



Chapter Six

Criterion Five Engagement and Service

Serving a broad, globally inclusive constituency is a defining trait of the graduate program of Future Generations.

The Future Generations mission statement emphasizes, “*partnerships with an evolving network of communities that are working together to improve their lives and the lives of generations yet to come.*” This mission calls for a global constituency of communities that benefit from partnerships, shared learning, and service to improve lives. Serving a broad, globally inclusive constituency is, to an uncommon degree for an American graduate school, a defining trait of the graduate program of Future Generations.

Specifically, the master’s program was designed to enable students (who are community practitioners) to learn from and network with other community practitioners around the world while at the same time providing direct service to their home communities—thus it is serving our global constituency on two levels, as students and as communities. Students are drawn from, and often funded by, communities, government agencies, and nongovernmental organizations that seek better-trained and better-informed staff to support service-based work. The graduate school builds leadership capacity within these organizations. This is summarized in the concept paper “Depth for the Best” (exhibit 6.1).

The blended learning pedagogy and the program’s academic schedule allow students to learn while they serve and to serve while they learn, making service and learning synergistic. Service is a core academic requirement of the student’s practicum as it requires them to foster change and conservation within their home communities while learning. In this way, Future Generations internal constituencies (students and alumni) directly serve a growing network of constituencies (communities, governments, development organizations, and Future Generations country programs). Future Generations also serves the practitioners, scholars, policymakers, and colleagues who work in international community change and conservation. The goal of the collaborative learning is to improve the effectiveness, sustainability, and impact of community-based service programs.

As noted in the organization’s annual reports and the Organizational Alignment and Plan of Action 2005–2015 that was operative at its founding (exhibit 6.2), Future Generations Graduate School emphasizes the service-based goals of: a) Promoting equity and empowerment; b) Advancing the future of women; c) Conserving ecosystem health and promoting sustainability; d) Expanding local successes to regional scale. All the institution’s programs in all countries have these themes in common.

Addressing the 2007 HLC Evaluation Review Report

Three “assurance” requirements related to Criterion Five were identified in the prior Report of a Comprehensive Evaluation Visit for Initial Candidacy. Before we turn systematically to the responses for the core components, we will comment on the issues raised by the prior Peer Review Team in their formal report:

The Graduate School needs to solicit formal evaluations of its services from the communities that the organization serves. Other recommendations made by the Peer Review Team were straightforward in their implementation, but this one is proving to be a challenge. The principal issue is how to engage meaningfully with communities in distant countries, where surveys and questionnaires are unfamiliar, particularly assessments concerning the efficacy of a remote graduate school. Because of these difficulties, Future Generations has defined the relevant

constituencies in terms of organizations with which we partner or which our students represent, not in terms of the various populaces (exhibit 6.3).

It was recommended that the Future Generations Graduate School establish partnerships with other higher education institutions and service organizations. The array of partnerships that is now in place is summarized more completely in Component 5b, but currently the Graduate School has in place three partnerships with U.S. higher education institutions: Johns Hopkins University, Eastern Mennonite University, and Paul Smith's College of the Adirondacks. The Graduate School also engages in significant partnerships with international organizations: In India, the Society for Education Action Research in Comprehensive Health (SEARCH) and the Comprehensive Rural Health Project (CRHP), and BRAC in Bangladesh. As noted in both the Vision and Mission Statements of Future Generations, partnerships are a priority, and there are a growing number of these through the alumni. At the organizational level, Future Generations is carefully selecting its partnerships so as to create program synergies.

When the prior Peer Review Team conducted their site visit, the understanding on the part of Future Generations was that both the Graduate School and the CSO were being evaluated. The organization had worked to promote integration between the two organizations. But, as noted earlier, the paramount recommendation from the Peer Review Team was for organizational separation. This has now occurred in governance, finances, and programs. However, realizing that such separation would promptly occur, the Peer Review Team did not want to jeopardize appropriate cooperation, and toward that end stipulated the importance of maintaining effective communication. Achieving this was done by keeping the two organizations housed in the same office building—and the result is vibrant dialogue between staff, sharing news from programs, and utilizing shared resources as appropriate.

The Advancement Section also raised the following issues which are most appropriately addressed in this criterion:

Constituent relations: Accreditors were particularly concerned that the Graduate School adequately support students and faculty. Support services are available to students in the areas of admissions, financial aid, English, academic and career advising, technology, and during the residenceals. Two full-time staff members are always available to respond to their concerns via e-mail. In addition, Class Three elected two student leaders to represent their class to Graduate School administration. Criterion 5c covers student support services more thoroughly. Faculty are supported through the annual Faculty College and faculty meetings scheduled throughout the year. A new Faculty Handbook has also just been completed.

Marketing and recruitment: These efforts are appropriately addressed in this criterion as they also involve the Graduate School constituency. We serve and learn from the organizations to whom we market our Master's degree and the students (and concurrently communities) that we recruit. The Graduate School has experimented with several marketing strategies including the Internet

through creative website design, dialog with international nongovernmental organizations and governments, relationships with foundations and donors, and networking through our alumni. Each of these strategies is being utilized and evaluated. It appears with each that, while there is great interest in the new program, time is required to build confidence in it. Particularly difficult is the need to raise money to support the students who are recruited, as most are from Third World countries, or recruit only students who can support themselves.

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

Core Component 5.a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Future Generations sees itself as part of a global learning community. Its ten-year vision, to foster and network with 100 nodes of change, foresees partnerships with an increasingly developed and mutually supportive web of organizational relationships.

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

Like many academic disciplines, the understanding of the academic discipline of community change and conservation continues to evolve. Future Generations is formally studying the field through research and is learning directly from the master's students who are applying ideas in their home communities in a wide range of cultural, ecological, and economic contexts. Lessons learned are then shared and experimented with—both in the organization's own field projects and among the students in the master's program, the alumni, the communities of the alumni, and a broader constituency of global partners. One Class Two student wrote, "I am part of a global learning community because I now have friends and classmates all over the world that I am in touch with and constantly learning from (exhibit 6.4)." The students also draw their communities into this ever-growing learning web. Wendy, a current student, regularly shares what she is learning in the master's program with her community, a migrant neighborhood in Phoenix. A member of her community had this to say: "Thank you again for your program that has brought in the knowledge and leadership of your student Wendy Reese to share within our community (exhibit 6.5)."

In addition, a number of current students participate with their communities in a foreign film series organized by professor Dan Wessner. Students and members of their communities watch the films together and join in online discussion with an internationally diverse group of participants.

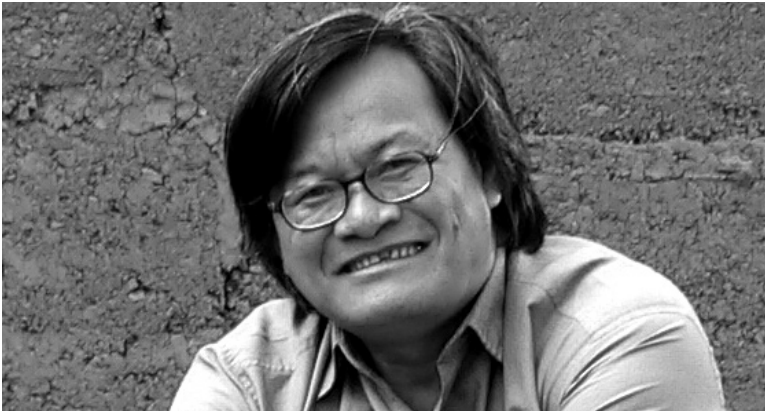
Students' commitment to their communities

In the traditional model of higher education, learning is normally viewed in a linear sense. Professors impart knowledge to the students who then retain it long enough to score on exams or essays, or hopefully to apply the knowledge on the job. It has been more difficult to position learning as an expanding web of mutually beneficial relationships. This, however, is what the Future Generations Graduate School seeks to achieve. Professors not only impart knowledge, they seek to facilitate learning between students and their communities. Professors also use the students' community-based work in teaching. Students, as they move through the academic program, from the admittance procedures with required essays on community-based experience to the final practicum project, actively engage in learning from and serving their communities.

The following are three examples, one from each class, of how students learned from and applied their learning to serve external constituencies.



Shannon Bell, from Class One, worked with the Cabin Creek Community Health Center, an organization that served a rural community in the southern coalfields of West Virginia. As part of her master's work, Shannon organized a group of women to identify both current successes and needs of their community. This helped her identify an approach, known as Photovoice, to mobilize the women. Shannon gave each participant a camera and arranged photography lessons. Over a year, the women had monthly assignments to take photos of their community, of things they appreciated and things in need of improvement. At each monthly meeting, women discussed their photographs, culminating in a community presentation in 2003–2004. Shannon has now expanded the project to include four more communities, with the result that the women have become activists in their communities. They have gone to their delegates and senators, showed their photos, and petitioned for issues such as the Bottle Bill and better road conditions. On April 17, 2009, Shannon and the women held an exhibit in Charleston, West Virginia featuring 120 of the photos and accompanying stories. Referencing the approach of the master's program, she said, "The biggest thing is that you need to build on assets and successes. It's really, really easy for these women to start with the negative (exhibit 6.6)."



Dang Ngoc Quang, from Class Two, did his practicum in collaboration with the Rural Development Services Centre, a Vietnamese NGO, studying the impact of a microcredit program, particularly how it empowers poor women. Through his master's program, Quang gained the skills and knowledge to develop a network of nongovernmental and community-based organizations that could collaborate in policy advocacy addressing the problems of food security and production. In addition, he has helped establish model farms and knowledge centers in three communities disseminating technical knowledge to local citizens. Also through Quang's efforts, villages and local governments have engaged in dialogue, and a three-month internship program for undergraduate students to learn approaches in applied community development.



Joy Bongyereire, in Class Three, is engaged at the grassroots level in Uganda. Her practicum focuses on the use of chemical fertilizers among potato farmers in the Kisoro District and ways to promote organic alternatives. Joy says, "So far, my colleagues and I are applying Seed-Scale in the work we do (training communities). We never knew anything about scale-up plan. We are now able to do that to improve service delivery in our communities." In addition, through a peace-building grant made possible by her enrollment in the graduate school, Joy has undertaken a second project that focuses on mitigating the conflict between government agencies and neighboring communities over the protection of gorillas. Joy's commitment to her community and Uganda has not gone unnoticed. As an AWARD (African Women in Agricultural Research and Development) Fellow, she was chosen to participate in the International Expert Consultation on Gender in Agriculture sponsored by the World Bank, U.N. Food and Agriculture Organization, and International Fund for Agricultural Development.

Two factors, the distribution of courses and the manner in which the pedagogy focuses student work, prompt the master's program to link closely with the organization's as well as the students' internal and external constituencies. Students are drawn from, and often funded by, communities, government agencies, NGOs, and service agencies. The program allows students to keep their jobs and continue to contribute to those constituencies while pursuing their degrees. Their practicum projects allow them to apply what they are learning as they engage in fostering change and sustainable development within these communities. Table 6.1 shows the projects our alumni have completed and that our current students are conducting. Significant is that alumni from Classes One and Two have remained not only in their home countries, but also in their communities working for positive change.

Table 6.1 PRACTICUM TITLES – CLASSES ONE TO THREE

Class One

Traci Hickson (United States)	<i>Future Generations: A global learning community of equitable and sustainable change</i>
Nawang Gurung (Nepal)	<i>How the Pendeba program affects community change toward natural resource conservation and health improvement of the QNNP in Tibet, China</i>
Ikwo John Udoh (Nigeria)	<i>Community readiness for change: An entry point survey of Egun community in Makoko</i>
Kelly Brown (Canada)	<i>For our children's tomorrow</i>
Bruce Mukwatu (Zambia)	<i>Zambia Academy for Community Change</i>
Pratima Singh (India)	<i>Adolescent girls of Simayal: Future mothers</i>
James Paterson (United States)	<i>The Partnership of African American Churches</i>
Shannon Bell (United States)	<i>Primary health care in Cabin Creek: A proposal for community-based change and empowerment</i>

Class Two

Tage Kanno (India)	<i>Community-based health care in Arunachal Pradesh, India</i>
Abdo Abo Elella (Egypt)	<i>Access to water in Ezbet El Haggana, Egypt</i>
Telle Bayissa (United States/ Ethiopia)	<i>The Ethiopian diasporas in Washington DC</i>
Ellen Lampert (United States)	<i>Border policy, the policy community, and the New Mexico/ Mexico border</i>
Melene Kabadegye (Rwanda)	<i>Neonatal mortality rates, causes and strategies for reducing them in Nyamasheke, Rwanda</i>
Asif Obaidee (Afghanistan)	<i>Community interventions in Ghuri Community: improving road access, Afghanistan</i>
Dang Ngoc Quang (Vietnam)	<i>Impact of group-based microfinance on women's empowerment, Vietnam</i>
Jarka Lamacova (Czech Republic)	<i>Czech youth learning about global issues, Czech Republic</i>
Yamini Bala (United States)	<i>Primary EduCare: Toward a new model of education in Detroit</i>

Nguyen Tien Ngo (Vietnam)	<i>IC3 learning platform: A change for English teaching and learning in Vietnam</i>
Mavis Windsor (Canada)	<i>Qvlagila – a program of reawakening the traditional culture and values, connecting to the past, present and future to understand the interdependence of all living things.”</i>
Tshering Yangzom (Bhutan)	<i>Ja Thungay: Let’s drink more tea and less alcohol and have more income, Bhutan</i>
Sivan Oun (Cambodia)	<i>The Light for Life Child Survival Project and childhood pneumonia, Cambodia</i>
Margaret Kaggwa (Uganda)	<i>Mothers and caretakers who have come for child healthcare and postnatal services at the Upper Mulago Young Child Clinic, Uganda</i>

Class Three

Kristen Baskin (United States)	<i>Succeeding the Soil: A Study on the effects of urban gardening on Haddington, Philadelphia</i>
Joy Bongyereire (Uganda)	<i>The factors influencing the use of inorganic vs. organic fertilizers in Irish potato production in Kisoro District, Southwestern Uganda</i>
Tsering Digi (Tibet)	<i>A case study on Hope Corner Voluntary Group’s impact on social change by building trust, consciousness, identity, and knowledge and ultimately achieving collective action in a group of motivated Tibetan young adults living in Lhasa, Tibet, China.</i>
Rezaul Karim (Bangladesh)	<i>Understanding the impact of BRAC Water, Sanitation and Hygiene Program in rural Bangladesh</i>
Tshering Lham (Bhutan)	<i>An assessment of factors that contribute to depletion of ringshoo (neomicrocalamus andropogonofolius), an endemic local bamboo species in Kangpara, Trashigang, Bhutan.</i>
Hermenegildo (Gil) Mulhovo (Mozambique)	<i>Urban violence: Rechanneling angry energy for peace building in the Mafalala suburb of Moputo, Mozambique</i>
Tsering Norbu (Tibet)	<i>Establishment of a Pendeba Welfare Center for community change and conservation in Qomolangma Nature National Preserve</i>
Wendy Reese (United States)	<i>From community elimination to revitalization: A study on the process by residents of Barrios Unidos in Phoenix, Arizona to reclaim their community</i>

Future Generations Graduate School and the Future Generations Country Programs

Although the Future Generations Graduate School is separate from Future Generations, the CSO, they share a common mission. Both organizations *teach and enable a process for equitable community change and integrate environmental conservation with development.* Thus, there is a mutual relationship of learning and service between the Graduate School and CSO—and equally important, between the Graduate School and the country programs.

Several of the master's students have been recruited from the CSO and country programs. The master's makes it possible for these employees to develop a deeper and broader understanding of community-based change, which they then take back to their own projects. Traci, a student in Class One and a staff member at the Future Generations West Virginia headquarters, because of her participation in the master's was able to understand the field of community change and its operations in country programs, and as a result to move into the role of communications director and development director.

Norbu, in Class Three, is an employee of Future Generations–China. His practicum focused on capacity building among *Pendebas* (local workers who benefit their communities). He was successful in registering a new nonprofit organization, the Pendeba Society, which will operate in the Qomolangma (Mt. Everest) National Nature Preserve (QNNP). The master's program helped him develop the knowledge to channel his remarkable energy. Norbu says, "Currently, I am preparing new Pendeba training materials using what I have learned in the program. This master's course really provides me with so many new skills, concepts, and principles (exhibit 6.7)."

Alex, a Peruvian in Class Three, focuses on the Community Health Administration Associations (CLAS) in rural Peruvian villages and how to empower local health promoters. A particularly close mentorship between Alex and his advisor, Dr. Henry Perry (one of the Graduate School's Endowed Professors) enabled him to be more effective in his work in community health.

Not only do the CSO's country programs come to the Graduate School (bringing their employees to be students so they can improve their performance), but also the Graduate School goes to the country programs in the residenceals. The projects now underway in Peru, India, and China offer on-the-field examples of conservation and community change. During the India residential, students spend a week with Future Generations–Arunachal, learning how to empower communities through the village welfare workers and local *Panchayat* leaders. During the Peru residential, students learn about the Community Health Administration Associations that meet the needs of and empower the population through participatory management and training of volunteers. And in Tibet Autonomous Region of China, students visit the QNNP and see the impact that the 280 *Pendebas* are having in community-based conservation.

The process of learning from the field, and through the constituencies served, is documented in a series of publications, starting with *Community-Based Sustainable Development: A Proposal for Going to Scale with Self-Reliant Social Development* (exhibit 6.8), *Partnerships for Social Development* (exhibit 6.9), leading to *Just and Lasting Change: When Communities Own Their Futures* (exhibit 6.10), and the new book *Becoming Change* (exhibit 6.11) currently in manuscript form. As indicated in Criterion Four of this self-study, significant research in the area of peace building has also been accomplished in collaboration with Future Generations, the CSO. This work includes the publications *Engaging People in Peace-Building Case Studies* and *Engaging Citizens and Community to Create Peace and Security* (exhibit 6.12).

Place of Residence—Pendleton County, West Virginia

Although Future Generations is an international organization with a focus on the developing world it is also a member of a rural mountain community in West Virginia. Approximately half of Pendleton County, which is situated in the George Washington and Monongahela National Forests, is protected. Some citizens of the county earn their livelihoods in agricultural and service industries, but in the main, income is earned by daily two-hour commutes to neighboring cities.

Future Generations is located in Pendleton County to be part of, learn from, and contribute to such rural communities. The organization's decision to locate in rural West Virginia was by choice, not convenience, based on the belief that to best serve communities that are poor and rural in faraway places, it is worthwhile to stay connected to the types of realities that they must deal with. There are surprising benefits. The Future Generations model of community-based conservation in Tibet/China originated during a conversation the President of Future Generations had with two local farmers who suggested that the United States Forest Service turn the management of the forests over to the local people. The local county health service that the leaders of Future Generations inspired in Pendleton County (which has now won national honors as an example for U.S. health care) was informed by the work of these staff in international health settings. When an organization tries to practice what it preaches, it learns from that.

To the extent possible, Future Generations buys locally, banks locally, and employs locally. Several staff members are involved with local organizations, including the Pendleton County Farmland Protection Board, the Economic Development Association, 4H, Pendleton County Middle School PTO, Pendleton County Family Literacy, and several churches. Future Generations was the first organization in West Virginia to negotiate and pilot a net-metering contract for small wind generators. This influenced state policy, leading to legislation in support of more fair and equitable contracts for West Virginia residents who seek to set up their own wind generators (exhibit 6.13). Currently, discussions are underway to cooperate with the Economic Development Association to provide broadband Internet access to a remote part of the county.

In May 2008, during Class Three's U.S. residential, the students invited the residents of Pendleton County to a special presentation held at the public library. Students and community members enjoyed interacting and learning about their respective cultures. Also during the residential, students stayed in the rural community of Circleville, where they conducted surveys among the residents, attended the church, and had their classes in the former high school building.

Evaluation of Core Component 5.a

Not only does the Future Generations Graduate School serve and listen to internal and external constituencies, but, in keeping with 100 nodes of change, the Graduate School seeks to cultivate an environment of mutual learning and serving among all constituencies. This happens as the Graduate School adjusts curriculum in response to student critique, as the school enrolls country program employees and travels to country program locations during residentials, as students reach out to their communities through

the practicum projects, and as staff and students interact with Pendleton County residents through presentations and community involvement. The Graduate School continually seeks ways to improve this network of learning and service; the job will never be finished. A particular challenge for the future is finding the most effective means to learn from and serve the wider development community, other institutions, and organizations with a similar vision. The Graduate School has entered into many stimulating discussions but these relationships need to be further developed.

Core Component 5.b The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Although its mission calls for a broad, global constituency of communities, Future Generations understands its organizational limitation. As with many service organizations, there are more demands for its services than can possibly be met. The Board of Trustees grapples often with ideas for new country programs. The most frequent call by staff and trustees is that Future Generations work in Africa; closely following this is to test the paradigm in urban areas, and for other reasons there is a frequent call for programs and a field campus in Nepal. Future Generations has a global constituency, but it does not have an operational global reach. The Board of Trustees of the CSO decided that to engage its global constituency it would do so through setting up a Graduate School where students could come from any country—and, so far, with the first three classes, students from 22 countries have taken up this opportunity.

This balancing of resources with need is a common debate in Board meetings (exhibit 6.14). The Board of Trustees, however, is careful and shows its commitment to matching capacity with commitment by voting to approve annual program budgets that will use of only proven sources of committed funds (exhibit 6.15). From time to time, white papers are written concerning new proposals, and these papers form the foundation for discussion; however, the trustees practice prudent fiscal management in weighing the financial priorities of the institution.

Master's students and external constituencies

In order to effectively engage its global constituency through the Graduate School, Future Generations must raise significant scholarship support. While the costs of its graduate education (through blended learning and other cost efficiencies) are half that of a degree earned at a residential campus, costs are still high and most students are unable to substantially contribute. A significant commitment to fund-raising is required in order to provide students with necessary scholarship support and institutional services.

In the first graduating class, all students received some level of scholarship support from Future Generations. In the second class, \$227,404 of organizational funds were allocated as financial aid, with 87.5 percent of the students receiving partial or full support for their studies. In the third class, \$266,380 has been given in scholarship aid, with each of the students receiving partial or full scholarships.

Each student is responsible, in almost every case, for at least his/her own airfare to the residenceals as well as a minimal tuition deposit. This encourages student responsibility and diligence in fund-raising, which the Graduate School helps with research and by

recommending leads. Future Generations trustee Patricia Rosenfield often encounters potential leads through her work at Carnegie Corporation. In a parallel project to engage support for students, the President obtained permission for Future Generations to participate in the Davis Projects for Peace Initiative, which in its first year resulted in a \$10,000 grant to Joy Bongyereire from Uganda for a project that she will implement during the summer of 2009. When Tsering Digi of Lhasa, Tibet was struggling to meet her financial obligations, Future Generations investigated foundation support sympathetic to Tibet, and finally assistance came from the Prince Albert of Monaco Foundation. On a case-by-case basis, the Graduate School reviews the needs of individual students and in some situations has been able to offer help.

The evidence appears strong that the opportunities for accessing financial support for students will increase dramatically when the Graduate School has obtained full accreditation. In addition, the Graduate School is moving through the process of Title IV certification with the U.S. Department of Education and anticipates being eligible soon to offer federal financial aid to U.S. students.

Table 6.2 EXTERNAL FUNDERS FOR CLASS THREE

Stranahan Trust–Toledo Foundation	\$330,000
Prince Albert of Monaco Foundation	32,192
James and Agnes Metzger	30,000
Future Generations	35,000
TOTAL	\$427,192

In discussing financial capacity, however, it is important to look beyond the concrete dollar figures to the creative way in which the money is spent, how the dollars are “stretched” by Future Generations to meet needs. Through the use of advanced technologies, , particularly more efficient means of global communication and information sharing, the Graduate School continues to build capacity. Rather than bring instructors to the West Virginia headquarters for Faculty College, this past year the school held the College via a conference call. As the Graduate School becomes more comfortable with Web-conferencing platforms, they are expected to replace conference calls. Currently, Dimdim, an open source Web-conferencing platform, is being used in one course, and in the future may be used for Graduate School conferences and training. The Graduate School recently replaced the expensive Blackboard interactive online platform with Moodle, which is not only free but also has proven to be more adaptable than Blackboard. Moodle is also proving to be increasingly effective as a clearinghouse for ideas on topics such as strategic planning.

The Graduate School also relies on the students to help meet constituency needs, particularly in their own communities. Just as the students are taught the importance of harnessing human energy in meeting community needs, so also the Graduate School harnesses the energy of its constituencies. A colleague of Ngo, a Vietnamese student in Class Two, wrote in response to a survey question, “I wonder if Future Generations can help students’ communities by donating books on development so they can have an

idea and later a vision, a plan to work for their communities.” Sending boxes of books around the world is not cost-effective, but such ideas prompt others, and the result was to encourage students to lead workshops in their communities using the resources they were given in the master’s program (exhibit 6.16).

Further strengthening the capacity of the Graduate School are its partnerships with international institutions and the United States. During the India residential, students visit the Comprehensive Rural Health Project and SEARCH (Society for Education, Action and Research in Community Health), two institutions that Future Generations has had a close relationship with for over a decade. Employees from these organizations have participated in the Graduate School as students. The Graduate School also has a partnership with the Bangladesh Rural Advancement Committee (BRAC), one of the largest NGOs in the world. That organization has a student in the M.A. program, Rezaul Karim, senior regional manager for Water, Sanitation and Hygiene. Rezaul’s supervisor recently wrote that as a result of his graduate studies, “He is now capable of providing valuable suggestions that in most cases enhance community ownership and thereby sustainability, a critical indicator for us (exhibit 6.17).” The Graduate School has also been invited to visit BRAC as a part of its India residential.

During the U.S. residential, students spend time at Paul Smith’s College in the Adirondacks and at Eastern Mennonite University in the Shenandoah Valley. During their stay at Paul Smith’s, students give presentations on conservation initiatives in their home countries, presentations which are open to the public. The students in the courses at the Peacebuilding Institute at Eastern Mennonite University are internationally diverse, but the Future Generations students contribute the perspective of practitioners already active in the field of development. Through a reciprocal teaching agreement, the Graduate School also enjoys a long and close relationship with the Johns Hopkins University School of Public Health. Johns Hopkins professors Henry Mosley and Ben Lozare co-teach a week-long leadership class for the graduate school during the U.S. residential (exhibit 6.18), and Future Generations instructors are invited as guest lecturers by Dr. Carl Taylor, longtime professor at Johns Hopkins and now Senior Health Advisor to Future Generations. The relationship goes the other way also, as two Future Generations endowed professors (Daniel Taylor and Henry Perry) are also senior associates at the Johns Hopkins School of Public Health.

Evaluation of Core Component 5.b

Building capacity is a combination of successful fund-raising and the creative, innovative use of current resources. The Graduate School seeks to build its relationships with external constituencies (other institutions, organizations, and foundations) in order to provide the necessary scholarship support to students. In addition to persistent fund-raising, the Graduate School actively promotes the importance of human energy in building capacity. The students are the change agents who disseminate knowledge and expertise in their communities, encouraging the communities themselves to effect change through the creative use of resources. The Graduate School itself seeks to be innovative, particularly in the use of technology; as new applications of technology become more user friendly, Graduate School faculty, students, and staff will be able to communicate productively and for a fraction of the cost.

Core Component 5.c The organization demonstrates its responsiveness to those constituencies that depend on it for service

The Future Generations Graduate School and its master's degree in Applied Community Change and Conservation meet the global need for trained professionals in development and conservation. In many communities, the need is not for financial support or humanitarian assistance, which is often temporary, but for professionals who can work in and for communities—real development and conservation changes the way action occurs inside these communities. Development, at its core, is not doing something to communities or giving resources that they need, but rather it is transforming communities through existing practices and resources. The need in this approach is not for narrowly educated, discipline-specific practitioners, but for practitioners who are competent in the broad application of many disciplines. This need has been confirmed by the Master's degree of Development Practice, a recent initiative supported by the MacArthur Foundation, whose goal is to educate development practitioner “generalists.” Therefore, the Graduate School sees its program as relevant, meeting needs of communities and organizations. The marketing and recruitment strategy has been designed accordingly (exhibit 6.19).

Blended learning pedagogy fits the educational mandate of the Graduate School. It works pedagogically (as described in other places in this self-study) because it instructs by having students in direct contact with the challenges; there is no intermediary classroom. It works operationally because it does not remove them from their careers as they engage in advanced studies—there is no downside for their communities because they are getting immediate returns, and the only downside for students is having to work doubly hard for two years as they add academic work to their earlier (and continuing) professional and domestic expectations. In this way it meets the needs of host country governments and development agencies that want to enhance the knowledge and skills of key employees without losing their vital services while they pursue advanced degrees.

Recognizing the challenge of adding high-quality academic work on top of in-place professional and family expectations, the Graduate School has shown its responsiveness to the needs of its students through changes made to the program. Since Class One, program improvements have been made based on group evaluations and written evaluations. The partial list below is illustrative of those changes (exhibit 6.20).

- Faculty have become more flexible with online course due dates; often students must do fieldwork in rural communities that lack computer access. Faculty also post assignments in advance so students can plan ahead.
- Residentials were rescheduled to provide more time for writing, reflection, and completion of assignments. Days of rest have been scheduled.
- Online courses were staggered throughout a term so that a student is working on no more than two courses at a time.
- The IC3 (Intercultural Communicative Competence) language component to the master's program was established to better prepare students and prospective students in their language skills. IC3 prepares entering students for the program and continues with language and intercultural competency studies for students in the program.

- The research methodologies and design course was moved to Term I to prepare students for the research they would be conducting with their communities.
- Student ID cards are being issued.
- Students are being given expanded opportunities for presentations of their work during the residentials.
- Student representatives were elected as class leaders and liaisons between faculty/staff and students.
- Web conferencing has been initiated to allow for synchronous communication between students and the professor.
- During the residentials, there is increased effort to give students more contact with communities and local people in the country of the residentials.

Each of these changes represents the Graduate School's efforts to support students in all aspects of their Master's degree. The following is a summary of student support services:

Admissions – The Admissions Director speaks personally with each applicant, advising them concerning admissions process and necessary documents. She is available for questions they have at any point in the process.

Financial Aid – The Admissions Director also advises the students in financial aid availability, often providing them with suggestions of potential scholarships they can apply for. Once students are admitted, the Graduate School does everything possible to make the degree affordable.

English – The (IC3) Intercultural Communicative Competence language platform offers English lessons in the context of sustainable development and community change issues. Students begin these lessons before the Master's program actually begins and continue them throughout their degree. Students are mentored by staff member, Christie Hand, an experienced ESL teacher. She is also available to assist students with papers, as an online writing lab would.

Academic and career advising – Students feel free to contact faculty at any time throughout the Master's program for academic and career advice. The residentials in particular offer the opportunity for substantial discussion. In Class Three, faculty members, chosen according to subject expertise, were assigned to students as practicum advisors. They are able to guide and mentor students in content-specific ways.

Technology – The Interactive Online Coordinator and the Communications Associate are both available to troubleshoot technology problems and help students gain the most from their online learning. Online communication is continually evolving and the Graduate School has remained on the cutting edge with the implementation of Moodle as an interactive online platform and DimDim as a web-conferencing platform.

Library resources – The Graduate School has responded to the need for library resources in these ways: 1) purchase of a subscription to Academic OneFile, an online database of thousands of peer-reviewed journals; 2) training during the

Table 6.3 FUTURE GENERATIONS GRADUATE SCHOOL COMMITTEES

Committee	Members	Function
1. Academic Council	<p><u>Chair:</u> Dean President Comptroller Non-voting members: Registrar and Admissions Director Others by invitation</p>	<p>Sets and enforces graduate school policy and procedures. Responds to student petitions.</p>
2. Financial Aid	<p><u>Chair:</u> Financial Aid Administrator Comptroller Bookkeeper Registrar</p>	<p>Determines student scholarships and reviews graduate school financial policy</p>
3. Admissions Committee	<p><u>Chair:</u> Admissions Director Dean Registrar</p>	<p>Review of applications and general policy</p>
4. Grievance Committee	<p><u>Chair:</u> Registrar or Admissions Director (depending on issue) Comptroller Graduate School Alumnus</p>	<p>To settle student grievances if reconciliation cannot be achieved through prior dialogue</p>
5. Student Affairs	<p>This function is covered by a student ombudsman for each class. The ombudsman relates to Registrar or Admissions Director</p>	<p>Assures that student needs are being met through appropriate representation</p>
6. Faculty College	<p>This committee includes all faculty members.</p>	<p>Supports and reviews curriculum and program development and implementation. Makes recommendations to the Dean.</p>

residential in research and literature reviews with monthly updates between residential; 3) encouraging students to find an in-country mentor who can help locate local resources and gain access to near-by libraries.

Residentials – Future Generations staff members have participated in portions of the India, U.S. and Peru residential to help with logistics and student support issues. This takes pressure off of faculty and is greatly appreciated by the students. Graduate School staff also advises students in obtaining their visas to the residential locations.

Student committees – Academic Affairs and Student Affairs committees were formed each with student representatives. The committees have had trouble meeting regularly and finding a good “rhythm”, but the student leaders have taken their role seriously as they represent the class to Graduate School administration.

With each graduating class, the number of alumni increases. The Graduate School views alumni as a constituency integral to its mission. Uniformly, alumni have expressed a desire to remain connected to the school and seek to interact in a meaningful way with current students. Jarka of Class Two says, “I personally would appreciate possible connections to other students because I keep teaching and it would be very useful to connect my students with the students of Future Generations (exhibit 6.21).” Currently, the school keeps in touch with alumni through a quarterly Graduate School newsletter; Class One student Shannon Bell wrote an article for the fall 2009 issue. Eventually, using Web conferencing, the plan is to hold electronic forums on specific topics, to which current students, alumni, and faculty will be invited. In order to support the continuing endeavors of the alumni, Future Generations, the CSO, when feasible, makes available what opportunities it can that result from its fieldwork. For example, Class One student Traci Hickson, who works in headquarters, and classmate Bruce Mukwatu from Zambia represented Future Generations as co-presenters at a World Scout Jamboree in England where they trained several hundred scouts. Registrar Christie Hand attended the Charleston, West Virginia exhibit of Shannon Bell’s Southern West Virginia Photovoice Project.

The Graduate School also is responsive to the students’ communities. This is more difficult because there is much less direct contact between the school and communities. However, students and alumni are the advocates for their communities, and as described in previous sections of this self-study, communicate what they have learned to their communities. Moreover, as the academic program of the Graduate School is going forward, increased contact with the communities is occurring in order to support student learning—and this contact, as it becomes more established, can become a way for communities to make known their needs to the Graduate School and to the CSO.

Finally, the Graduate School works to be responsive to its partner organizations, both overseas and in the United States. Graduate school faculty member Dr. Henry Perry has a long and positive relationship with BRAC, having worked in Bangladesh for many years. He repeatedly nominated BRAC for the Gates Award in Global Health, until they won it in 2004. This award is the most prestigious in the field of global health and includes a cash award of one million dollars. Dr. Perry also put considerable effort into nominating the health programs at both Jamkhed and Gadchiroli for the Gates Award in Global

Health. Dr. Shobha Arole, daughter of the founders of CRHP in Jamkhed, recently visited the Future Generations headquarters in West Virginia. Future Generations President Daniel Taylor and the Graduate School dean (at that time Dr. Pierre-Marie Metangmo) have discussed with senior officials at Paul Smith's College potential ways to partner. Further, relationships with Eastern Mennonite University and Johns Hopkins University are maintained through connections the Graduate School shares with these institutions through joint appointments. Johns Hopkins doctoral student Manjunath Shankar recently completed his dissertation in collaboration with Future Generations Arunachal (India). As with previous Johns Hopkins graduate students, his doctoral fieldwork was reviewed by both the Future Generations Institutional Review Board and the Johns Hopkins IRB.

Evaluation of Core Component 5.c

The Future Generations Graduate School works diligently to be responsive to its internal and external constituencies. The master's degree itself is a response to the sustainable development and conservation needs of communities, needs which cannot be met only through financial support and humanitarian assistance. The Graduate School also responds to current students and alumni. As a result of group evaluation sessions and written evaluations, numerous changes have been made to better accommodate student needs. In addition, the Graduate School is trying harder to maintain contact with alumni, recognizing the value of the reciprocal learning that takes place in these relationships. The Graduate School does not underestimate the importance of its partnerships with other institutions and organizations. Much of the Graduate School's ability to respond to these constituencies has been through the relationships that faculty members have with them and joint appointments. More formalized ways of responding to external constituencies are also possible when appropriate.

Core Component 5.d

Internal and external constituencies value the services the organization provides

Internal Constituencies

From evaluations, surveys, and informal conversations, it is clear that the Future Generations Graduate School is valued by its internal constituencies, the students and alumni (exhibit 6.22). The following table indicates their thinking on the value of the degree.

Class One students graduated in October 2005 and acknowledge the ongoing value of the program. Shannon Bell was so stimulated that she is now working on her Ph.D. in sociology. With the women in her Photovoice project, she emphasizes the importance of building on success, one of the principles of Seed-Scale. James Patterson is the director of the Partnership of African American Churches, where he uses in particular the Seed-Scale concept of three-way partnerships in his primary initiatives, which are in tobacco prevention, presenting on this topic at the National Health and Tobacco Conference in Phoenix, June 2009 (exhibit 6.23).

Table 6.4 “HOW USEFUL HAVE THE KNOWLEDGE, SKILLS, CONCEPTS, AND PRINCIPLES LEARNED DURING YOUR GRADUATE STUDIES BEEN TO YOUR WORK?”

	Very useful	Somewhat useful	Not at all useful
Class One	5		
Class Two	5	1	
Class Three	8	1	

Class Two students graduated in October 2007 and responded to the survey cited above in January 2009. Margaret, a part-time lecturer in Uganda, says, “While I address areas like poverty alleviation, education, health issues, wars and conflicts, developments and politics, I allow student participation and involvement to find out the best solutions to our problems so that in future they help the communities’ sustainability and development (exhibit 6.24).” She applies not only the concepts learned, but also the teaching strategies employed. Quang from Vietnam is actively involved with NGOs (having founded one himself) where the wide-ranging skills taught have allowed him to address both management and technical issues. He says, “I use the research skills in designing various research proposals and got successful funding to carry them out. The research... contributes to policy reviews and assists the development process in our area (exhibit 6.25).”

Even Class Three students who are now finishing their degree attest to its value. Rezaul from Bangladesh says, “The graduate studies have given me lots of insights and confidence in doing my job effectively. It has enhanced my competencies to understand the concepts and principles regarding community change.” Tsering Digi from Tibet agrees, saying, “By studying different theories of learning, I am able to articulate this knowledge into daily teaching and voluntary activities.” As mentioned, Norbu, also from Tibet, has established a new NGO, the *Pendaba Society*, drawing on the management and planning knowledge taught and using the mentoring support of his practicum advisor (exhibit 6.26).

External Constituencies

The students’ communities also recognize the value of the master’s program. Edna, an employee of the Partnership of African American Churches, affirms the impact the Graduate School had on their community through alumnus James Patterson. In a recent interview (exhibit 6.27), she said, “Rev. Patterson’s involvement with Future Generations has changed the perception of the community, bringing a focus of empowerment. He shared about what he was learning in Future Generations with the staff and others.” Ngo’s community in Vietnam, Angiang University, acknowledges that since completing the master’s degree, he has become more effective in his department and is implementing the development principles and English language learning material (IC3) that he learned in the master’s program. As indicated in the previous section, Rezaul’s employer, BRAC, has recognized the value of his studies even before he has completed the degree, seeing an improvement in his analytical skills and confidence which enable him to better carry out his responsibilities as senior manager of the Water, Sanitation and Hygiene program.

Often, however, the value of a student's contribution to the community cannot be immediately recognized. For example, Sivan, of Class 2, works with a USAID project in Cambodia. In a recent survey, one of her supervisors gave this honest assessment: "I feel that it is hard to assess the impact of Sivan's studies at this early stage. The program that she is currently part of managing is highly directed by USAID, so it is very difficult for her to affect the program. Later this year, when the current project ends, I expect that we will see more of Sivan's ideas coming through (exhibit 6.28)."

As mentioned before, Future Generations does not provide direct service to Pendleton County; however, the organization's value as a local employer is important in a county where industry has been steadily moving out. When it is not possible to hire locally, Future Generations expects the new employee to move to the county, which, among its other values, benefits the local economy and organizations.

The Future Generations CSO's country programs also value the services of the graduate school. As noted in prior chapters of this self-study, there is a strong synergy between the six organizations under that umbrella and the Graduate School. Country program employees enrolled in the master's program obtain breadth and depth in the fields essential to community development, enabling them to work more effectively. The teaching materials and blended learning approach of the Graduate School are increasingly being used by the country programs in their own trainings, and the fieldwork of the country programs is informing the instruction of the Graduate School.

Evaluation of Core Component 5.d

The Future Generations Graduate School is valued by its constituencies. This is evident in the students and communities quoted throughout this chapter. It is particularly apparent, however, in the concrete examples of community-based projects that students are designing and implementing. In some cases, their work is immediately appreciated, and in other cases, it may take time. With each class of students, and as we keep in touch with alumni, the network or 100 nodes of change will keep growing and there will be an increasing body of data to demonstrate the value of the Graduate School.

Conclusions

Strengths

Unlike most colleges that began as academic institutions and evolved to include a service component, the Future Generations Graduate School began as a service organization (Future Generations, the CSO) and has evolved to include an academic component. As such, the Future Generations Graduate School is an academic institution explicitly designed to serve communities and external constituencies. Service is the foundation of the practicum project that the students implement in their communities, as it is designed to effect positive change in the community. The approach of blended learning enables students to serve their communities much more effectively than if they were bound to a residential campus. Because of the small student body size, the Graduate School is able

to be much more responsive to student needs than in a larger institution. This is critical given the unique demands that our students face.

Opportunities for improvement

An important aspect of the Future Generations development model is evidence-based decision making. The Graduate School carefully solicits feedback from students, but has found it more difficult to evaluate the effectiveness of its services among alumni and communities. Surveys have been conducted, but a more systematic process needs to be in place for better data gathering.

The Graduate School needs to develop a strategy to continue service and engagement with alumni practicum communities. This would contribute significantly to the overall learning of Future Generations as well as benefiting the communities.

The Graduate School engages in many informal partnerships that are beneficial to both parties. It would be helpful, however, if these partnerships were formalized by memoranda of understanding (MOUs), in order to clarify the expectations on both sides.