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Future Generations University

Dear Friends and Supporters of Future Generations,

As I look upon the changing fall foliage atop North Mountain, I am reminded that the only consistent in life is change itself. At Future Generations University, we specialize in change. We teach our students how to harness uncertainty to affect positive community change. We share effective ways to adjust and evolve for stronger, lasting impact. Over the past two years we have witnessed a lot of change.

For me, a significant change occurred one month ago when, after two decades as a team member, I stepped into senior leadership as interim president and CEO. I would like to recognize and thank the Board of Trustees, Faculty, and Staff for their dedication and trust. It is now my privilege to share this report on the many ways we are adapting in an ever-changing world.

Future Generations University continues to strengthen our Master of Arts in Applied Community Development. Our pedagogy remains one of the most accessible and practical degrees in existence. It allows change-makers to attend from anywhere in the world in a manner that requires them to engage more, as opposed to less, with their friends and family. We do not take students away from community to learn. Instead, community is where learning occurs. We truly are a school for communities!

Outside of the classroom, applied research and professional training efforts have grown and evolved around the world. Expanded research in regenerative agriculture, sustainable land-use, and youth education and technical support continues to be a focus in our Appalachia and Himalaya work. More than 500 examples of community climate resilience were identified and documented in a recently completed one-year pilot, the Himalayan Community Climate Success Mapping Project. That work is scaling up with new initatives now.

In this report, you will find wonderful stories featuring Future Generations University students, alumni, faculty, and partners who are impacting the world. This work would not have been possible without the support and dedication of our many loyal and devoted supporters. I invite you to take the time to discover the impact stories included here and be in touch with questions and ideas. Your commitment to Future Generations University makes the amazing stories contained in this report possible.

Thank you for your ongoing involvement and contributions to advancing research, learning and action toward inclusive and sustainable change worldwide.

Luke Taylor-Ide

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Who We Are

Mission

The mission of Future Generations University is to advance research, learning, and action toward inclusive, sustainable community change worldwide. We are committed to providing high-quality education to those on the front lines of change, equipping students in the communities where they live with the tools, knowledge, and networks needed to thrive. As the University embarks on a new chapter, we will continue to foster a culture of innovation and continuous improvement, one that responds to evolving challenges and remains dedicated to community-centered and world-circling impactful change.

Community-centered, innovative pedagogy

WHAT IF students from around the world could remain in their own communities, and pursue a master's degree with coursework that directly engages local people and creates real-world impacts in real time?

Future Generations University addresses this question through our pioneering approach to pedagogy and outreach. The future of higher education lies not only in the production of knowledge but in its application to both real-world challenges and building alternative systems and futures. Our academically rigorous, community-engaged curriculum bridges the gap between theory and practice, allowing scholars to apply their learning directly to local challenges.



We achieve this with three interrelated approaches

- **Distance Education**—University faculty curate and present content live-online from a global knowledge base, combating out-migration by engaging students who remain in their own communities and complete applied coursework where they live.
- Community Labs—Participatory action and research recognizes the wealth of assets that community members bring to the processes of knowing, creating knowledge, and acting on that knowledge to bring about positive change. Future Generations students advance action research in each course through community labs projects in collaboration with community members to understand and improve the world and build lasting, local-to-global approaches to change.
- Immersive, Place-Based Field Courses—
 Exposure to geo-centered community
 development practices in different parts of the
 world provides students the opportunity to
 broaden their perspectives, learn from diverse
 communities, and adapt context-appropriate
 strategies into their local work. They build a worldcircling network of peers and mentors to support
 their ongoing scholarship through the completion
 of their degree, and beyond.



University Highlights

24Q1

Academic Initiative: Alternative Admissions Pilot

A new opportunity for students to join the MA program was piloted: a path for individuals who may not already have a bachelors' or associates' degree who, when achieving a B or better in four select courses, gain full master's degree candidate standing.

24Q2

Reconnecting Heroes initiative launches

Future Generations worked with regional partners Mountain-Cajun Getaway and Yew Farm to create a new wellness program for farmer veterans that focuses on financial, physical, and emotional well-being. This initiative includes agricultural training and retreats designed to help veterans reconnect with nature and navigate service-related separation and trauma. A toolkit based on the retreat model has been developed for future use.

<u>SEED-SCALE</u> Master Class: Victoria Falls, Zimbabwe, Africa

Endowed Professor Daniel Taylor and Chido Madiwa (alumna Class of 2013) brought together Future Generations University alumni and professionals to share projects completed post-graduation - "seeds" - and what happened when they "scaled up" for greater community impact. Through peer feedback and direct coaching and mentorship with Professor Taylor, each participant presented their improved projects.

24Q3

Field Course: Profiles of Vietnamese Sustainability and Resilience

Students from the United States, Nepal, Zimbabwe and Burundi traveled to Viet Nam and were introduced to 20th century Vietnamese history, community efforts to cope with rising sea levels due to climate change, regenerative agriculture in the face of increased salinification, and grassroots attempts at reform in a top-down educational system, contributing to a deeper understanding of the possibilities for, and limitations to, community development in a socialist system.

Sprout School launches

Sprout School is a nine-month training program designed to support individuals interested in implementing youth agriculture, local product sourcing for schools, or similar activities. The inaugural cohort

included individuals from West Virginia, Virginia, Utah, Kentucky, Haiti, Africa.

Appalachian Film Series debuts

Six interactive webinar Zoom discussion sessions were offered that broached a range of topics embedded in Appalachian communities, with community development wisdom pertinent to modern communities around the world.

- January 29 Series Announcement
- February 12 Wild River
- February 26 Living in the Future's Past
- March 11 O Pioneer
- March 25 Appalachian Foodways: Anthony Bourdain's Parts Unknown and
- Bizarre Foods with Andrew
- April 8 The Dollmaker

PhD Concept advances

The Board of Trustees and members of Future Generations' Faculty College approved the exploration of a PhD program in Applied Community Development at the university.

24Q4

Alumni Reunions inaugurate

Virtual reunions organized by cohort and graduate years were scheduled to foster greater connection to peer networks and university news and initiatives.

Success Mapping for Community Climate Resilience initiative launches

This new endeavor is an action research project focusing on finding practical solutions and innovations in community-led climate adaptation within the Indian subcontinent of Asia ("Trans-Himalaya"). Partnering with Future Generations Himalaya and Tri-Impact Global, this initiative will initially identify the localized knowledge base before aggregating local successes so that communities can teach and learn from one another.

Commencement 2024 and Faculty College

Fourteen graduates were recognized in an in-person celebration at Future Generations University's headquarters on North Mountain, West Virginia - followed by two days of faculty enrichment with workshops and discussions on topics ranging from ethics to the role of AI and emergent intelligences in the classroom.

25Q1

Sprout School Cohort #2 launches.

25Q2

Global Engagement Initiative hosted at North Mountain

Practitioners and scholars from India, Nepal, Ethiopia, Zimbabwe, Spain, Sweden, Canada, and across Appalachia and the United States joined together to explore evidence-sharing, the role of action research, and alignment across the global community of Future Generations. Recommendations borne out of these conversations will inform the University's strategic direction.

Field Course: Gandhian Methods, India

Students, alumni and guests visited Jantar Mantar, Raj Ghat, Taj Mahal and Red Fort at Agra, Gandhi Smriti, Sevagram Ashram in Nagpur, Chetana Vikas Gandhian Agricultural NGO, Vinoba Bhave Ashram, and Tadoba National Park. At every step, participants explored local and historic solutions addressing: How to unify towards a common goal; How to mobilize your community for action; How to confront outside pressures; How to (organize to) solve local obstacles.

25Q4

Nepalese Government Approves Continuation of University Environmental Research

The Barun Biomeridian Research Project, a cornerstone of university environmental research, gained a twoyear extension for species and habitat data collection in Makalu Barun National Park in Nepal. This multiyear environmental research monitors climate impact and community-conservation success with 12 monitoring stations tracking ecosystem changes across an altitudinal transect that spans approximately 3,000 meters. Five species were photographed for the first time in the park: Clouded Leopard, Tibetan Blue Bear, Spotted Linsang, Asiatic Golden Cat, and Dhole. It captured rare evidence of the Dhole and Spotted Linsang in Nepal's alpine habitat and recorded the highest and lowest elevations for the Mainland Serow and Tibetan Blue Bear. These findings are crucial for assessing ecosystem health and enhancing scientific understanding of the Mount Everest bioregion.

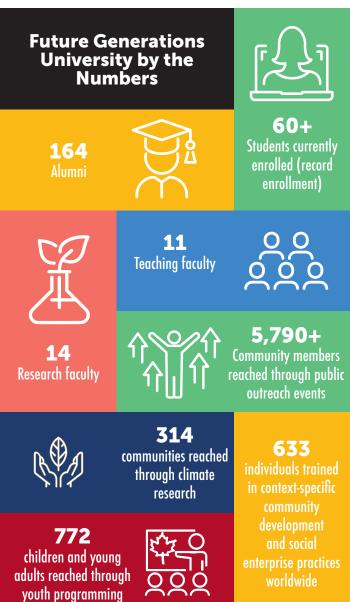
Field Course: Telling a Different Story: Resilience in Appalachia

Participants in this experiential learning course saw examples of community development applied in the Appalachian context, met leaders throughout the region working to solve problems, explored the ways investments in arts and culture led to regional revitalization, and discovered how these communities have begun to reframe the narrative about themselves.

Commencement 2025

Nine graduates were honored in a hybrid ceremony, with representation from Afghanistan, Ethiopia, Kenya, Nepal, South Sudan, Rwanda, and the United States.





World-Circling Impact: Stories From the Field

Connections, Communities, and Systems Change



Future Generations University catalyzes world-circling, community-led action that improves lives, challenges the status quo, and reimagines development with inclusive, participatory approaches. From nature-based livelihoods in Nepal's Barun Valley to anemia reduction

in rural Peru; youth peacebuilding in Burundi to food enterprise coaching in Appalachia; these stories, led by alumni, students, and university outreach and engagement, reinforce a shared purpose: when communities become architects of their own futures, positive change endures.

In India and Nepal, over 500 grassroots climate solutions have been mapped through a community-driven action research initiative. In Uganda, Indigenous knowledge is being integrated into national development planning and tourism policy. In West Virginia, a codified curriculum is equipping schools to better connect children with local food and farmers. These diverse stories demonstrate the power of education as a lever for transformation, driving participation, innovation, and intergenerational impact. They harness the wisdom, leadership, and resilience already present in communities to drive scalable systems change.

Climate, Biodiversity and Conservation

Success Mapping for Community Climate Resilience

Future Generations University launched the *Success Mapping for Community Climate Resilience* initiative to document and amplify how communities are adapting to climate change.

This initiative draws inspiration from previous efforts by Future Generations, particularly a post-earthquake project in Haiti (2011–2013) that identified 107 successful community-led responses. These grassroots innovations were shared through community exchange visits, creating a network of learning and resilience in the wake of disaster. Similarly, the Green Long March in China mobilized 10,000 college students from 80 universities to identify environmental successes nationwide, influencing national policy and raising awareness through media engagement.

This action research project, led by the Community Engagement Division, is centered in the Indian subcontinent, with primary activities in Uttarakhand, India, and Nepal. The goal is to surface locally driven climate innovations, validate their effectiveness, and support cross-community learning and replication. To date, over 525 climate adaptation successes have been mapped—375 in India and 150 in Nepal, with most Nepal-based mapping led by student and alumni volunteers. This effort recognizes that while large-scale funding for climate adaptation may arrive too late, communities are already innovating with modest means—and their solutions deserve global attention.

The current Climate Success Mapping project is implemented in partnership with two regional partners, Future Generations Himalaya, based in Nepal, and Tri-Impact Global in India. (https://tri-impact.org). Together, they are creating a living database of solutions that are not only environmentally sustainable but also socially rooted and scalable. By elevating these successes, the project empowers communities to lead the way in shaping a more resilient and climate-conscious future.

Community Health

Long-term childhood anemia reduction in rural Peru



On World Wellness Day 2025, Alejandro Vargas Vásquez (class of 2009), a public nutritionist, was the featured speaker for the university's Alumni Success Sharing Session webinar. He shared insights and reflections on addressing anemia in Peru —a significant public health challenge—especially among children living in rural areas.

The 'Anemio No' reduction program exemplifies how integrating scientific knowledge with cultural traditions, community engagement, and peer learning can achieve significant public health outcomes even in resource-limited settings.

Alejandro described the health metrics and program history, weaving in how critical community development is in both its successful introduction and deep impact through continued community

implementation. Notably, Alejandro described training local leaders to demonstrate how to prepare and use Indigenous, culturally significant iron-rich foods fosters trust and peer motivation, critical for sustained behavioral change. This bottom-up approach contrasts with purely top-down health policies that often fail to penetrate cultural barriers.

The program's sustainability is grounded in locally driven strategies that promote social and behavioral change at the family and community levels. Alejandro conveyed the importance of culturally sensitive, context-specific approaches and peer learning between communities in scaling these interventions. Remarkably, communities impacted by the initial project are continuing to improve positive health outcomes through ongoing, locally-led grassroots efforts.



Food Systems, Agroforestry and Bioregioning

Value-Added Coaching Program for Appalachian Agricultural Service Providers

In recent years, Future Generations community engagement team identified a distinct opportunity for food-based farms and businesses in the Appalachia bioregion: a first-of-its-kind toolkit for product makers interested in scaling to retail sales. As a result of factors including increases in community kitchen infrastructure, interest from small growers, and the rising demand of local products by both residents and tourists, Appalachian farmers and value-added makers began requesting assistance to certify valueadded products. However, the rules and regulations to take products to a commercial retail scale are complex, and there was no existing regulatory training program or document to assist them. Demand for a streamlined training program for service providers to coach potential product creators through the steps to process authority was increasing. Future Generations researchers stepped in.

Future Generations has a committed history working with and engaging underserved populations, and specifically with their service providers. For the past

three years, university staff have developed a Value-Added Coaching Program for Agricultural Service Providers with comprehensive education, training, and service provider coaching components.

The community impact of this project decreases grower risk, while increasing revenue opportunities. For example, growers in West Virginia typically have 2-3 direct farm sales opportunities at farmers markets, restaurants, or farm stands. This is problematic, since a 2014 study by Farm Credit of the Two Virginias demonstrated a need for 8-10 retail outlets to be considered financially viable.

Value-added production enables additional processing at a higher price point, while taking perishable goods and turning them into shelf-stable products accessible year-round to consumers. The process to create these small commercial outlets is complicated and full of regulatory language. Now, a resource guide to help farmers navigate this process exists for the first time to support bioregional social enterprise across Appalachia.

Peacebuilding

Building Peace Through Poverty Alleviation in Mugongo County, Burundi

"Peace manifests in many ways. I define peace as a state where people have the conditions to prosper, allowing them to live healthy, peaceful lives, filled with love and free from constant worry about income or the need for assistance."

-Melchiade Manirakiza, Class of 2022.

Awarded the 2024 Davis Projects for Peace grant, Melchiade launched a transformative initiative at Kirari School, focused on youth entrepreneurship, regenerative agriculture, and digital literacy. The project's success demonstrates how local capacity-building can lay the groundwork for lasting peace and prosperity.

From June to September 6, 2024, Melchiade Manirakiza led a training project at Kirari School, located in the Mugongo community of Burundi, with the aim of reducing poverty through youth entrepreneurship and ICT (Information and Communication Technologies) training. Beginning with basic computer skills, participants learned about different types of keyboards, how to turn computers on and off, and how to use word processing software. Following this, the focus shifted to developing participants' entrepreneurship competencies. Project partners included 36 student beneficiaries, and school administration and local authorities.

"As the project progressed, those who were initially indifferent came to understand the project benefits. Not everyone grasps the value of community interventions at the same time, so it's important to work with those who do and allow others to join later."

Melchiade's approach emphasizes peacebuilding through inclusive development. He views peace as more than the absence of violence—it's about enabling people to live secure, empowered lives. The project nurtured communication, creativity, and responsibility among youth, and drew praise from local leaders and community members alike.

Melchiade's post-project reflection highlights a ripple effect of participation and support, laying the

foundation for a stronger grassroots economy. Solar-powered equipment coupled with administrator and teacher involvement enables the continuation of the program, training future students and teachers and providing additional benefits of electricity and safe work environments for teachers and students. As a result of the infrastructure improvements and broad community engagement, the community impact will continue to deepen and expand.



Regenerative Economics, Social Enterprise and Community Investment

Nature-Based Livelihoods in the Barun Valley: Bamboo and Nettle

In the Barun Valley of Nepal, communities are redefining their relationship with nature through regenerative agricultural social enterprises. At the heart of this transformation lies the cultivation of bamboo and the traditional use of stinging nettle, which are building new pathways for supporting both ecology and livelihoods.

Bamboo, a versatile and fast-growing resource, is a novel introduction to forest-based enterprise efforts for these communities. With the support of Future Generations University, local partner The East Foundation, and local Forest User Groups, 154 bamboo saplings were planted by 60 participants across five villages. The initiative blends cultural sensitivity with environmental stewardship; in some communities, cultural norms discouraged youth from planting bamboo. To address this, the project engaged older, married community members to lead planting efforts while involving youth in sapling preparation and care. This culturally responsive approach ensured inclusive participation while preserving tradition.

Meanwhile, stinging nettle, long consumed as a nutritious food, has gained new economic relevance. Through hands-on training, mothers in the valley revived this Indigenous knowledge and learned to harvest, dry, and process nettle into durable cordage. This traditional craft, once underutilized, has now evolved into a reliable source of income whose revenue generation is being used to support children's education and household needs. Plans are currently in motion to scale up production, standardize quality, and connect producers to urban markets.

As part of a broader nature-based solution strategy, these projects are integrated with education on sustainable harvesting and biodiversity preservation - supporting forest health, building community cooperation, and fostering cultural pride. Forest User Groups are playing an instrumental role, combining traditional stewardship with contemporary management techniques and revenue generation to ensure resource renewal for future generations.



Indigenous and Multiple Knowledge Systems

Connecting Indigenous knowledge, cultural heritage, and modern development in Uganda



Daniel Lowalem is a current MA student and director of Ateker Development Organization (ATEDO), an Indigenous learning and development organization based in Karamoja in Eastern Uganda. He is an advocate for the integration of Indigenous knowledge and cultural practices in modern development.

He said, "I am passionate about the preservation and promotion of the cultural heritage of my people as a benchmark to sustainable development. I actively work towards blending traditional wisdom with contemporary development approaches to foster socio-economic growth in my community. My focus includes empowering Indigenous communities and ensuring that their unique cultural identity is preserved while contributing to broader development goals."

His recent efforts incorporate research, partnerships, and education to advance Indigenous learning for Karamojan community development. He has used "available research findings to influence development

partners and government on how Indigenous knowledge is critical in sustaining community initiatives," and secured seed funding from a partner to test how communities can use Indigenous knowledge for environmental conservation in Moroto, the gateway to the Karamoja region.

Daniel recently published two articles explaining opportunities to connect the Ugandan government with Karamoja's cultural and tourism sectors. Currently, Uganda is pursuing the objectives of National Development Plan IV (2025–2030): namely, increasing household incomes, promoting full monetization, and achieving employment for sustainable socioeconomic transformation. Daniel is working to connect government and top-down partners with the Karamoja Cultural Commemoration, Uganda's leading cultural tourism event, to "build local capacity to manage and benefit from natural and cultural assets, but also enhance the region's economic competitiveness, leading to inclusive and sustainable development."

Youth Education and Inclusive Participation

Developing and Implementing a Written Curriculum Combining Family Nutrition Programs and Farm to School Programs in Fayette County, West Virginia



Noel Mitchell, a health educator with the WVU Family Nutrition Program, participated in the second Sprout School cohort (2024-2025). Prior to joining Sprout School, Noel had spent years administering the Harvest of the Month taste tests and gardening activities in Fayette County Schools, working with colleagues from The Farm to School Program and the Family Nutrition Program and annual AmeriCorps volunteers. She recognized a need: written guidance with monthly tasks to better enable AmeriCorps volunteers to "step in and conduct the activities on their own, which will make it possible for us to expand the program to other schools." This became the basis of her Sprout School project.

Over the course of nine months, Noel served nine classrooms in the 24-25 school year, developed an annual calendar with monthly activity summaries; wrote a toolkit with ten monthly lesson plans and activity curricula for county use; and trained two AmeriCorps volunteers using the new materials. She also developed a good baseline system for capturing student participation in Harvest of the Month taste-tests, with plans for iteration and improvement. Moving forward, Noel will continue to implement the new curriculum and scale the project to expand to 15 classrooms with the help of AmeriCorps volunteers or part-time Farm-2-School employees.

Funding Partners

Our sincere appreciation to our funding partners whose support makes the work of Future Generations University possible. Following is a list of the dedicated and generous individuals, foundations, corporations, and organizations that supported the university. We have made every attempt to list every donor accurately.

Anonymous

Abdul Rashid Abdullah

Lee Allen

Laura Altobelli

William Anderson

Catherine Ashton

Jack Bailey

Peggy Barnes

Nachiketa Bhatt

Joseph Borzelleca

James Brasher

Nancyellen Brennan

Eunice Campbell

Peter Carttar

Chris Cluett

Marg Cross

Robert Davis

E . B

Francis Day

Jasmine Day

Jason Day

Jeremie Day-Glider

Shannon Donnelly

Michael Echard, in honor of

Stephanie and Lyle Hartman

Janet Edwards

Jayne Engle

Brenda Engola

Gary Flinchbaugh

Catherine Forman

Kurt Franke

Neva Goodwin

John Gordon

Dr. Steven and Carolyn Gottlieb

Anne Grady

William Grant,

in honor of James P. Grant

William Greenough III

Barbara Haffner Smith

Bruce Holdeman

Nicholas Ide

Susan Ide Patton,

in honor of Becky Lowe

Jennifer Jones

Tjivekumba Kandjii

Karin Kilday

Jennifer Kraus,

in honor of Robert Fleming

Rosealie Lynch

Ann and John McClester

Hella and Scott McVay

Richard Menzel

Hal Metzer

Nikki Bowman Mills

Betty Mitchell

Andreas Molz

Nature's Mountain Classroom

Courtney Ogilvie

James Patterson

Steven Payne

Henry and Mirlene Perry

Gina Phillips,

in honor of Jan Springer

Karen Plager

Kevin Quigley

David Rao

Mike Rechlin

Johan Reinhard

jonan Kemmatu

Charles Robison

Daniel Robison

Nathan Robison

Patricia Rosenfield

Michael Ruby

Victor Ruiz Santacruz

George Rupp

Benjamin Smith

Elton Smith

Deborah Sosower

Eryck Stamper

Ronald and Sue Swanson

Betsy Taylor

Harry Teague,

in honor of Barbara Reese

Seija Terry

Pastor Mark Thomas

Jared VanMeter

Ronald Voorhees

Paul Welch

Grace Williams

Laura Wray



Community Partners

Cross-Context

Anonymous
America's Service Commissions
AmeriCorps
Hope & Help West Virginia
IIRR Ethiopia
Peace Corps
Potomac Highlands Guild
Reading Partners
Schools of National Service
Volunteer West Virginia
West Virginia Department of
Rehabilitation Services
Young African Leaders Initiative

Appalachia

Beginning Forest Farmer Coalition Appalachian Forest National Heritage Area Appalachian Sustainable Development Bowers Hillbilly Research Center Cajun Mountain Getaway Capitol Soil Conservation District Coalfield Development Corporation Family Roots Farm Foundation for Appalachian Kentucky Frostmore Farm **Garrett County Economic Development Authority** Grow Appalachia Heasley Homestead Hops Meadow Farm Highland County Chamber of Commerce **Just Transition Fund** Kanawha County Schools Keep Your Faith Corporation Kentucky Department of Agriculture Kentucky Maple Syrup Producers Association

Laurel Fork Sap Suckers Linwood Alive Marshall University Robert C. Byrd Institute McDowell County Youth Producers Association Mongold Farms Monticello National Coal Heritage Area Nature's Mountain Classroom New South Media North Carolina State University Extension The Ohio State University The One Foundation Organics Association of Kentucky Partner Community Capital Pendleton County CVB Pendleton County Schools Penn State University Pocahontas County CVB Pocahontas County Schools Randy Kimbell Farm Ronk Family Farm Sleepy Hollow Maple Spruce Snowville Creamery Knob Maple Toms Creek Maple Tonoloway Farm University of Maryland Extension University of Vermont-Proctor Research Center **USDA** Agricultural Marketing Service Acer

Program

Virginia Tech

USDA Natural Resources

USDA Rural Development

Virginia Tech Extension

West Virginia Community

Development Hub

Agriculture

Education

Coalition

West Virginia Department of

West Virginia Department of

West Virginia Food and Farm

Conservation Service

West Virginia Hospitality & Travel
Association
West Virginia Maple Syrup
Producers Association
West Virginia Natural Resources
Conservation Service
West Virginia State University
Research Corporation
Western Maryland Food Council
WV Cooks
WVU Davis School of Forestry WVU
Extension
WVU Food Justice Lab
WVU Small Farms Center
The Yew Mountain Center

Himalaya

Asia Network for Sustainable
Agriculture and Bioresources
Bhaskar-Tejshree Memorial
Foundation
Bhotkhola Rural Municipality Local
Government & Ward No. 4.
Community & Stakeholders of
the project area
Department of National Parks and
Wildlife Conservation (Nepal)
The East Foundation
Tri-Impact Global
Makalu Barun National Park
Share and Care Nepal

Sister Organizations

Future Generations, Inc Future Generations Afghanistan Future Generations China Future Generations Haiti Future Generations Himalaya

Financials

SUMMARY OF FISCAL YEAR 2024 FINANCIALS

\$2,190,906

Assets



\$14,313,357

Academic, Outreach and **Action Research Programs**

Net Assets



\$13,056,370

Support and Revenue

\$4,351,825

Advancement and Support

Services

\$1,163,422



Total Expenses



\$3,354,328

Future Generations Team



Staff

Joey Aloi
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Hannah Cook
Francis L. Day
Margaret Donnan
Shannon Donnelly
Jayne Engle
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Danny Smith
Deborah Sosower
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Luke Taylor-Ide
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Daniel C. Taylor, Professor Equity & Empowerment (Social Change)
Rita Thapa, Professor Equity & Empowerment (Public Health)
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Keith A. Heasley, Research Professor
Sebastian K. Herzog, Research Professor
Raj Masih, Research Professor
Michael Rechlin, Research Professor
Johan Reinhard, Research Professor
Ajmal Shirzai, Research Professor,
Future Generations
Afghanistan Country Director

Research Professor,
Bending Bamboo Project Director
Firew Kefyalew,
Associate Research Professor
Sushila Nepali,
Associate Research Professor
Meike Schleiff,
Associate Research Professor
Abby Van Den Berg,
Associate Research Professor
Tom Hammett, Professor
Melanie Johnson, Professor

Andrea Anschel, Assistant Professor Nawang Gurung, Assistant Professor Christie Hand, Assistant Professor Ericka Harney, Assistant Professor Julie Maldonado, Assistant Professor Luke Taylor-Ide, Assistant Professor Jenny Totten, Assistant Professor

18 2025 Report

Joey Aloi, Associate Professor,

Agroforesty

Thank You

Thank you for your partnership and support. Your connection to Future Generations University enables transformative learning, applied research, and community-led solutions that advance a regenerative future for people and planet. As we look ahead, we do so with a strong sense of possibility—confident that, together, we will continue building lasting impact across communities and ecosystems worldwide.

Land Acknowledgement, North Mountain

28 April 2025

We would like to acknowledge that our North Mountain campus, and the broader central Appalachian region which serves as sites for our research, is located on the unceded ancestral homelands of Lenape, Shawnee, Seneca, and other Indigenous Peoples, including peoples whose cultures were largely disappeared during centuries of colonialism, such as the Monongahela and Manahoac. The area surrounding North Mountain was also home to a series of routes traveled by many more peoples of the Northeast Woodlands for trade,

communication, and for participation in the practices of their seasonal rounds. We acknowledge as well that our research and education on agroforestry practices in Appalachia are deeply rooted in centuries of Indigenous land stewardship practices, foodways, and medicinal traditions—as are a number of modern agricultural practices on this continent.

Additionally, we want to share our deep commitment to a journey of reconciliation and decolonization—in our relationship with the places where we work, in relationship to the field of conventional "development" and its colonialist history, and in our relationship to Indigenous peoples we work with in different parts of the world. We are grateful to ancestors, past and future, and we commit to playing a role that will help create conditions for healthy lifeways for generations yet to come.

As an institution, we are early on the journey, and we look forward to the unlearnings and relearnings that it will entail. We are beginning to speak with Indigenous knowledge-keepers who will help guide us on the path.

