This policy makes a guarantee to employees that when they can show “intent to benefit the organization.” They are protected in taking initiative even when such may turn out to have been a poor judgement call.

If a situation arises when it is difficult to determine the proper course of action, the matter should be discussed openly with the employee’s immediate supervisor. Compliance with this of professional ethics and conduct is the responsibility of every Future Generations employee. Disregarding or failing to comply with this standard of professional ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

Personal integrity is paramount at Future Generations University. It is expected that faculty will conduct themselves according to the highest possible standards, including the following guidelines.

- **Professionalism:** In order to enhance the intellectual character of Future Generations University, faculty members should be self-disciplined and seek to share with their students and colleagues their disciplinary knowledge and understanding, and intellectual honesty.
- **Relationship with Students:** Faculty members should be supportive of students’ intellectual goals, and serve as ethical and professional role models. Faculty shall refrain from taking advantage of their students in personal and academic matters.
- **Relationship with Colleagues:** Faculty members should be supportive of colleagues, assess their performance honestly, collaborative ethically and enthusiastically, as well as serve Future Generations University.
- **Academic Honesty:** Faculty members shall adhere to the highest level academic honesty in their teaching, research, and service to the University and the academic community.
- **Relationship with the University:** Faculty members are expected to abide by the policies and procedures of Future Generations University. Any opposition to these policies and procedures should be expressed through established institutional channels.
- **Code of Ethics:** Faculty members shall adhere to the professional code of ethics established by their specific academic profession.

Research Integrity

All Future Generations University employees engaged in research are expected to conduct their research with integrity and intellectual honesty at all times and with appropriate regard for human and animal subjects. To protect the rights of human and animal subjects, all research involving human and/or animal subjects is to be reviewed by the Institutional Review Board, an official board of the University. (See separate policies in the Academic Catalog.) Future Generations employees engaged in research are not to fabricate data or results; change or knowingly omit data or results to misrepresent results in the research record; or intentionally misappropriate the ideas, writings, research, or findings of others. All those engaged in research are expected to pursue the advancement of knowledge while meeting the highest standard of honesty, accuracy, and objectivity. They are also expected to demonstrate accountability for sponsors' funds and to comply with specific terms and conditions of contracts and grants.

Future Generations University students engaged in research are expected to conduct their research with integrity and intellectual honesty at all times, and with appropriate regard for human and/or animal subjects. Research proposals are to be reviewed by the Institutional Review Board before research commences. Future Generations students engaged in research are not to fabricate data or results; change or knowingly omit data or results; misinterpret results in the research record; or intentionally misappropriate the ideas, writings, research, or findings of others. All those engaged in research are expected to pursue the advancement of knowledge while meeting the highest standard of honesty, accuracy, and objectivity with respect to their research. They are also expected to demonstrate accountability for sponsors' funds and to comply with specific terms and conditions of contracts and grants, as applicable.

Academic Integrity

Faculty members will conduct all their work with Future Generations University in a manner that demonstrates the highest standards of academic integrity. Future Generations University is a global intellectual community. It will function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. This responsibility is shared by all members of our global community—students, administrators, and faculty—but we assign special responsibility for upholding the principle of academic honesty to students.

The University takes copyright infringement seriously. Faculty and students must abide by national and local copyright laws when using the University network resources. Unauthorized peer-to-peer file-sharing, publishing, or use of copyrighted material on the School computer network is prohibited. Faculty and students are personally liable for the consequences of such unauthorized use. By engaging in unauthorized sharing of copyrighted material, they not only violate the University's policy but may also be held

criminally and civilly liable by national and/or state authorities.

Student Dishonesty

Academic dishonesty may take a number of forms. The most basic definition of it is any claim within or about research and scholarship that is not true. Some of the most prevalent forms of academic dishonesty are plagiarism and unauthorized collaboration. Other forms of academic dishonesty include falsifying or misusing data from experiments, submitting the same paper for two classes without permission, copying from another student on exams or assignments, or the use of unauthorized materials during exams.

Reporting Student Dishonesty

Future Generations University faculty and employees are required to report to the Chief Academic Officer all acts of academic dishonesty committed by students.

Because many Future Generations students come from countries with differing views of academic honesty, normally, the first offense results in a warning and request to re-do the assignment, the second offense results in a zero on the assignment, and the third offense results in failing the course. Based on the circumstances, the Chief Academic Officer will make the decision as to whether more strict disciplinary proceedings are instituted, such as dismissal from the University.

Reporting Faculty/Employee Dishonesty

Alleged incidents of faculty/employee dishonesty are reported to the Chief Academic Officer who will thoroughly and fairly investigate the alleged incident and consult with the Chief Operations Officer and President to determine the appropriate disciplinary action, which may include termination.

IV. UNIVERSITY ASSESSMENT PROCESS

4.1 Summary of Future Generations Approach to Assessment

Future Generations University views the assessment of student learning as a collaborative effort among students, faculty, and administration. To achieve our mission, a rigorous assessment process to document, evaluate, and enhance student learning is required. The University recognizes that assessment for the sole purpose of generating data is useless; said data must be utilized to inform ongoing decisions that result in improvements to student learning and organizational effectiveness.

Future Generations notes these primary purposes for assessment:

- To document learning – The assessment process and results provide evidence that students are learning the course material.

- To improve instruction – The assessment process provides feedback that helps us determine how and where we can make improvements in our instruction and administrative units.
- To inform stakeholders – The assessment process informs faculty and administration, as well as accrediting agencies, of our educational processes, teaching methodologies, and improvements to our curriculum.
- To provide evidence – The assessment process and results clearly demonstrate to all stakeholders that we support our claims and represent our values.
- To support decision-making – The assessment process provides support for institutional decision-making processes among all stakeholders and also supports accreditation, internal review, and strategic planning.

We adhere to the following Principles of Good Practice for Assessing Student Learning as the foundation for assessment strategies:

- Educational values form the foundation for students.
- Assessment is most effective when it is multidimensional, integrated, and based on long-term performance.
- Assessment is most effective when the programs it seeks to improve have clear, explicitly stated goals.
- Effective assessment addresses educational processes and outcomes.
- Assessment is a continual process, not periodic.
- Assessment is improved by including stakeholders from across the educational community in the process.
- Assessment is improved when done in an environment that supports and promotes change.
- Assessment is required for schools to meet their responsibilities to students, accrediting agencies, and the public.

(Adapted from the American Association for Higher Education)

Assessment Team

The Assessment Team oversees and evaluates student learning assessment at Future Generations University. The team is composed of the Assessment Director, one or more faculty members, and when appropriate, an outside assessment consultant.

Mission

The Assessment Director is responsible for leading the planning and execution of an outcomes-based assessment program. The Assessment Team coordinates the assessment program and ensures that the assessment process is ongoing and sustainable at the course, program, and institutional levels.

Vision

The Assessment Team envisions an institution in which regular assessments and the review and interpretation of relevant results inform the goal of improving student learning.

The assessment Team's role and responsibilities are as follows:

1. Oversee the development, implementation, and revision of Program and Specialization Learning Outcomes;
2. Create an assessment schedule for program, faculty, and students;
3. Provide support, workshops, and consultation with faculty regarding learning outcomes assessment;
4. Develop and review guidelines, policies, and templates/forms for assessment plans and reports;
5. Create program annual assessment plans and reports, and provide recommendations;
6. Conduct assessments, collect and analyze assessment results from all assessments, and create reports for faculty and the Board of Directors; and
7. Create a "culture of assessment" by promoting discussion and reflection among Future Generations faculty and staff.

The Assessment Team meets on an as-needed basis, coordinates with the Dean's Council, and reports to faculty and staff at Faculty College retreats.

4.2 Future Generations Assessment Review

Assessment, in a broad sense, is the interplay of student, faculty, and organizational learning. Student learning is not only an outcome of student performance but also an indicator of organizational performance. As such, assessment is a reflexive process that steers the ongoing evolution of the University. Student Learning Outcomes and feedback from multiple sources inform a cycle of continuous improvement regarding lessons, courses, personnel, and the program as a whole.

Educational experiences at Future Generations are fed by three streams of learning: 1) Online Learning (individual distance learning), 2) Face-to-Face Learning (faculty, peer, and community mentoring as well as virtual classrooms), and 3) Community Labs (applied work in the community). During the online portion of the curriculum, students engage learning resources on an individual basis, complete online assignments, and generate learning artifacts to be graded by the faculty of record. The Face-to-Face Learning and Community Lab elements of the curriculum are more unusual. These experiences are often student-directed and community-based, affording students unique educational advantages but also incurring a higher degree of risk and the need for effective oversight and targeted quality control measures.

Future Generations University assessment systems cycle through closed feedback loops designed to benefit students, faculty, staff, and the organization-at-large. At the

organizational level, direct and indirect measures evaluate evidence of student learning in comparison to the University's Program Learning Outcomes. Through an iterative process, we discern how well program and course-level learning outcomes are being met. Assessment data illuminating met and unmet learning outcomes provide a compass for improving various aspects of the program.

Assessment data are generated through a combination of direct and indirect assessment tools including:

- **Direct measures** – student learning artifacts accrued through ePortfolios, written assignments such as essays and proposals, reflective journal entries, forum posts, class and field visit participation, quizzes, oral presentations, group projects, and student discussions.
- **Indirect measures**- course and residential evaluations by students, student learning plans, peer reviews, formative and summative (exit) interviews with students, alumni surveys, student retention and degree completion data, and course grades.

Faculty should keep the following assessment-related questions in mind when designing their courses, so that evaluation is embedded throughout the course in such a way that learning objectives are clearly addressed at the beginning of each course and revisited multiple times throughout:

- Have I designed my course to address the assigned programmatic and specialization learning outcomes? Are these included in my syllabus along with course objectives?
- Have I developed meaningful assignments, specifically focused on my course objectives, which will help students achieve these objectives? Have I linked my assignments to the course learning outcomes?
- Have I developed appropriate ways to measure the achievement of the program/specialization and course learning objectives?
- Do I give relevant and timely feedback throughout the course so that students can improve their learning?
- Do I use feedback from direct and indirect assessment measures to make improvements in my course?
- Have I compiled the resulting assessment data in a succinct way so that it can be shared with the wider institution and utilized for organizational learning and improvement?

Academic Standards

In order to graduate, a student needs passing grades on 36 credit hours of course work. The 4.0 grading scale ranges from A (4.0) to F (0.0) as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), and F (0). A student must

maintain a minimum grade point average of 3.0 (B). No course in which a grade below C- (1.7) is earned may apply to the degree.

Student Assessment

Students are evaluated on the basis of the fulfillment of course objectives and requirements as specified in syllabus materials that are distributed at the beginning of each course. Assessment is a major faculty responsibility. In addition to coursework submitted via Moodle, student ePortfolios are an additional repository of proof of learning for students, and contain artifacts from course assignments, Community Labs, and other learning activities. Student ePortfolios are formatively and summatively assessed using rubrics based on Programmatic Learning Outcomes. The Registrar tracks student performance throughout the Master's program. After faculty have turned in grades at the end of each term, the Registrar informs the Chief Academic Officer which students have incompletes or grades below the required C-. The CAO is then able to intervene immediately in issues of poor academic performance.

A Two-Loop Model for Assessment

In its assessment activities, Future Generations employs the two-loop evaluation, assessment, and continuous improvement process displayed in Figure 1 below. The two loops represent complementary quality assurance, quality control, and continuous improvement processes. The left loop represents the quality control process that addresses the periodic assessment of program goals and desired student learning outcomes. This loop focuses particularly on students' overall learning performance, the effectiveness of the curriculum, and the degree to which educational content is delivered according to established metrics and criteria. The assessments in this loop indicate to what degree the program is achieving its educational mission and objectives. The right loop represents a continuous process for establishing and improving educational strategies, outcome metrics, and evaluation methods by continuously incorporating feedback and results from outcome-based assessments. Figure 1 below can be interpreted as two independent, continuous processes that are periodically joined for systematic, data-driven evaluation and improvement.

The Assessment Director periodically (at the end of each term) analyzes data gathered from the various sources listed in Table 1 (see page 42) and distributes the results to key stakeholders, including faculty and administrative committees, to guide strategic decision making processes. Assessment Reports are generated and distributed by the Assessment Director at the end of each academic term to drive the continuous improvement cycle. A comprehensive Assessment Summary document is generated and distributed every two years.

The Assessment Report is used as a guiding document by the Dean's Council, Faculty College, and Board of Trustees. Actions decided upon at Faculty College go back to the Assessment Director and Dean's Council for final review and implementation. In most cases, it is the faculty who makes changes in instruction, and the Dean's Council that implements policy changes. This process is ongoing on a yearly basis.

Changes to assessment documents or procedures can start in any of the faculty bodies mentioned above and follow the same processes.

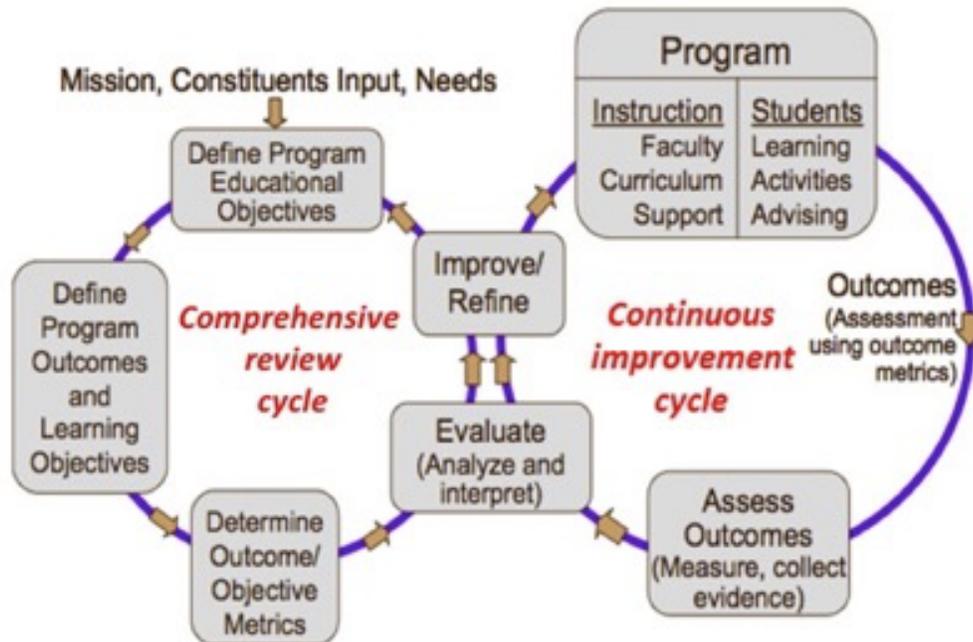


Figure 1: Future Generations Two-Loop Assessment Model (adapted from a process developed by the Accreditation Board for Engineering and Technology)

The Continuous Improvement Cycle: The Figure 2 below demonstrates our general approach to continuous improvement. While we believe periodic assessment is essential to the health of any educational institution, it is only one component of a larger system in which we are continually mindful of the manner in which our instruction has an impact on our students. We consider student and faculty feedback on our courses and program of central importance, and we strive to create a culture in which both groups feel some ownership. Hence, we expect the feedback from both groups will be carefully considered and intelligent. Since we are a small institution and engage our stakeholders in multisource assessment, we can implement improvements quickly and with few of the barriers larger programs often face.

Future Generations University is especially mindful of closing assessment loops. Closing the loop refers to the last steps in the assessment process that lead to continuous improvement with the intent to positively impact the organization's ability to achieve its strategic goals. For many organizations, this step is the most difficult and is typically where assessment efforts derail. If the analysis is not compelling and sufficiently granular, constituents are often unable to reach consensus on which actions might be suggested by the data. Unable to even agree on a set of possible actions, no action is taken and the program fails to "close the loop." To be successful at this step, data must be clearly

presented to stakeholders in a form that is sufficiently granular so that a set of actions can be developed. Once a set of possible actions is completed, each action can be evaluated based on criticality, cost, time, and other measurements to create an agreed upon improvement action to implement.

Finally, the recommendations must be implemented and their impact assessed to determine if the implemented changes had their intended effects.

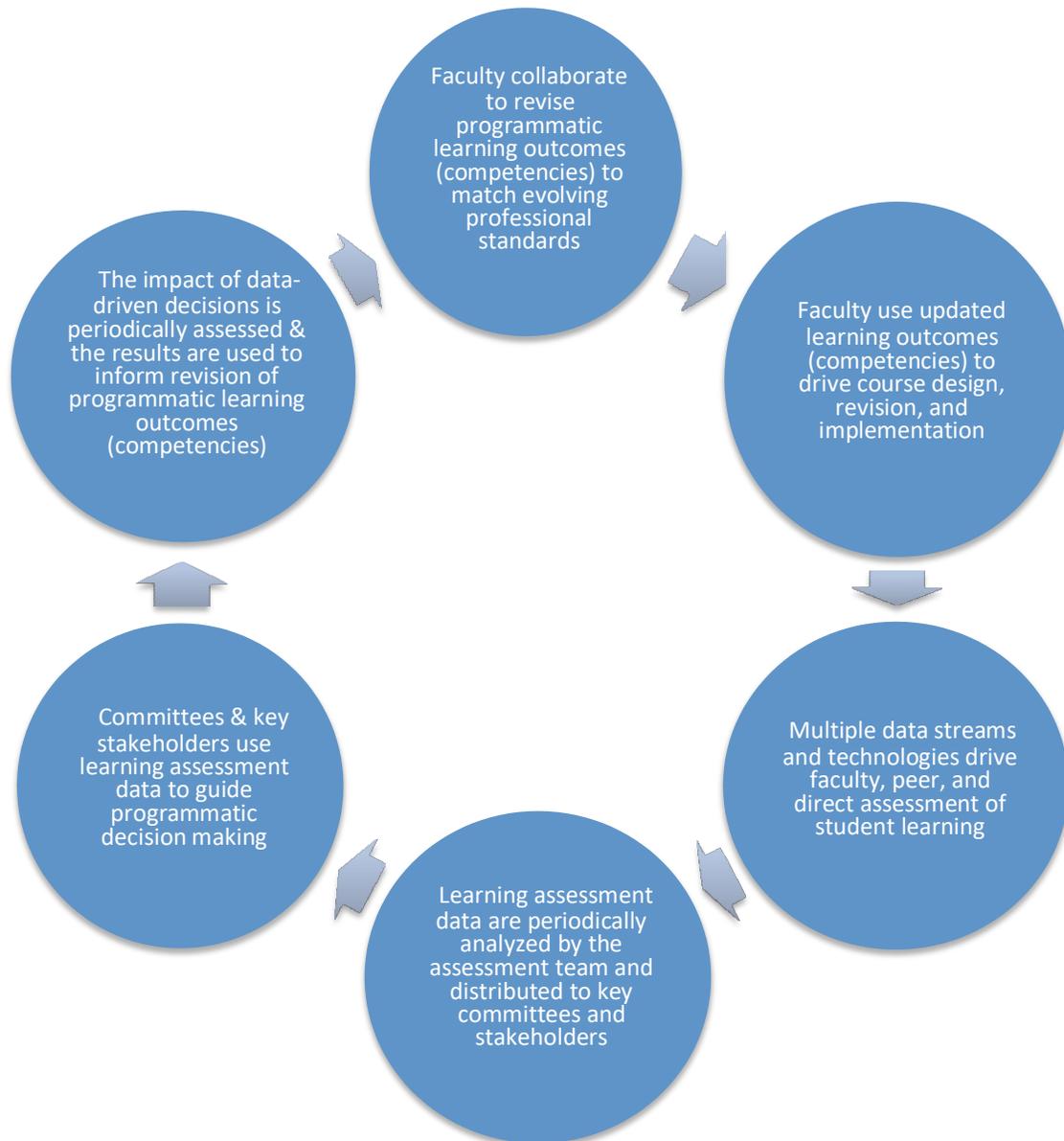


Figure 2: Learning Outcomes Assessment Cycle

Authentic Assessment

The Master's degree offered by Future Generations University is in Applied Community Development, so the design and implementation of course content should consistently reflect established principles and best practices of applied learning and assessment. Within the broader domain of student learning assessment, the sub-domain of authentic assessment refers to a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Future Generations faculty, staff, and students should be familiar with the domain of authentic assessment and work to integrate the tenets of this applied approach into their

own work.

Definitions of Authentic Assessment:

- A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. - Jon Mueller
- "...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." - Grant Wiggins (Wiggins, 1993, p.229).
- "Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." - Richard J. Stiggins (Stiggins, 1987, p.34).

Elements of Authentic Assessment (from Wiggins, 1990):

- Authentic assessments require students to be effective performers with acquired knowledge. Traditional tests tend to reveal only whether the student can recognize, recall, or "plug in" what was learned out of context. This may be as problematic as inferring driving or teaching ability from written tests alone. (Note, therefore, that the debate is not "either-or": there may well be virtue in an array of local and state assessment instruments as befits the purpose of the measurement.)
- Authentic assessments present the student with the full array of tasks that mirror the priorities and challenges found in the best instructional activities: conducting research; writing, revising and discussing papers; providing an engaging oral analysis of a recent political event; collaborating with others on a debate, etc. Conventional tests are usually limited to paper-and-pencil, one-answer questions.
- Authentic assessments attend to whether the student can craft polished, thorough and justifiable answers, performances or products. Conventional tests typically only ask the student to select or write correct responses- irrespective of reasons. (There is rarely an adequate opportunity to plan, revise, and substantiate responses on typical tests, even when there are open-ended questions).
- Authentic assessment achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such (varied) products; traditional testing standardizes objective "items" and, hence, the (one) right answer for each.
- "Test validity" should depend in part upon whether the test simulates real- world "tests" of ability. Validity on most multiple-choice tests is determined merely by matching items to the curriculum content (or through sophisticated correlations with other test results).
- Authentic tasks involve "ill-structured" challenges and roles that help students

rehearse for the complex ambiguities of the "game" of adult and professional life. Traditional tests are more like drills, assessing static and too-often arbitrarily discrete or simplistic elements of those activities.

The Authentic Assessment Toolbox (online resources provided by Jon Mueller):

- Online Paper: The Authentic Assessment Toolbox: Enhancing Student Learning through Online Faculty Development http://jolt.merlot.org/documents/vol1_no1_mueller001.pdf
- Online Resources: The Authentic Assessment Toolbox <http://jfmuller.faculty.noctrl.edu/toolbox/index.html>

Course Structure and Point System: All Future Generations courses are required to use a template-based syllabus and create a Moodle-based online course site. The template provides necessary consistency among courses while also allowing faculty a considerable amount of flexibility in course design. Each template provides an essential framework within which course activities and artifacts may be organized.

This template is comprised of the following three streams of learning: **1) Online Learning, 2) Face-to-Face Learning, and 3) Community Labs.** Assignments are framed as paired learning activities and learning artifacts that are worth a designated number of points. Some activities and artifacts may be required, while others may be optional. A course grade is equal to the number of points earned out of up to 100 attempted. Faculty are expected to provide students with multiple options to earn points, and students are encouraged to select the activities that most interest them.

Paired Learning Activities and Learning Artifacts

The unique student-driven, community-based educational experiences offered at Future Generations University afford students numerous key advantages, but the absence of a traditional classroom incurs a degree of inherent risk and the need for effective oversight and quality control measures.

The required pairing of documented learning activities with original learning artifacts in virtually all student projects facilitates the process and assessment of learning.

Learning Activities are things that students do, while Learning Artifacts are things that students create. At Future Generations, both are required to earn credit. The rationale for this essential pairing is to prevent credit-bearing situations in which students **1) participate in legitimate learning activities but fail to demonstrate acquired competency afterward, or 2) provide evidence of competency via learning artifacts that are not based on legitimate learning activities.** The bipartite project structure employed at Future Generations provides a critical validity check by ensuring that in each required knowledge area students participate in appropriate learning activities and demonstrate related competence via

original learning artifacts. Paired learning activities and artifacts also provide students and faculty a degree of flexibility needed to maintain a dynamic balance between learning and the demonstration of learning in each required domain.

Assessment of Experiential Learning

Future Generations University offers an applied Master's Degree, so a significant portion of student learning takes place experientially - in communities rather than in classrooms. The experiential components of the curriculum occur primarily during field-based courses and while completing Community Lab activities. Each of these critical contexts presents opportunities for students to apply and strengthen acquired knowledge and skills in authentic social change settings.

Community-based projects comprise a substantial portion of the Future Generations curriculum and facilitate students' understanding of communities and experience with skills that facilitate applied community change. Whether it be working with local non-profits or NGOs, conducting research among at risk populations, or working with local experts on field projects, students are immersed in their communities. The aim of the Community Lab phase of each course is to have students actually performing the work skills they will need after graduating while gaining valuable experience in a variety of community projects. For most Future Generations students (who already have community or organizational experience), the Community Labs are a means to intentionally broaden and enrich themselves in areas they choose-those that will help them in the future.

To earn credit for community-based experiential learning, students submit completed Community Projects via Moodle. Each project includes documentation of project-relevant learning activities paired with related authentic learning artifacts.

Approved forms of documentation are those that show clear evidence of attendance and participation in a community-based learning activity. Approved learning artifacts include, but are not limited to, academic papers, multimedia projects, narrated videos, original research, and community projects.

ePortfolios

All Future Generations students are responsible for maintaining active ePortfolios which demonstrate comprehensive material evidence of learning. Such evidence includes learning artifacts stemming from coursework and residential lab experiences, as well as reflective writing assignments that demonstrate continuity among artifacts as well as ongoing intellectual growth. Students' initial abilities serve as a baseline, and as learning and skill development progress, artifacts and reflective entries provide documentation of ongoing achievement. Beyond being an essential tool for students, ePortfolios and the Learning Artifacts within provide the essential fuel for the Future Generations direct assessment program at student, faculty, and organizational levels. In addition, each student's self-designed ePortfolio includes biographical information and facilitates social networking opportunities among fellow students and across the cultures that comprise our global

learning community.

4.3 Future Generations Assessment Standards and Schedules

Future Generations University utilizes three levels of assessment - student, faculty, and program - which are strategically linked and facilitated by a multitude of data sources. Timing is important to accurate and useful assessment, and our assessment program has been developed to 1) make assessment a predictable and iterative process, 2) make the three assessment levels easily connected, and 3) afford both internal and external stakeholders easy access to, and interpretation of, our data.

Table 1 below lists relevant data sources and the methods driving assessment practices at student, faculty, and program levels. Also noted is whether each Assessment outcome is used to drive the continuous improvement cycle, the program assessment cycle, or both.

Table 1: Sources and Methods of Future Generations University Assessment

	Data Sources	Assessment Methods (Note: DA = Direct Assessment, IA = Indirect Assessment)	Continuous Improvement	Comprehensive Review
Student Assessment	Online coursework	DA_ faculty evaluation	<input type="checkbox"/>	<input type="checkbox"/>
	Residential work	IA_ faculty & peer evaluation	<input type="checkbox"/>	<input type="checkbox"/>
	Community lab work	DA_ faculty & peer evaluation	<input type="checkbox"/>	<input type="checkbox"/>
	Annual status review	IA_ led by Director of Student Services	<input type="checkbox"/>	<input type="checkbox"/>
	Student work	DA_ direct assessment via rubric	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Assessment	Course evaluations	IA_ online student survey	<input type="checkbox"/>	<input type="checkbox"/>
	Research	IA_ administrative review		<input type="checkbox"/>
	Service	IA_ administrative review		<input type="checkbox"/>
	Student work (ePortfolios)	DA_ direct assessment via rubric	<input type="checkbox"/>	<input type="checkbox"/>
Program Assessment	Course evaluations	IA_ online student survey	<input type="checkbox"/>	<input type="checkbox"/>
	Syllabus review	IA_ led by faculty	<input type="checkbox"/>	<input type="checkbox"/>
	Student focus groups	IA_ led by faculty	<input type="checkbox"/>	<input type="checkbox"/>
	Alumni survey	IA_ led by Assessment Director	<input type="checkbox"/>	<input type="checkbox"/>
	Review of ePortfolios	DA_ direct assessment via rubric	<input type="checkbox"/>	<input type="checkbox"/>
	External review	IA_ conducted by external committee		<input type="checkbox"/>
	Community & employer surveys/impact assessment	IA_ led by Assessment Director		<input type="checkbox"/>

Faculty Review Schedule

Faculty reviews are conducted by the Chief Academic Officer (CAO) in a way that is relevant and helpful both to the University's academic program and to the faculty member. Following each term in which a faculty member teaches, the CAO requests a meeting with the faculty member to debrief the course, to discuss recommendations for improvement and explore future roles. These meetings are informed by student evaluations and CAO and faculty observations. The CAO then writes a summary of the meeting which goes into the faculty member's file along with the student evaluations of the course.

Learning Outcomes Mapped to Courses

Program and specialization learning outcomes are proactively mapped to all courses across the curriculum. The faculty-led process is coordinated by the Assessment Director and informed by a review of course descriptions, past syllabi, and existing learning outcome maps. The syllabus template for each course is preloaded with the prescribed learning outcomes. The learning outcome/ course map is available upon request.

Learning Outcomes Mapped to Activities and Artifacts

Faculty are responsible for mapping targeted learning outcomes to specific pairs of activities and artifacts. This activity establishes a direct link between learning goals and student work, and also gives faculty some insight into how they might increase the relevance of course content. This mapping process applies to all coursework, including learning artifacts derived from experiential learning activities in the residential and community lab phases.

Assessment of Student ePortfolios via Rubric

At Future Generations, we strive for a clear picture of what students are learning; to achieve this, we undertake formative and summative evaluation of students' ePortfolios to evaluate their learning gains.

Rubrics ensure that student performance is assessed fairly and reliably, regardless of who does the assessment or where that assessment occurs. Ideally, a student paper will yield the same assessment, even when several different people review it. We strive for consistency across all assessments to ensure that our learning objectives are being met and that all students are held to the same assessment standards.

We evaluate ePortfolios formatively at the end of the first two semesters and then summatively at the end of the program. This is an evidentiary process, looking at student output and evaluating the content against a scale of institutional expectations. Because the ePortfolio is comprised of coursework across the curriculum, we can measure the results of faculty instruction and student learning. Indirect assessment is anecdotal or, if you will, conversational. Students tell us or report by various instruments such as surveys or course evaluations that they have achieved mastery of the required material-or lack of it-in a given subject. While we accept these indirect measures of mastery as assessment, we also need hard evidence that such mastery has occurred.

Through the application of rubrics in assessment, we see where we are succeeding and where we have shortcomings in the delivery of our academic programs. Are students meeting the learning objectives of our program? Do students leave our programs fully prepared to perform their jobs? Where can we strengthen courses or learning modalities? How can we offer stronger, more comprehensive learning opportunities to our students?

Concluding Remarks

Creating an effective assessment program requires developing and implementing a variety of processes and instruments targeted to the factors we wish to evaluate.

We consider three factors central to continuous improvement in our academic program:

Triangulation: Assessing our program and curriculum includes collecting data from a variety of sources to evaluate a particular factor in order to assure a comprehensive evaluation. Assessing single factors using a variety of assessment tools allows for data comparison and supports continuous improvement.

Iteration: Our assessment practices build upon each other, and we assess all components of our program on an established schedule. This process allows us to continually improve our assessment tools and instruction.

Engaging all constituencies: We seek to engage all individuals who have a stake in our program, whether it be faculty, academic staff, employers, or students. Each constituency has something valuable to contribute.

Assessment is never a foolproof process, and it is difficult at times to assess accurately, especially a program as innovative as ours. Successful assessment requires continuous improvement and a commitment by all parties involved to achieve ongoing accuracy as well as implement needed changes effectively. We have carefully matched our innovative curriculum to a well-designed applied learning assessment methodology in order to achieve these objectives.

4.4 Community Labs

Why Labs?

Future Generations University offers a degree in *Applied Community Development*, and Community Labs are our primary mechanism for compelling students to apply relevant knowledge and skills in authentic social change environments. Students gain experience and autonomy in their home communities as they analyze local culture, familiarize themselves with existing social change efforts, and become acquainted with community leaders. In addition, collaborative lab projects with peers and/or community members teach teamwork and create a web of active engagement to anchor learning. In addition, lab activities can offer students some valuable headway in securing (better) employment following graduation.

Community lab work may take the form of analyzing community needs, working as a volunteer or associate in a community organization, initiating in a community-based activity, or completing an independent project in one's area of interest. From a practical perspective, labs accomplish the following: 1) Link classwork to work in the community; 2) Require students to act on their own to assess community needs and develop practical plans to address these needs; 3) Give proof of learning in the execution and assessment of applied projects, and 4) Allow faculty to connect to student-led projects that increase or expand students' existing skills or help them develop new skills.

Start with Labs: An Application-Centered Approach to Course Development

Four essential elements of Future Generations course development are as follows:

- 1) As key elements of our applied program, community lab projects are of primary importance. So, rather than basing lab projects on existing online and face-to-face content, *start by developing labs* and then create the rest of the course based on knowledge and skills necessary to successfully execute the core lab projects.
- 2) To maintain a consistent focus on application, integrate community lab activities *throughout* the course rather than tacking them on at the end. Begin by developing a core set of lab projects that permeate the course and build upon one another, then add relevant learning resources to fill out the curriculum.
- 3) Enable student choice *within* well-structured lab projects. Applied learning tends to flourish when students are allowed to direct their own learning based on their passions, but this is only true when choice is facilitated within a clear set of conceptual boundaries (see Flow Learning Principle #4 below).
- 4) Map each lab project (and all other assignment) to the Program Learning Outcomes (PLOs) ascribed to the course. There is no ideal number of PLOs – a very focused lab project may be mapped to a single PLO, while a lab with broad applications could be mapped to all course-relevant PLOs.

Lab Development Instructions

Like all Future Generations curricula, Labs are comprised of Learning Activities and Artifacts.

Learning Activities are things that students do. They require students to be actively engaged in their local or regional community, actually performing work. Lab activities may vary widely, but they should always demonstrate active engagement with the community-at-large.

Learning Artifacts are things that students make. These tangible products are based on Learning Activities and may include academic papers, multimedia projects, narrated videos, original research, and community projects.

- 1) Use the LAB TEMPLATE (see below) as a guide in developing a new community lab project. The following instructions are based on use of the template.
- 2) Before you begin developing a new lab, first review, and work to incorporate, the *Principles for Stimulating Flow Learning Experiences* (below).

- 3) Include a LAB TITLE and brief but comprehensive PROJECT DESCRIPTION.
- 4) Map the lab to relevant PROGRAM LEARNING OUTCOMES (See *Start with Labs*, #4 above)
- 5) Separate activities and artifacts into separate columns. Develop activities first, then develop paired artifacts.
- 6) Add GLOBAL INSTRUCTIONS for the lab activities and artifacts.
- 7) Add STEP-BY-STEP INSTRUCTIONS for lab activities and artifacts.
- 8) Include GUIDING QUESTIONS where they are relevant and may be useful to students.
- 9) Include ADVICE wherever it is relevant and may be useful to students
- 10) Add the total number of points possible in the box next to the general instructions, and then ascribe a certain number of points for each step

Flow Learning Experiences

Flow is an optimal psychological state that people experience when engaged in an activity that is intrinsically interesting and appropriately challenging, often resulting in immersion and effortless focus on the task(s) at hand. Since Mihalyi Csikszentmihalyi (who first coined the term) started out among workers, scientists, athletes, musicians, students and more.

Here are seven practical principles for fostering flow learning in Community Labs:

1. Challenge your students—but not too much.

One of the central conditions for flow is that an activity be challenging at a level just above one's current abilities. If a challenge is too hard, students will become anxious and give up; if it's too easy, they'll become bored. It's important to help students find the sweet spot, where the activity is difficult enough to challenge students without overwhelming them. Aim for semi-structured assignments that provide essential structure while also allowing substantial student direction.

2. Make lab assignments relevant to students' lives.

Research has shown that students are much more likely to engage in a learning activity when they understand (and ideally appreciate) its relevance. Community Labs are an ideal venue for such personal relevance as students learn in, and from, their own community.

3. Enable student choice.

When students are given an opportunity to choose their own activities and work with autonomy, they will engage more with the task. In a 2000 study led by Aaron Black of the University of Rochester, students who sensed more teacher support for autonomy felt more competent and less anxious, reported more interest and enjoyment in their work, and produced higher-quality work in their class than students who didn't believe they had as much autonomy.

4. Establish clear but flexible goals.

Csikszentmihalyi found that a fundamental condition for flow is the presence of clear goals,

which provides structure and direction. This has also proven to be true in the classroom. Lab assignments should include a list of applied learning goals.

5. Encourage positive community and peer relationships.

Social flow (“flowing together”) is propelled by strong interpersonal relationships. During their lab activities, students should build on existing community relationships and also work to establish new connections.

6. Facilitate immersion in community activities.

A bedrock of flow is feeling absorbed by an activity, a state that often requires deep concentration. Concentration during community activities manifests differently than, say, concentrating with playing the guitar, but true immersion is just as possible and just as rewarding.

7. Hands-on, hands-on, hands-on.

Flow research, like other education research, shows that hands-on (i.e. applied) activities lead to more engaged learning compared to passive activities. Community Labs should be designed to compel hands-on application of knowledge, and lab activities should always involve active community engagement.

Examples of Lab Themes

The topics below have been used successfully in Future Generations courses. Of course, these descriptions are very general, and actual assignments/proposals require a much higher degree of specificity, as outlined above.

Make connections with socially progressive organizations in one’s community

Activities—Actively research organizations in the community and on-line, through new and established contacts. Interview community organizers and organizational members on the purpose of their organizations and their activities in the community.

Artifacts—A community organization manual (paper or on-line) meant to inform local citizens of the services available locally and the organizations working for social change.

Work as a volunteer with a locally or regionally active community organization

Activities—Develop a plan that details working with an established community organization, NGO, or non-profit that will provide learning experiences, special community skills to be learned, or community experience.

Artifacts—Evidence of work on a community project or activity (like facilitated workshops or community resources); a video describing the work and experience; or documentation from an organization leader of time contributed and work completed

Organize and complete an independent community project / workshop / activity

Activities—Proposal and planning documents on the type and purpose of independent project undertaken, description of community work proposed (community workshop, instruction, or enhancement project), and intended outcomes of the activity

Artifacts—Evidence of the program or activity being successfully completed, for example: an instructional video, written report on work completed and its effects on the community (might include documentation from participants in the program), assessment evidence or proposal to local government, or public or government documentation

Identify community needs / resources / attitudes / beliefs, and propose an intervention

Activities—Research and study surveying instruments, survey design, methods of implementation, analysis strategies, results implementation

Artifacts—Completed surveys, analysis of results, suggestions for the use of information and analysis of data.

Complete a brief internship or externship for local or regional organization

Activities—To be determined by the organization. Students should seek experience that will enhance their established skills, offer them new skills and knowledge, or create collaboration contacts for current or future work.

Artifacts—Evidence may take the form of various artifacts, including official documentation by the organization of time and effort contributed.

Community Lab Template

Below is a template which can be used as a guide in designing the Community Labs.

<p><u>[TITLE OF LAB]</u> [COURSE, FACULTY, SEMESTER] [BRIEF SUMMARY OF LAB PROJECT]</p>
<p><u>Program Learning Outcomes Addressed by this Lab</u></p> <ul style="list-style-type: none">● [COURSE-ASSIGNED PLO #1]● [COURSE-ASSIGNED PLO #2]● [COURSE-ASSIGNED PLO #3]●

Activities	Artifacts	Points
<p>General Instructions: [ADD AN OVERVIEW OF THE LAB ACTIVITIES HERE]</p> <p>General Guiding Questions: [ADD GENERAL GUIDING QUESTIONS FOR ACTIVITIES HERE]</p> <p>General Advice: [ADD GENERAL TIPS & ADVICE ON LAB ACTIVITIES HERE]</p>	<p>General Instructions: [ADD AN OVERVIEW OF THE LAB ARTIFACTS HERE]</p> <p>General Guiding Questions: [ADD GENERAL GUIDING QUESTIONS FOR ARTIFACTS HERE]</p> <p>General Advice: [ADD GENERAL TIPS & ADVICE ON LAB ARTIFACTS HERE]</p>	<p>[Enter total points possible here]</p>
<p>Step 1 Activity: [ADD SPECIFIC INSTRUCTIONS FOR STEP 1 ACTIVITY HERE]</p> <p>Guiding Questions: [ADD GUIDING QUESTIONS FOR STEP 1 ACTIVITY HERE]</p> <p>Advice: [ADD TIPS & ADVICE ON STEP 1 ACTIVITY HERE]</p>	<p>Step 1 Artifact: [ADD SPECIFIC INSTRUCTIONS FOR STEP 1 ARTIFACT HERE]</p> <p>Guiding Questions: [ADD GUIDING QUESTIONS FOR STEP 1 ARTIFACT HERE]</p> <p>Advice: [ADD TIPS & ADVICE ON STEP 1 ARTIFACT HERE]</p>	<p>[Enter step 1 points possible here]</p>
<p>Step 2 Activity: [ADD SPECIFIC INSTRUCTIONS FOR STEP 2 ACTIVITY HERE]</p> <p>Guiding Questions: [ADD GUIDING QUESTIONS FOR STEP 2 ACTIVITY HERE]</p> <p>Advice: [ADD TIPS & ADVICE ON STEP 2 ACTIVITY HERE]</p>	<p>Step 2 Artifact: [ADD SPECIFIC INSTRUCTIONS FOR STEP 2 ARTIFACT HERE]</p> <p>Guiding Questions: [ADD GUIDING QUESTIONS FOR STEP 2 ARTIFACT HERE]</p> <p>Advice: [ADD TIPS & ADVICE ON STEP 2 ARTIFACT HERE]</p>	<p>[Enter step 2 points possible here]</p>
<p>Step 3 Activity: [ADD SPECIFIC INSTRUCTIONS FOR STEP 3 ACTIVITY HERE]</p> <p>Guiding Questions: [ADD GUIDING QUESTIONS FOR STEP 3 ACTIVITY HERE]</p> <p>Advice: [ADD TIPS & ADVICE ON STEP 3 ACTIVITY HERE]</p>	<p>Step 3 Artifact: [ADD SPECIFIC INSTRUCTIONS FOR STEP 3 ARTIFACT HERE]</p> <p>Guiding Questions: [ADD GUIDING QUESTIONS FOR STEP 3 ARTIFACT HERE]</p> <p>Advice: [ADD TIPS & ADVICE ON STEP 3 ARTIFACT HERE]</p>	<p>[Enter step 3 points possible here]</p>

V. INSTITUTIONAL POLICIES & PROCEDURES

Future Generations' institutional policies and procedures are detailed in the Policies and Procedures Manual. The policies and procedures provided in this Faculty Handbook are those that primarily apply to faculty who are less than full-time employees of the University. All full-time employees should refer to the Institutional Policies and Procedures Manual for the comprehensive compilation of institutional policies.

5.1 Equal Employment Opportunity

Future Generations University is a uniform equal opportunity employer in compliance with all legal requirements. To provide equal employment and advancement opportunities to all individuals, employment decisions at Future Generations University are based on merit, qualifications, and abilities.

Future Generations University does not discriminate and provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, or genetics. We encourage women, minorities, individuals with disabilities, and veterans to apply for job openings for which they qualify. In addition to federal law requirements, Future Generations University complies with applicable state and local laws governing nondiscrimination in employment in every location in which the school has facilities. Additionally, Future Generations University will take action to employ, advance in employment, and treat all qualified veterans, including Vietnam-era veterans and disabled veterans, without discrimination in all employment practices. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, benefits, compensation, and training.

Future Generations University is firmly committed to satisfying its affirmative action obligations under the Rehabilitation Act of 1973, to ensure that persons with disabilities have every opportunity to be hired and advance on the basis of merit. In addition to a commitment to provide equal employment opportunities to all qualified individuals, Future Generations University has an implicit affirmative action intent to promote opportunities for individuals who have been materially deprived in some way in their past. In addition, the organization has an affirmative action policy to hire and promote individuals who live in the specific locales where there are primary work centers. This is also consistent with the Future Generations mission.

Complaint Resolution Procedures

Future Generations University encourages employees to report all incidents of discrimination to the Chief Operating Officer (or in the event the employee prefers, to the President or the Board Chair), even if the employee is unsure that a violation has occurred,

without fear of reprisal or with apparent evidence. We prohibit retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint.

Future Generations University will promptly, thoroughly, and fairly investigate all complaints of discrimination and, when appropriate, take immediate corrective action to stop the harassment and prevent it from recurring. Violations of this policy, regardless of whether an actual law has been violated, will not be tolerated and may lead to termination.

Complaints may be submitted in writing or presented verbally during a meeting with the Chief Operating Officer (or as noted above) and should be filed as soon as possible following the alleged incident. If a complaint is submitted verbally, the investigator will prepare a written summary detailing her or his understanding of the complaint which the complainant will be asked to verify.

To ensure the prompt and thorough investigation of a complaint, the complainant should provide as much of the following information as is possible:

- Identity and status of the individual filing the complaint (hereafter referred to as the "complainant") and the accused individual (hereafter referred to as the "respondent") (e.g. employee, student).
- Details concerning the incident(s) or conduct that gave rise to the complaint.
- Date(s) of and location(s) of the incident(s). Identity and status of any witness(es) to the incident(s) with telephone numbers, e-mail addresses, and street addresses, if known. Action(s) requested to resolve the complaint.

Withdrawal of Complaint

Individuals may seek to withdraw requests for investigations or, where appropriate, ask to have their case transferred to another forum by writing to the Chief Operating Officer (or as noted above) within seven (7) working days of filing their complaints.

Future Generations reserves the right, however, to continue with an investigation on its own initiative.

Discipline

Employees who violate this policy are subject to appropriate discipline. Discipline may range from periodic monitoring of the respondent by her or his supervisor to termination, where warranted, and may include required attendance at counseling or training. Persons who violate this policy may also be subject to civil damages or criminal penalties.

Confidentiality

All inquiries, complaints, and investigations are treated confidentially. Information is revealed strictly on a need-to-know basis and shall be kept as confidential as possible. The

identity of the complainant, however, is usually revealed to the respondent and witnesses. The Chief Operating Officer can answer any questions relating to the procedures for handling information related to complaints and investigations.

5.2 Sexual Harassment Policy and Procedures

Future Generations University is dedicated to providing a workplace free from sexual harassment. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. Sexual harassment is illegal and will not be tolerated by Future Generations University. Future Generations University is committed to take action if it learns of possible sexual harassment, even if the individual does not wish to file a formal complaint. We prohibit retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of a complaint.

"Sexual harassment" is unwelcome conduct of a sexual nature that is sufficiently persistent or offensive to unreasonably interfere with an employee's job performance or create an intimidating, hostile, or offensive working environment, and is defined by the Equal Employment Opportunity Commission Guidelines as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment. Submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions affecting such individual.

Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment can occur when the conduct is unwelcome and in a variety of circumstances, including, but not limited to, the following:

The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex. The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee. The victim does not have to be the person harassed but could be anyone affected by the offensive conduct. Unlawful sexual harassment may occur without economic injury to or discharge of the victim.

Offensive comments about a person's sex in general may be considered sexual harassment.

Though sexual harassment encompasses a wide range of conduct, some examples of prohibited conduct include the following:

Physical assaults of a sexual nature, such as rape, sexual battery, and molestation. These are obvious, but sexual assault also includes attempts to commit these and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body. Unwelcome sexual advances, propositions, or other sexual comments, such as sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience.

Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward. Subjecting, or threats of subjecting, an employee to unwelcome sexual attention or conduct, or intentionally making an employee's job performance more difficult because of that employee's sex.

Sexual or discriminatory displays or publications anywhere in the Future Generations workplace is prohibited. Unwelcome actions such as the following are inappropriate and, depending upon circumstances, may in and of themselves meet the definition of sexual harassment, or contribute to a hostile work environment:

- Sexual pranks, or repeated sexual teasing, jokes, or innuendo, in person or via e-mail;
- Verbal comments and/or abuse of a sexual nature;
- Repeatedly standing too close to or brushing up against a person;
- Repeatedly asking a person to socialize during off-duty hours when the person has said no or has indicated he or she is not interested (supervisors in particular should be careful not to pressure their employees to socialize);
- Giving gifts or leaving objects that are sexually suggestive;
- Repeatedly making sexually suggestive gestures
- Making or posting sexually demeaning or offensive pictures, cartoons, or other materials in the workplace; and
- Off-duty, unwelcome conduct of a sexual nature that affects the work environment.

Responding to Conduct in Violation of Policy

Employees: If an employee believes he or she has been subject to sexual harassment or any unwelcome sexual attention, he or she may report the situation directly and immediately to the harasser, if possible. If the inappropriate conduct does not cease, or if the employee is unable to directly address the harasser comfortably, he or she should report the incident to his or her supervisor, or others as appropriate. It is helpful, but not required, to provide a written record of the date, time, and nature of the incident(s) and names of any witnesses. Concerns of inappropriate conduct should be reported as soon as possible for management to conduct an immediate, thorough, and impartial investigation, and take appropriate action to remediate or prevent the prohibited conduct from continuing.

Supervisors: Supervisors must deal expeditiously and fairly with allegations of sexual harassment within their departments, whether or not there has been a written or formal complaint. All supervisors must conduct themselves in the following manner:

- Take all complaints or concerns of alleged, or possible harassment or discrimination seriously, no matter how minor or who is involved;
- Ensure that harassment or inappropriate sexually oriented conduct is immediately reported to the Chief Operating Officer so that a prompt investigation can occur; and
- Take any appropriate action to prevent retaliation or prohibited conduct from recurring during and after any investigations or complaints. Supervisors who knowingly allow or tolerate sexual harassment or retaliation, including the failure to immediately report such misconduct to the Chief Operating Officer, are in violation of this policy and subject to discipline.

Chief Operating Officer: The Chief Operating Officer is responsible for the following:

- Ensuring that both the complainant and the respondent are aware of the seriousness of a sexual harassment complaint,
- Explaining Future Generations' sexual harassment policy and investigation procedures to the complainant and the respondent,
- Exploring informal means of resolving sexual harassment complaints,
- Notifying the police if criminal activities are alleged,
- Arranging for an investigation of the alleged harassment and the preparation of a written report,
- Submitting a written report summarizing the results of the investigation and making recommendations to the President, and
- Notifying the complainant and the respondent of the corrective actions to be taken-if any-and administering those actions.

Complaint Resolution Procedures

When investigating allegations of sexual harassment, Future Generations looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis. To initiate a formal investigation into an alleged violation of this policy, employees may be asked to provide a written statement about the alleged misconduct to the Chief Operating Officer (or other appropriate person in event that the Chief Operating Officer is not appropriate).

Complaints should be submitted as soon as possible after an incident has occurred. The responsible officer may assist the complainant in completing the statement. To ensure the prompt and thorough investigation of a complaint, the complainant should provide as much

of the following information as possible:

- The name and position of the person or persons allegedly causing the incident;
- A description of the incident(s), including the date(s), location(s) and the presence of any witnesses;
- The effect of the incident(s) on the complainant's ability to perform his or her job, or on other terms or conditions of his or her employment;
- The names of other individuals who might have been subject to the same or similar harassment;
- What, if any, steps the complainant has taken to try to stop the harassment; and
- Any other information the complainant believes to be relevant to the harassment complaint.

Withdrawal of Complaint

Individuals may seek to withdraw requests for investigations or, where appropriate, ask to have their case transferred to another forum by writing to the Chief Operating Officer within seven (7) working days of filing their complaints. Future Generations reserves the right, however, to continue with an investigation on its own initiative.

Discipline

Employees who violate this policy are subject to appropriate discipline. Discipline may range from periodic monitoring of the respondent by her or his supervisor to termination, where warranted, and may include required attendance at counseling or training. Persons who violate this policy may also be subject to civil damages or criminal penalties.

Confidentiality

All inquiries, complaints, and investigations are treated confidentially. Information is revealed strictly on a need-to-know basis and shall be kept as confidential as possible. The identity of the complainant, however, is usually revealed to the respondent and witnesses. The Chief Operating Officer can answer any questions relating to the procedures for handling information related to complaints and investigations to complainants and respondents.

5.3 Conduct Policy

Future Generations University expects employees to be professional and courteous at all times. Employees are expected to conduct themselves in accordance with the policies and procedures included in this manual.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace; however, following are examples of infractions of rules of conduct that may

result in disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property;
- Sexual or other unlawful or unwelcome harassment;
- Falsification of timekeeping records;
- Working under the influence of alcohol or illegal drugs;
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment;
- Fighting or threatening violence in the workplace;
- Boisterous or disruptive activity in the workplace;
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property;
- Insubordination, repeated foul language, or other disrespectful conduct;
- Violation of safety or health rules;
- Smoking in prohibited areas;
- Possession of dangerous or unauthorized materials, such as explosives or firearms in the workplace;
- Excessive absenteeism or any absence without notice;
- Unauthorized use of telephones, mail system, or other employer-owned equipment;
- Violation of personnel policies;
- Unauthorized disclosure of business “secrets” or confidential information; and
- Unsatisfactory performance or conduct.

If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their supervisors. Supervisors are expected to promptly relay these concerns to those in a position to take necessary action, including, if needed to the President or the Chief Operating Officer, and in extreme cases when satisfaction is impossible to the Chair of the Board of Trustees.

While the policy for employee initiation of concerns applies to all issues, employees are specifically requested to abide by a zero tolerance policy relating to discrimination, sexual harassment, and financial impropriety. The institutional policy is zero tolerance, and employees should voice their concerns immediately and early.

5.4 Criminal Background Check

Future Generations University reserves the right to consider an applicant’s criminal record in relation to the duties to be performed at Future Generations University when making its hiring decisions. Candidates seeking employment, employees seeking an employment

agreement renewal, or employees seeking a new position at Future Generations University may be required to authorize Future Generations to complete a criminal background to be considered for employment. The request for a background check will be made by Future Generations University based on the particular requirements of the job, the employer's business necessity, and applicable federal and state laws.

The following factors will be considered for those applications with a criminal history in determining whether to hire the applicant, or to transfer or promote the internal applicant:

- The nature of the crime and its relationship to the position;
- The time since the conviction;
- The number (if more than one) of convictions; and
- Whether hiring, transferring, or promoting the applicant would pose an unreasonable risk to the institution, its employees, its students, or its customers and vendors.

Procedures

When a criminal history record check is required for a position, the Chief Operating Officer will request that the internal or external applicant for the position provide written authorization for the background investigation and conduct the check and provide the results of the criminal history record check to the appropriate management personnel for a determination as to the candidate's fitness for the position. In accord with applicable laws, including the federal Fair Credit Reporting Act, the applicant will be given an opportunity to review the criminal background check results and submit an explanation.

If an applicant is found to have falsified any information regarding conviction history, the applicant will not be considered for employment. If an employee seeking a transfer or promotion to a position requiring a criminal history record check is found to have falsified any information regarding conviction history, the employee may be immediately terminated.

5.5 Workplace Violence Prevention

Future Generations University is committed to preventing workplace violence and to maintaining a safe work environment.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of Future Generations University without proper authorization.

Conduct that threatens, intimidates, or coerces another employee, a customer, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an

individual's sex, race, age, national origin, or any characteristic protected by federal, state, or local law.

Reporting Requirements

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to any member of management or to the Chief Operating Officer. This includes threats by employees, as well as threats by customers, vendors, solicitors, or other members of the public. When reporting a threat, employees should be as specific and detailed as possible.

All suspicious individuals or activities should also be reported as soon as possible to a member of management. Employees are not to put themselves in peril or to intercede in, or investigate, a commotion or disturbance.

Future Generations University will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, Future Generations University may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence, or other conduct that is in the Faculty Handbook violation of these guidelines, will be subject to prompt disciplinary action, up to and including termination of employment.

5.6 Smoking and Tobacco Use

In keeping with Future Generations University intent to provide a safe and healthful work environment, smoking and the use of tobacco (including "spit" or chewing tobacco) is prohibited through the workplace, and in company owned vehicles. This policy applies equally to all employees, customers, and visitors.

5.7 Drug and Alcohol Use

Future Generations University desires to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

Future Generations University expressly prohibits the following:

- The use, possession, solicitation, for or sale of narcotics, or other illegal drugs, or prescription medication without a prescription while performing an assignment or conducting Future Generations University business.
- Being impaired or under the influence of legal or illegal drugs or alcohol away from Future Generations University premises, if such impairment or influence adversely

affects the employee's work performance, the safety of the employee or of others, or puts at risk the Future Generations University's reputation.

- The presence of any detectable amount of prohibited substances in the employee's system while at work, while on the premises of Future Generations University, or while conducting Future Generations University business. "Prohibited substances" include illegal drugs or prescription drugs not taken in accordance with a prescription given to the employees.

Light, social use of alcohol is permitted after business hours, but intoxication is not permitted while on Future Generations University business or conducting business for Future Generations University.

Employees with drug or alcohol problems that have not resulted in and are not the immediate subject of, disciplinary action may request unpaid time off to participate in a rehabilitation or treatment program through Future Generations University health insurance benefit coverage. Leave may be granted if the employee agrees to abstain from the use of the problem substance; abides by all Future University policies, rules, and prohibitions relating to conduct in the workplace; and if granting the leave will not cause Future Generations University any undue hardship.

Use of Prescription Drugs at Work

The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job and in a manner that does not endanger other individuals in the workplace. Employees who need to use prescription or nonprescription legal drugs while at work must report this requirement to their supervisor or Chief Operating Officer if the use might impair their ability to perform the job safely. Depending upon the circumstances, employees may be reassigned, prohibited from performing certain tasks, or prohibited from working if they are determined to be unable to perform their jobs safely while taking legal prescription or nonprescription drugs.

Drug Free Workplace Act

Under the Drug Free Workplace Act, an employee who performs work for a government contract or grant must notify Future Generations University of a criminal conviction for drug-related activity occurring in the workplace. The report must be made to the Chief Operating Officer within five days of the conviction.

Failure to notify within the required five day time period may result in immediate termination.

5.8 Drug Testing

Future Generations may require employees to undergo confidential drug and/or alcohol testing (at the facility of their choice and at their cost) under any of the following circumstances:

For-cause Testing

The University may ask an employee to submit to a drug and/or alcohol test at any time it feels that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the employee's person or in the employee's vicinity, unusual conduct on the employee's part that suggests impairment or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

Post-accident Testing

Any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in an accident or injury may be asked to submit to a drug and/or alcohol test. "Involved in an on-the-job accident or injury" means not only the one who was or could have been injured, but also any employee who potentially contributed to the accident or injury event in any way.

If an employee is tested for drugs or alcohol outside of the employment context and the results indicate a violation of this policy, or if an employee refuses a request to submit to testing under this policy, the employee may be subject to appropriate disciplinary action, up to and possibly including termination. In such a case, the employee will be given an opportunity to explain the circumstances prior to any final employment action becoming effective.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

Employees with questions about this policy or issues related to drug or alcohol use in the workplace should raise their concerns with their supervisor or the Chief Operating Officer without fear of reprisal.

5.9 Consensual Romantic and Sexual Relationship Policy

Consensual Relationships between Faculty/Staff/Employee and Students

It is the policy of Future Generations University that no faculty or staff member shall have a consensual romantic or sexual relationship with a student over whom he or she exercises academic or professional authority. It is also Future Generations University policy that no faculty member shall exercise academic or professional authority over any student with whom he or she has, or previously has had, a consensual romantic or sexual relationship. This is a zero tolerance policy.

No staff member/employee should participate in supervision, employment actions, evaluation, advising, or mentoring any student with whom that staff member has or has had a consensual romantic or sexual relationship, except in unusual circumstances, where explicit authorization has been obtained from the President or Chief Operating Officer. In the event that a personal relationship of this kind does exist in a supervisory, advisory, or

mentoring context, the supervisor must disclose the relationship to the President or Chief Operating Officer and initiate arrangements to address any conflicts of interest.

Employees/faculty/staff who violate this policy will be subject to disciplinary action up to and including termination.

Consensual Relationships between Employees/Staff Members

Staff members at Future Generations University should not participate in the hiring, supervision, employment actions, evaluation, decisions pertaining to promotion, or the direct setting of salary or wages for someone employed at Future Generations with whom that person has or has had a consensual romantic or sexual relationship, except in unusual circumstances and with the explicit approval of the President in consultation with the Board of Trustees.

Employees should be aware that entering into such a relationship with a person who may direct or control his or her work creates the potential for risk to both parties. In the event that a personal relationship of this kind does exist in a supervisory context, the employee must disclose the relationship to the President or Chief Operating Officer and initiate arrangements to address any issues of conflict of interest. An employee who violates this policy will be subject to disciplinary action up to and including termination.

5.10 Risk Management

Maintaining a safe work environment, conducting work in a safe manner, and protecting the safety of students, employees, and the general public are top priorities to Future Generations University. All Future Generations University employees and officials have explicit responsibilities in the risk management and loss control process that must be carried out in order to ensure our collective safety. These responsibilities include such activities as establishing safe workplaces, following safe practices, limiting exposures to potential liability and loss, and carrying out the steps necessary to maintain an effective and efficient risk management and loss control program.

Safety is especially important while on field-based courses with students. Here, faculty members take on additional responsibilities to assure the safety of students. It is the faculty member's responsibility to be aware of their surroundings, to assess risk, and to take actions to minimize that risk and assure the safety of students. The University staff assesses risk and plans, as best they can, for safe field-based courses. As the persons in charge on the ground, however, it is the faculty's ultimate responsibility to see that risks are minimized. Faculty members have the authority to change set plans if they perceive a safety issue. Special areas of risk to be cognizant of include:

- Transportation – Be sure to use safe vehicles
- Food and water – Make sure it is prepared safely.

- Lodging – Make sure it is clean and appropriate for the situation.
- Healthcare – Always know the location of healthcare facilities and how you might get there or contact health care providers in an emergency.
- Individual student needs – Be aware of individual student health care and dietary needs, and how to meet these individual needs. Make sure that student health forms are readily accessible.
- First aid – Have an approved first aid kit readily accessible when in the field.

Please refer to the Future Generations University Risk Management Policy for further security guidance and safety checklists.

VI. GRIEVANCE PROCEDURES

Future Generations University is committed to providing the best possible working conditions for its faculty. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from school supervisors and management. Supervisors, managers, and faculty are expected to treat each other with mutual respect. Faculty members are encouraged to offer positive and constructive criticism.

If faculty members disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution process. No faculty members will be penalized, formally or informally, for voicing a complaint with Future Generations University in a reasonable, business-like manner, or using the problem/resolution process.

If a situation occurs when a member of the faculty believes that a condition of employment or a decision affecting him or her is unjust or inequitable, this individual is encouraged to make use of the following procedures. The faculty member may discontinue the process at any time.

- The faculty member presents the problem to her or his immediate supervisor within ten (10) calendar days from the time the incident occurred. If a supervisor is unavailable, or if the faculty member believes it would be inappropriate to contact that individual, he or she may present the problem to another member of management. In the event a complaint directly relates to a supervisor, the complaint may be filed "above" the first supervisor.
- The supervisor responds to the inquiry during discussion or within ten (10) calendar days, after consulting with appropriate management, when necessary. The supervisor documents any discussion on the matter.
- The faculty member may seek internal help (as assigned by the President) from others in the organization to provide counsel and advice. Faculty should document in writing all issues related to the complaint. A Peer Review Panel may be convened by the President to

review the caseThe faculty member

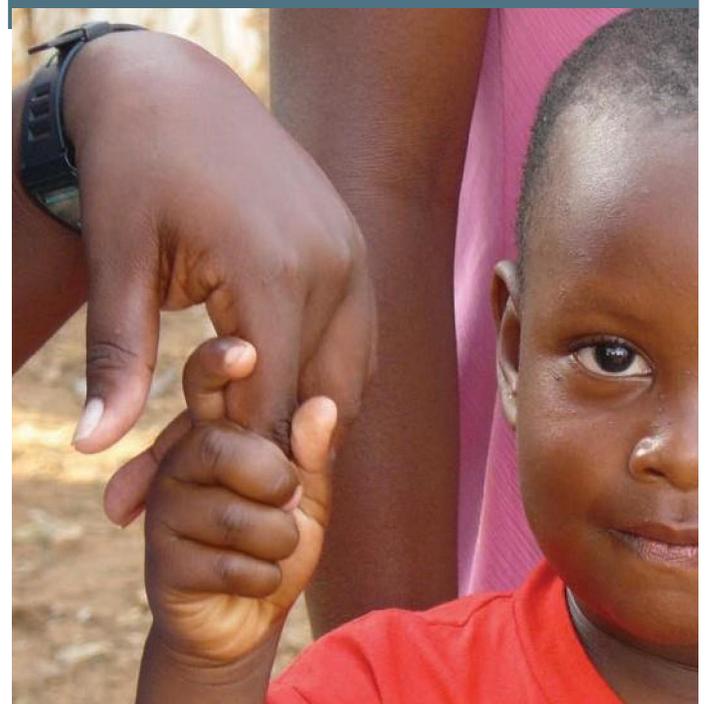
- The Peer Review Panel reviews and considers the issue. The Panel informs the faculty member of its decision with ten (10) calendar days of meeting, and places a copy of the written response in the faculty member's file. The Peer Review Panel has full authority to make any adjustment deemed appropriate to resolve the problem.
- The Board Chair is the ultimate level of appeal in such a review.



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