



## Chapter Three

# Criterion Two Preparing for the Future

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

In planning for the future and utilizing its resources, the past from which the Future Generations Graduate School grows is the foundation on which that future is being established. As a new graduate school, the educational institution is built on decades of successful community development and conservation knowledge and experience. The concept for the Master's program that would be grounded in this knowledge and experience began to take shape in December 2001 during a Board of Trustees meeting (exhibit 3.1). Evidence from the country program sites as well as the organization's continuing research were showing that education would be the optimal path to scale up the successes and "best practices" in community change.

As explained in more detail in other parts of this Self-Study, answering two questions has been at the center of what has always propelled the growth of Future Generations. The first question is how can community-based activity scale up; the second is how can such impact be sustainable, financially, environmentally, and culturally. A decade ago, when the new millennium began, the Board of Trustees of Future Generations stepped back and looked broadly at the process of preparing for the future. The World Trade Center had just fallen and the United States was embarking on poorly reasoned wars. The planning process that Future Generations adopted departed from the directions that citizen sector organizations (CSOs) usually adopt—that of expanding services, expanding budgets, and opening offices. Future Generations decided to adopt the strategy of empowering people so they could address their challenges using primarily resources that they already had. Growth would be through teaching people how to scale up best practices.

This realization led to a three-year process during which the Board began to redefine the organization, adopting a mission statement reflecting an educational focus: *Future Generations teaches and enables a process for equitable community change that integrates environmental conservation with development.* Along with this Mission Statement came the organizational vision, "100 nodes of change"—Future Generations would not try to scale up as an organization, but would promote growth through synergies with others. Today, Future Generations envisions a continuing collaboration with Master's program graduates and other like-minded partners to achieve its institutional goals. This approach remains the foundation for the future for both the CSO and the new graduate school that was formed.

In the process, a global learning community is created. The Graduate School helps to synthesize and extend the community change knowledge that is collectively being created. At the same time, it adjusts its programming to share the insights that are evolving from each of the nodal points.

The planning process that led from the idea to an incorporated graduate school, which now starts its fourth class, coalesced in a strategic planning process in 2003 that charted out the new course (exhibit 3.2). Two futuring documents drew together extensive discussions at the board level, as well as among staff and from outside experts. These two summary documents are the Organizational Alignment and Organizational Plan 2006–2015, approved by the Board in the June 2006 meeting; and the Graduate School Plan for Growth (exhibit 3.3). Preparing the Preliminary Information Form for submission to the Higher Learning Commission (HLC) and the numerous discussions with HLC personnel served to strengthen the planning process. This process was further deepened from August

Global development trends, national political trends, regional technological advances, and an intimate knowledge of the local conditions in the places our students come from, all play a part in the Graduate School's institutional planning process.

to October 2008 during a strategic review and planning process led by the dean of the Graduate School. The result of this work is a new Graduate School Strategic Plan that now serves as the foundational document for future growth; it was approved by the Board of Trustees of the Graduate School on May 16, 2009. (exhibit 3.4)

This Self-Study is a further step in the process, and it is anticipated that the opportunities for improvement identified under each accreditation criterion will be the basis for continuing fulfillment of plans that will guide the growth of the Graduate School over the coming years.

Future Generations always has been an innovative organization. As this graduate school and its programs continue to evolve, Future Generations remains committed to maintaining its flexibility and innovative nature in responding to the larger dynamics of social, economic, and ecological change. Our name summarizes our future orientation in addressing these larger dynamics. Our organizational mission directs us toward practical action grounded in research and education. Our planning and program trajectory is the path to realize this vision through our mission.

## Addressing the 2007 HLC Evaluation Review Report

We address here the specific issues raised by the prior HLC Peer Review Team relating to Criterion Two in their formal report before we address systematically our responses for the Core Components of Criterion Two. There were two "Assurance" requirements in the prior Report of a Comprehensive Evaluation Visit upon our application for Initial Candidacy.

Clearer separation between the finances and governance of Future Generations the CSO and Future Generations the Graduate School;

Analysis of the low percentage of graduation among students in the first cohort and the continued attrition from the second cohort;

The "Advancement" suggestions applicable to this chapter are the need for library resources accessible to students in their home country and a better balance of full-time and adjunct positions.

*Separation of finances* has now occurred between Future Generations the Graduate School and its parent organization the CSO. In FY 2008 the two organizations separated their budgets (exhibit 3.5); in FY 2009 the two organizations were therefore able to have separate audits (completed audits will be ready for inspection at the time of the forthcoming site visit). Relating especially to one important aspect of financial separation, the institution's growing endowment is now held in the Graduate School (which has performed significantly above the market during the current financial crisis).

*Separation of governance* was initiated in November 2007 when the previously integrated boards of the CSO and Graduate School initiated a review of options for how to achieve this separation in oversight responsibilities and yet continue to gain synergy in program operations. At the May 17, 2008 meeting of both Boards of Trustees, the two boards were formally separated; 51 percent of the membership of each board must now be unique to that board, the president of the two organizations sits *ex officio* on each board, and the respective chairs of each board sit *ex officio* on the other board. Other trustees may also hold joint appointments so long as the aggregated number does not exceed 49 percent. To promote coordination, twice a year the two boards will have concurrent meetings.

Relating to the *high attrition rates* in the first and second classes (a thorough discussion of which comes later in this chapter), a review of the data (exhibit 3.6) showed that the primary factor causing attrition was too high a student workload. With Class Three, attrition dropped from 53 percent (Class One) to 38 percent. Careful redesign (restructuring the curriculum, introducing more effective technologies, and better preparing the faculty) was able to achieve high academic performance and the lowering of attrition rates to the 38 percent. Even factors seemingly outside institutional control that contributed to attrition turned out to be possible to address—for example learning how to get visas so students could enter the United States from countries like Afghanistan and Iran. The decline in attrition rates is expected to continue.

Relating to the need for *improved library resources*, given that students live worldwide, the particular challenge is to provide these in electronic form. The challenge is increased because given the diverse professional fields students are engaged with (agriculture to zoology) a research library of university scale is needed. Fortunately the Internet provides options. The more important challenge, though, is not providing library resources, but training students to use the resources they have and will have after graduation. Future Generations is addressing both the library access challenge and that of training. Significant progress has occurred—and the organization is targeting this growth to keep pace with the always-increasing options of the Internet.

As to the suggestion for *more full-time teaching positions* and less use of adjunct positions, momentum is in that direction (see Table 3.1 listing Class Four Faculty) The plan is to achieve this objective through endowed professorships; already the Graduate School has three. Endowed positions create real permanence, let the institution attract top-flight individuals (as endowed positions are increasingly rare in academia), and lower the cost of faculty to the Graduate School, allowing financial resources to be applied to student scholarships. Creating three endowed positions are evidence that the Graduate School can fulfill its plan, and while adjustments in filling these positions have had to be temporarily made because of the current global financial crisis, the fact that the positions were created and that adjustments could be made is evidence of institutional capacity.

**Table 3.1** CLASS FOUR FACULTY

| Full-Time       | Adjunct                       |
|-----------------|-------------------------------|
| Tom Acker       | Henry Mosley and Ben Lozare   |
| Laura Altobelli | Henry Perry                   |
| Jason Calder    | Dan Robison and Sheila McKean |
| Bob Fleming     | Mike Rechlin                  |
| Daniel Taylor   | Dan Wessner                   |

**Core Component 2.a** The organization realistically prepares for a future shaped by multiple societal and economic trends.

The multiple societal and economic trends affecting higher education today are real and rising in their impact. The recent economic meltdown has forced huge restructuring. Since the Graduate School began, an international political climate that sought cooperation on poverty reduction, education, and illness lost the focus on these positive-acting factors and shudders under images of terrorism. The potential for global pandemics hovers over an increasingly interconnected planet. The very dynamics of the planet itself are under now evident flux as temperatures rise and natural processes evolve. Responding to such negative societal and economic trends is not where the Future Generations future lies—our future is to mitigate these real and rising dangers by empowering people in communities.

The faculty, staff and Boards of Trustees of Future Generations and the Future Generations Graduate School are global thinkers—and they are global actors with track records of success in changing the world for the better. The organization’s vision, mission, and plan of action align with trends that respond to globalization, demography, climate change, technology, civil strife, and priorities set by the global community.

Future Generations has as its operating philosophy the process of Seed-Scale, the first principle of which is to build from success; as its second principle to work in partnership with communities, governments, and experts; as its third principle to make decisions based on evidence; and as its final principle to seek a better world through promoting behavior change. At the Graduate School’s founding, its philosophy was linked to the Millennium Declaration of the United Nations General Assembly, which prioritized global needs and committed member nations to a plan for the new millennium. The eight millennial goals are:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health

- Combat HIV/AIDS, malaria, and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development

Many of the national, regional, and indeed global challenges to which the Future Generations Graduate School responds are these millennial goals; other goals (as indicated below) address global and local environmental and natural resource issues as well as the growing international crisis of rising inequity among peoples. The students that the Graduate School enrolls directly address these goals as well. Future Generations is directly engaged with this positive approach to social, economic, political, and environmental trends, and sets for itself the following institutional goals:

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

Future Generations institutional goals align with the path that world leaders have set as planetary goals. Specifically, the millennial goal, *to develop a global partnership for development*, is a manifestation of the thinking that went into the Future Generations vision of “100 nodes of change.” It represents an example of the organization’s environmental scanning, and subsequent planning, which is demonstrated also in the Future Generations mission documents. Another goal, universal primary education, is being promoted in two of the country programs: Future Generations–Arunachal Pradesh, and Future Generations–Afghanistan. But in terms of the Graduate School, the practical work being done by its students (now from 22 countries) shows how these goals are being met in communities as a result of the academic program.

Indeed, the Future Generations decision to establish a professional global graduate school for development practitioners anticipated the global consensus that capacity building was necessary to meet the millennial development goals (MDGs). In 2008, recognizing this need, the International Commission on Education and Sustainable Development Practice, based at the Earth Institute at Columbia University, issued a call for a new model of graduate education to reach the MDGs.<sup>1</sup> The Commission recognizes that the interconnectedness of the goals demands that today’s effective development practitioner requires:

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<sup>1</sup> See the report of the International Commission on Education for Sustainable development Practice (October 2008) at: <http://www.wfeo.org/documents/download/ICESDP%20Final%20Report%202008.pdf>

“...conceptual understanding as well as hardheaded implementation skills. And perhaps most importantly, they require the ability to work in global networks and local teams across many professions and cultures, since the skills and knowledge required for success range far beyond a single discipline or profession, much less an individual practitioner. While no individual can master all or even most of the skills required—in science, policy design, politics, management, and cross-cultural understanding—for the success of broad-based progress in sustainable development, we certainly need a new generation of development practitioners who can understand the “languages” and practices of many specialties, and who can work fluidly and flexibly across intellectual and professional disciplines and geographic regions.” (p. 10)

The Commission challenged the world’s universities to create a new Master’s of Development Practice degree, combining interdisciplinary classroom study, field training, and global peer networking—an approach remarkably akin to the Future Generations blended learning approach. Five years before this call, Future Generations had already begun its Master’s program. The pedagogy of blended learning responds especially well to the needs of the social, economic, and global context.

The online instructional component of the blended learning model is based on contemporary advances in technology. Although the world is not yet up to the technology levels our curriculum is targeted to, it is headed in that direction. Five years ago, many of the students in Future Generations’ first class lived beyond the reach of the Internet, or at least lacked reliable connectivity. But for Class Three all students have Internet access (though in a few cases these are still dial-up connections). The Graduate School presses forward with the front edge of technologies, utilizing advances such as Dimdim Web conferencing to allow real-time faculty–student interaction. This aspect of our blended learning pedagogy will continue to strengthen with the wider reach of high-speed connectivity and the resulting extension of video conferencing capabilities.

Those who teach are engaged actively with the larger learning world. Of Future Generations faculty members, 64 percent hold joint appointments with other colleges and universities. This gives them contact with other faculties, from which they bring ideas to the work of Future Generations. It allows them to bring to the Future Generations Graduate School knowledge of institutional change and direction in higher education. In addition, the Future Generations faculty resides in six states and five countries. As noted earlier, the student population now represents 22 countries. The borderless nature of the Future Generations faculty and student communities allows for a rich and diverse perspective on our changing world. Global development trends, national political trends, regional technological advances, and an intimate knowledge of the local conditions where our students live; these and more factors play a part in the Graduate School’s institutional planning process (Table 3.2).

**Table 3.2** FUTURE GENERATIONS GRADUATE SCHOOL FACULTY WITH JOINT APPOINTMENTS

| Faculty Member        | University Affiliation   | Residence       |
|-----------------------|--|-----------------|
| Laura Altobelli       | <i>Principal Professor</i><br>Graduate School of Public Health and Administration<br>Cayetano Heredia University   | Lima, Peru      |
| Elaine Zook Barge     |  | Virginia        |
| Karen Edwards         |  | New York        |
| Robert Fleming, Jr.   |  | Oregon          |
| Frances Fremont-Smith |  | Beijing, China  |
| Chris Gingrich        | <i>Professor of Business and Economics</i><br>Eastern Mennonite University   | Virginia        |
| Dorothy Knapp         |  | Maine           |
| Benjamin Lozare       | <i>Senior Associate &amp; Associate Professor</i><br>Bloomberg School of Public Health<br>Johns Hopkins University   | Maryland        |
| Sheila McKean         |  | La Paz, Bolivia |
| Henry Mosley          | <i>Professor Emeritus</i><br>Bloomberg School of Public Health<br>Johns Hopkins University   | Maryland        |
| Henry Perry           | <i>Adjunct Professor</i><br>Rollins School of Public Health<br>Emory University<br><br><i>Associate</i><br>Bloomberg School of Public Health<br>Johns Hopkins University   | Maryland        |
| Mike Rechlin          | <i>Professor of Biology and Natural Resources</i><br>Principia College<br><br><i>Research Affiliate</i><br>School of Forestry and Environmental Studies<br>Yale University | Illinois        |
| Daniel Robison        |  | La Paz, Bolivia |
| Lisa Schirch          | <i>Associate Professor of Peacebuilding</i><br>Eastern Mennonite University  | Virginia        |
| Carl Taylor           | <i>Professor Emeritus</i><br>Bloomberg School of Public Health<br>Johns Hopkins University   | Maryland        |
| Daniel Taylor         | <i>Senior Associate</i><br>Bloomberg School of Public Health<br>Johns Hopkins University   | West Virginia   |
| Carolyn Yoder         | <i>Director, Strategies for Trauma Awareness and Resilience (STAR) Program</i><br>Eastern Mennonite University   | Virginia        |
| Dan Wessner           | <i>Director, Master's in Development Practice</i><br>Josef Korbel School of International Studies<br>University of Denver  | Colorado        |



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

The SEED model of community empowerment includes the creation of a workplan, a document that is developed by means of a self-evaluation and priority setting. The bottom-up aspect of the Future Generations planning process starts with village level workplans, which are compiled into country workplans (exhibit 3.7), which are eventually reflected in the programming for each country program. This process assures that country programs are rooted in the needs and desires of the village stakeholders they serve. The process is repeated in the Graduate School, where the bottom-up involvement of communities is brought forward by the students, engaged by the class as students learn and help each other, and through the Graduate School find the distinctive community experiences engaging with a global dialogue.

Three of the country programs (India, China, Peru) serve as field campus sites, allowing for points of practical connection between real action and real instruction. These three country programs are research and demonstration sites where community empowerment models and best development practices are tested. (The fourth country program, Afghanistan, currently serves only as a research site.) The lessons learned are the grounding for the graduate curriculum. In the residential component of the blended learning process, students study and work with the local development practitioners and village stakeholders. Students study community workplans to learn how those plans might meet changing conditions in their communities.

The planning at Future Generations starts with the free flow of ideas among faculty and staff. This is open and democratic; it is also ongoing as ideas are discussed and examined in weekly staff meetings, annual staff meetings, and at the annual gathering of the Faculty College. This is important given the global reach of Future Generations; it brings in the perspectives of the diverse and widespread Future Generations community. Ideas that “hold water” are developed into concept papers. One such paper, “The UniversIT: Delivering Near Universal Technical and Higher Education in the Information Age” (exhibit 3.8) explores the potential of Internet technology for the global dissemination and universal availability of information and knowledge. That idea continued to grow over the next three years into the current concept paper, “University of the World” (exhibit 3.9). Such papers are usually shared both at the staff and board levels. They can, however, develop into new initiatives that catch coming trends and drive program changes. Future Generations is constantly generating new ideas for the future.

When it became clear in 2002 that the institution would move toward adding a graduate program, a decision was made by the Board of Trustees to augment the internal planning process led by staff and the Board with an externally facilitated, substantial exercise. This exercise culminated in the 2003 Future Generations Strategic Planning Session, at which facilitators from James Hoggan and Associates (Vancouver, Canada) facilitated the development of an organizational strategic plan (exhibit 3.10). Planning also produced two recent futuring documents: the Future Generations Organizational Alignment and Organizational Plan 2005–2015, approved by the Board in June 2006, and the Future Generations Graduate School in Applied Community Change and Conservation, Plan for Growth 2006–2015 (exhibit 3.11). These documents drew on the concept papers and

grew out of multiple staff meetings and extensive faculty and staff review before being presented to the Board.

To acquire a detailed understanding of the progression of thinking toward this larger academic purpose, consult the master paper written by Traci Hickson, a student in the first class of the Master's program. This paper systematically reviews the evolution of Future Generations as a learning organization. It also reflects the level of academic output being produced by graduates of this Master's program (exhibit 3.12).

With the arrival of a new dean to the Graduate School in early 2008, a new strategic review and planning process was undertaken and linked to the self-study process. The process was led from the North Mountain campus and involved input from faculty and staff in other locations, using the Moodle online learning platform (exhibit 3.13). For this Self-Study, working groups were established on Needs Assessment, Mission Statement, Vision and Goals, Values, Market Analysis, Innovation/Brand Definition, Market Development, Financial Review, Fundraising Strategy and Organizational Development. A draft strategic plan was submitted to the Board of Trustees in November 2008 for its review, was revised during the winter, then approved at the meeting of the trustees on May 16, 2009 (exhibit 3.14).

The workplan for the North Mountain office is presented to the Board at its semi-annual meetings. These board packets include updates from the field, concept papers, and President's Report, all tied to a budget and fiscal forecast or analysis (exhibit 3.15).

Outside-in planning also comes in the form of recommendations from the Board of Trustees. Through the trustees' affiliations, they bring a wealth of knowledge on international development and educational trends to the organization (exhibit 3.16). The Board of Mentors (yet to be established) will serve a number of roles within the Graduate School, a major one of which is to function as an advisory board. Members appointed to this Board will be recognized development practitioners. They will provide field-based insights as to best practices that will help to guide the curricular development process.

The above three-partner engagement comes together in student assessment of learning objectives through a graduate school process termed **XPRS**. **EXit** interviews at the end of each residential course of study lead to a follow-up meeting of professors and staff. Each **Professor** evaluates whether his or her course has achieved its learning outcomes. **Review** by the dean of online student evaluations provides professors direct feedback on each course. Professors assess **Student** learning ongoing feedback on assignments and a final grade, and students self-evaluate their progress according to their own Student Learning Plans (SLPs).

The Graduate School also seeks to respond to societal trends in its recruitment of students and fund-raising. One such trend is that of Diaspora populations in the United States who remain committed to their home country. Through previously established ties with Guyana, faculty member Jason Calder is now leading an initiative in the Guyanese Diaspora to help recruit Guyanese students for the Master's program and to mobilize support for them.

For decades Guyana has had one of the highest out-migration rates in the world, according to the World Bank, and another estimate puts the proportion of university

graduates who leave the country at 80%. The flip side of this phenomenon is that large Diaspora communities have accumulated in several cities across the U.S., Canada and Europe. Official estimates count 300,000–400,000 persons of Guyanese origin living in the U.S. and concentrated in and around cities such as New York, Atlanta, Ft. Lauderdale and Washington, D.C. They contributed an estimated \$466m in remittances to Guyana in 2006, predominantly to manage basic household needs and family savings, although some goes towards civic and humanitarian projects. There are myriad charitable and cultural organizations as well as non-affiliated individuals, including a small but potentially significant group of young, upwardly mobile professionals that would be interested in supporting community development leaders back home. These groups and individuals represent an untapped and naturally motivated group of donors to interest in a partnership with Future Generations.

Of particular significance is a partnership which Future Generations has created with the Guyanese Embassy in the U.S. The Ambassador has helped to facilitate contacts for Future Generations with several associations and individuals in the New York City and Atlanta communities to organize a broad partnership that includes publicizing the Graduate School among the Diaspora; identifying applicants for master’s classes; organizing fundraising drives among Guyanese businesses, professionals and Diaspora organizations; identifying potential mentors and advisors for the Guyana students; and linking interested members of the Diaspora to the community activities undertaken by M.A. students in the Graduate Schools.

### Evaluation of core component 2.a

Given the graduate school’s global span, Future Generations makes a strong effort to scan and stay on top of global trends. To accomplish this, the institution employs trustees, faculty, staff, and students in a collaborative manner, as well as engaging global partners. Future Generations has in its Seed-Scale method a proven mechanism for institutional planning that begins with annual workplans and culminates in a budget approved by the Board of Trustees.

### **Core Component 2.b**

### The Organization’s Resource Base Supports Its Educational Programs and Its Plans for Maintaining and Strengthening Quality in the Future

The Future Generations Graduate School has been designed to deliver the maximum educational benefits to students, at minimum cost. With the rapid changes in global connectivity, distance learning is a cost-effective way to deliver instruction to a student body spread round the world. Learning to utilize electronic media equips once-isolated international students to enter the mainstream of global discourse; it also equips them with a vital pathway for lifelong learning. This is not just a technological skill; it requires connecting to a “hub” of relationships, which being an alum of the Graduate School facilitates. Although legally separate entities with separate budgets, collaboration with the Future Generations CSO further allows the Graduate School to keep its overhead and operating costs to a minimum and permits it to devote a substantial amount of its entire operating budget to faculty salaries, scholarships, and residential travel.

Future Generations Graduate School had a stand-alone budget of \$1,300,000 for the fiscal

year ending June 30, 2009. Of that, \$680,000 was used for operations and \$620,000 was raised as contributions for endowed professorships and an endowed scholarship.

The School serves and seeks out students from all over the world, many of whom cannot afford the tuition but can serve their communities in ways the institution seeks to support. As a result, the School actively looks for external financial support for these students. Scholarships in the amount of \$229,500 were awarded to deserving students during the fiscal year ending June 30, 2009. These scholarships were raised from a variety of sources including the Stranahan Trust, Toledo Foundation, Prince Albert of Monaco Foundation, and Agnes Metzger. Since its beginning five years ago, the school has raised \$932,150 in scholarships from a variety of foundations and individuals. While there is no certainty of future performance, we believe our donor base and the outreach efforts of both the Graduate School and CSO will continue to provide the financial support necessary for future classes.

In addition to external funding, the Graduate School has the benefit of administrative, physical, and technological support from the Future Generations CSO. This includes institutional guidance, as well as accounting, bursar, and travel functions. Additionally, office and teaching space are provided to the Graduate School, and computer and technological support to the faculty and students to conduct their classes. The Master's program's four residentials take advantage of the CSO's country programs, thereby saving the expense of maintaining a physical campus. The India and Peru country programs administered by the CSO provide logistical support and planning for the students and faculty residentials held in country. Currently, all of this support is not assigned a dollar value by the school or the CSO, but as the Graduate School grows, it will be assuming an indirect overhead rate for these many important functions. It is a very tangible aspect of symbiosis between the two organizations, enriching the Graduate School just as the instructional support and research foundation that the Graduate School is providing is tangibly enriching the CSO.

As of June 30, 2009 the Graduate School has been endowed with three professorships and an affiliated research fund together totaling \$5,377,000. This endowment generated approximately \$260,000 per year in income to support the Graduate School. Since inception in 2003, the Graduate School has been very successful in growing its endowment, averaging over \$600,000 per year in contributions from foundations and individuals (a rate of continued growth of endowment corpus that has continued this past year even despite the global economic crisis). Details of those funds are as follows:

Endowed Professorships:

|         |   |
|---------|---|
| Fleming | \$1,078,000   |
| Taylor  | 1,590,000   |
| Yeti    | 788,000 (to be added to substantially in December 2009) |

Endowed Scholarships:

|           |            |
|-----------|------------|
| Tibet     | \$ 701,000 |
| Chun-Wuei | 1,220,000  |

As of this writing, we anticipate that the yearly \$600,000 increase in the endowment will continue. As with most organizations, Future Generation endowment suffered a market setback in the past year, declining approximately 22 percent from its original figure. But this was about half that which the larger market underwent. The relatively modest decline is evidence that the organization monitors its investments and has plans in place to adjust. Specifically, as endowment falls below corpus, the organization reduces by one-half income distributions (from 5 percent to 2.5 percent) until the funds return to original levels.

An additional aspect of the organization's resource base is its professional staff; it hires few people, hires only when resources become available, and makes sure its hires are of global stature and bring with them access to global networks. Important recent hires include a director of admissions, who joined in late 2007 to help recruit Class Three. A new dean of the Graduate School joined the organization full time in January 2009; he was for eighteen years president of Wheeling Jesuit University and during that tenure led a total institutional transformation. A director of research had been hired a year earlier, but that person left in February 2009, and the position is currently open and will remain so through the remainder of the current national financial slowdown. The dean, director of admissions and financial aid, and the registrar/interactive online learning coordinator make up the three core positions in the Graduate School. Additional fund-raising efforts are underway to support three more endowed professorships, focusing on youth, poverty alleviation, and applied research.

Given that Future Generations does not operate a traditional campus, a priority and challenge has been reliable access to library resources for students around the world. Building a physical library at the North Mountain campus is not a viable way to serve a globally scattered student body. To fill the critical library function, students are taught how to use a multi-tiered library system that begins with identifying the range and the best among local library resources, then given formal instruction in how to use the Internet and electronic library resources, then introduced to two U.S. higher education libraries during the U.S. residential; and to wrap together the package, students are given access to the institution's subscription to Academic OneFile, an online database of thousands of peer reviewed journals.

First, during the application process students have to identify and confirm what local physical library resources they have at their disposal. This informs Graduate School staff of the library needs for the upcoming class. The school procures access to an online "cybrary" and provides effective training in how to use open online resources and the Graduate School's purchased resources. In addition, during the program students are given access to Eastern Mennonite University's online resources.

To illustrate the comprehensive nature of the online library training, see (exhibit 3.17). This two-day instruction was followed by ongoing training and support by Graduate School staff in the form of monthly handouts and presentations (exhibit 3.18). This approach proved economical and allowed for experimentation with different partnerships. Future Generations is planning for Class Four to subscribe to Academic OneFile, which would provide students access to resources including more than 10,000 manually indexed journals covering a wide range of disciplines.

Finally, it should be noted that the Graduate School has recently expanded significantly the size of its North Mountain campus (adding 20 acres to the 38 acres it already owns). This expansion provides potential for future growth in physical facilities should the need arise for either the Graduate School or the CSO. In this process of campus expansion it also acquired new residential facilities, and with a recent planning grant from the Kresge Foundation began designing two new buildings to support the educational operations. The institution does not envisage ever having a large physical campus—as the focus of instruction is to remain community-based—but it is recognized that added space is needed to accommodate faculty, research, and administration as the organization matures. All this has been successfully initiated in the midst of the current economic challenges, thus further demonstrating Future Generations ability to prepare for the future even in a difficult present.

### Evaluation of core component 2.b

The Graduate School has demonstrated that it can continue to raise scholarship funding, raise endowment funding, develop the partnerships necessary to provide a quality education and experience for our students, and professionally manage our existing resources. In terms of preparing for the future, the Graduate School has demonstrated these abilities through the worst financial climate of the last seventy years.

Additionally, planning has been initiated for a Graduate School building at North Mountain to house the increased staff, provide classroom and meeting space, and house the “best practices” library (exhibit 3.19).

Future Generations adequately funds the educational activities of the Graduate School. Significant funds have been raised to support student scholarships and three endowed professorships. The educational model being developed keeps fixed costs to a minimum, allowing the organization to achieve a greater educational impact per dollar spent.

### Core Component 2.c

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The Seed-Scale model of development is based on a process of information gathering, evaluation, and iterative improvement arising from that evaluation. This process is grounded in global scholarship. Future Generations has in place a formal assessment process that systematically gathers input from students, external sources, and the faculty, and that leads to continuous improvement in the program and its curriculum. Evidence of this is apparent in both strategic and operational planning, data collection, and monitoring and evaluation.

The policies of the Graduate School have evolved and been improved upon with each successive class. These improvements are documented through the evidence of the corresponding course catalogs. The first graduating class, Class One, was under the 2004–2006 Catalog. Class Two studied under the 2006–2007 Catalog. Class Three is following the 2007–2009 Catalog while Class Four will follow the 2010–2011 Catalog (under production). Table 3.3 tracks significant programmatic and curricular changes that have occurred through these four catalog iterations.

**Table 3.3** AN ANALYSIS OF CATALOG CHANGES 2004-2009

| Parameter                     | 2004        | 2006        | 2008        | 2009        |
|-------------------------------|-------------|-------------|-------------|-------------|
| Credits to Graduate           | 41          | 45          | 37          | 37          |
| Courses dropped               | -           | 8           | 7           | 0           |
| Courses added                 | -           | 7           | 3           | 0           |
| Number of learning objectives | 6           | 60          | 27          | 7           |
| Admissions requirements       | -           | Increased   | Same        | Changed*    |
| Number of Faculty             | 9           | 11          | 16          | 16          |
| Tuition and Fees              | \$16,500/yr | \$15,000/yr | \$17,500/yr | \$17,500 yr |

\* Required TOEFL score changed to 550

Changes to the Graduate School's program and curriculum were made with input from students and faculty, and were approved by the faculty. The institution uses an assessment process termed XPRS (summarized earlier, and discussed in depth under Criterion Three.) The result from XPRS is that students have the opportunity to evaluate courses after each term and to evaluate the effectiveness of each residential program (exhibit 3.20) In addition to individual evaluations, some residential programs have also included open class discussions with the president and/or trustees (exhibit 3.21). Individual student comments, privately given, and responses to student's personnel difficulties, have also helped shape program changes.

The School has also closely tracked data on student admission and retention and used this data to inform remedial actions. Over the course of the three classes, the Graduate School has seen steady improvement in retention. Class One had an attrition rate of 53 percent. Comparable figures for Classes Two and Three are 44 percent and 38 percent, respectively. Reasons for student attrition were the following:

- Excessive academic workload
- Difficulty of acquiring visa for USA and Peru residentials
- Lack of community support
- Personal reasons
- Inability to make financial payments

Issues such as visa status and personal events generally lie outside Future Generations control. However, questions of work overload, the most significant reason for high attrition in Class One (29 percent of cases), was a variable that could be remedied (and in doing so academic performance by students improved). In Classes Two and Three, faculty and staff worked with students on time management and introduced flexibility in

assignment due dates, finding ways to build off of rather than just create added burdens upon students' simultaneous professional commitments. The online course schedule was also restructured so students were responsible for only two classes at a time. With each new class, the Graduate School also upheld stricter admissions standards, particularly English competence and academic performance. These changes have contributed to lowering student withdrawals for reasons of workload in Class Two (22 percent) and Class Three (13 percent). A full analysis of this data is available (exhibit 3.22).

### Evaluation of core component 2.c

Future Generations recognizes the need to continue to evolve an integrated planning and comprehensive evaluation and assessment process. It has established the XPRS process to assist and formalize this priority.

**Core Component 2.d** All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Planning begins within the framework provided by the institutional mission, is informed by the evidence from operations, and ultimately culminates in Board decisions to redirect action according to resources. The changes are reflected in the organization's operational manuals and handbooks and in new directions highlighted in its annual reports. An ongoing summary of this mission-driven momentum is reflected in the twice-annual *Reports from the President to the Boards of Trustees* (exhibit 3.23).

Future Generations Graduate School is an intentionally small organization with a current operating budget of a million plus dollars, and it does not seek to be larger than perhaps a four million dollar operation. Success at a world-reaching mission is not a function of financial size. What enables the organization to fulfill its mission is synergy—synergy between the Graduate School and the CSO, synergy between the students and their communities, and synergy between the operational areas of health, conservation, peacebuilding, gender activism, poverty alleviation, and the like. Future Generations achieves its impact because its constituents (faculty, students, and community members) change the contexts around the world within which they live and work. John Campbell, formerly president of Oklahoma State University, said at the close of his site visit to the Future Generations Graduate School in 2007, this is “a process of educational outreach on steroids.”

The country programs exist as independent organizations chartered and recognized by the governments of each country. Their affiliation with Future Generations North Mountain is through their commitment to the Future Generations vision, mission, and to applying the principles of Seed-Scale. Funding to these country programs is provided only for mission-related activities.

### Evaluation of core component 2.d

Future Generations is mission-driven; its headquarters at North Mountain houses a small, intimate organization. Because of this, and because of the Board's commitment to the mission, planning remains mission focused, and action follows accordingly. The Master's



program evolved from a belief in empowering others through learning, and has continued through systematic institution building since Future Generations adopted the expanded educational objective parallel to the original CSO service objective.

## Conclusions

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

Future Generations is a progressive organization. It is in touch with its environment and open to changes in direction as long as they support its organizational mission and vision. Its learning history is a thoughtful progression from its first mission statement to the revision of that statement and its present status as a CSO and a graduate school. Its collaborative mode of operations is encapsulated in the Seed-Scale model of community empowerment. Seed-Scale, while it grows out of peer-reviewed global scholarship, is itself a statement of the progressive nature of the organization, which is in touch with its mission and open to changes that support that mission. This is in keeping with the recent pronouncement by the Council of Graduate Schools: *One of the most exciting recent developments is the creation of professional master's degree programs.*

Future Generations is a small organization that values innovation and flexibility. It remains a nongovernmental organization (NGO) and has added the Graduate School, in keeping with its mission as “*an international school for communities,*” one that “*teaches and enables a process of equitable community change*” (from the Future Generations mission statement).