FutureGenerations

Graduate School

of Research and Applied Studies in Community Change

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

SELF-STUDY

SUBMITTED TO THE HIGHER LEARNING COMMISSION

OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

ON AUGUST 17, 2009

Board and Staff

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Glossary of Terms

Blended learning – The unique pedagogy of the Graduate School which combines interactive online learning, field-based residentials, and student practica implemented in their own communities.

Brain drain – The term used to describe the particularly third-world phenomenon of losing professionals to better-paying jobs outside the country.

Change agents – Development practitioners (in this case our students) seeking to make a difference at the community level.

Civil Society Organization (CSO) – Very similar to a non-governmental organization. In our context, CSO is used to differentiate Future Generations (up until now referred to as the NGO) from the Future Generations Graduate School

Community change – The mission of all component organizations of Future Generations. We believe that lasting change begins at the grass-roots level.

Community development – The broad discipline which covers all issues which have a direct impact on the welfare of communities, such as public health care, environment and conservation, income generation, peace-building, women's empowerment, and leadership.

Country programs – Future Generations-China, Future Generations-India, Future Generations-Afghanistan, Future Generations-Arunachal Pradesh, and Future Generations-Peru. All are affiliates of Future Generations, the parent organization, which is headquartered in Pendleton County, West Virginia.

Dim Dim – A web conferencing platform which simulates a classroom.   The moderator can communicate with participants through voice discussions ("passing the microphone"), an online chat room, a white board, and PowerPoint.

Interactive online learning – The component of *blended learning* which enables students to learn and participate via computer applications from their remote global locations.

Moodle - An interactive online platform similar to Blackboard which enables online threaded discussions, the posting of assignments and documents, and record-keeping.

Partnerships – Collaboration which enables Future Generations to attain its mission of teaching and enabling a process for community change. These partnerships include institutions of higher education, non-governmental organizations, governments, and communities in the U.S. and abroad, including the organizations represented by our students.

Practicum – The component of *blended learning* which allows students to apply what they are learning and engage in their community throughout the Master's degree. Through an applied research approach or a project approach, students explore causes and potential solutions to a community problem.

Residential – The component of *blended learning* which gives students the opportunity to observe global best practice sites in community development. Students travel to India, the U.S., Peru, Nepal, and Tibet for four one-month residentials during the Master's program.

Seed-Scale – The community development model employed by Future Generations which encompasses the following principles: 1) building from success; 2) creating three-way partnerships; 3) making evidence-based decisions; and 4) seeking behavior change as key outcome.

Three-way partnership – Partnerships which come from the top-down (government), the bottom-up (communities), and the outside-in (other organizations and consultants).

100 nodes of change – Part of the Future Generations Vision Statement. In order to achieve community change, there needs to be a growing network of formal and informal partnerships. The graduate students are critical to this ever expanding network.

Jarka Lamacova of the Czech Republic, Sivan Oun of Cambodia, Yamini Bala of India, and Nguyen Tien Ngo of Vietnam graduate with the second class of Future Generations Master's Degree students at the Royal Palaces in Bhutan.

Chapter One

Introduction

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

Mission Statement excerpt

Mission Statement

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

Emphasis

While this self-study cannot formally have a "special emphasis" (as defined by the Higher Learning Commission[1]), the Graduate School does have a specific focus that draws from its mission: we teach and enable equitable community change that integrates environmental conservation with development. This means that our instruction is focused in communities—and we now do this in 22 countries. The Future Generations Graduate School is making both the world of people and the environmental world a better place by working at the community level.

The Future Generations Graduate School does not seek to be a comprehensive graduate school. Rather, directed by its mission, it focuses on the dual tasks of teaching and enabling a process for equitable community change that integrates environmental conservation with development."[2] The consequence is that our student body is uncommonly diverse, our pedagogy blends theory with application, the faculty are professionals who have themselves improved the world, and the results of our education are shown in the performance of our students and also the communities from which the students come.

Thus, the Future Generations Graduate School fills a particular niche in higher education: while many schools talk about improving people and the world, our school does that *and* establishes a process that helps students (and faculty) act in accord with their talk. The Graduate School offers a master's degree in Applied Community Change and Conservation, which is the focus of this self-study. In addition, graduate level instruction includes academic credit-bearing courses that address specific components of the larger goal but may not immediately lead to a degree.

To achieve this mission, the Graduate School has utilized the pedagogy known as blended learning. Blended learning is commonly defined as combining face-to-face classroom-based instruction with interactive online instruction, and perhaps applied field learning. The Future Generations Graduate School tightened this definition; all our instruction occurs around a community-based learning focus.[3]

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[1] Since the Future Generations Graduate School is not yet fully accredited, it is not eligible for a Self-Study focused on an area of special emphasis.

[2] See Criterion 1, Chapter 3 for details on *Mission and Integrity.*

[3] See Criterion 3, Chapter 5 for details on *Student Learning and Effective Teaching.*

> All our instruction occurs around a community-based learning focus.

- The *face-to-face learning takes place in community sites in five countries* (India, United States, Peru, Nepal, China), demonstrating lessons being taught and global best practice.
- *Students engage in the interactive online learning from within their home communities*, connecting these previously isolated places to formal higher education as well as introducing them to a vehicle for lifelong learning.
- The *applied field learning occurs through in-community work and research* through mentored practicum projects thus supporting students directly to make their communities better places.

Within the framework of blended learning, the master's degree in Applied Community Change and Conservation continues to evolve to better serve students and their communities and to achieve the Graduate School's learning objectives and mission.[4] Dr. John Campbell, President Emeritus of Oklahoma State University and member of the first HLC peer-review team commends Future Generations for developing "a model of ways and means to implement impact-sustaining work in conservation, health, peace-building, women's empowerment, and governance to gather the energies of peoples and to grow from local resources" (exhibit 1.1).

To date, the two-year master's degree program has prepared students from 22 countries. Class sizes are intentionally small as the program determines how best to keep academic standards high. Completing this masters degree is a lot of work, for on top of their prior busy professional workloads, which gained them admittance to this program, students now add demanding academic workloads. Class One matriculated 17 students and graduated 8 in 2005. Class Two matriculated 18 students and graduated 10 in 2007. Class Three matriculated 16 and anticipates graduating 9 students in 2009 with two expected to finish requirements with the following class. Class Four is scheduled to begin in January 2010. Throughout these classes academic demands have risen, but as indicated by percentages of graduating students (47%, 56%, anticipated 56-69%) for Classes One, Two, and Three, respectively), the program is learning to better support students, enabling them to achieve the higher standards.[5]

During the master's degree program, the emphasis is on applied learning within communities; the result is that communities, organizations, and governments improve. *As students are learning, so also are their communities.* Life is improving. Students are making their communities into better places in which to work. In this context, it is important to note that alumni from Classes One and Two have remained not only in their home countries, but also in their communities continuing to guide positive change. In other academic programs, students learn and get a degree but the community does not benefit. As a result of creating new momentum to meet local priorities, the second half of the Graduate School's mission is being achieved: community change that integrates environmental conservation with development.

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[4] See Criterion 2, Chapter 4 for details on Preparing for the Future.
[5] See Criterion 3, Chapter 5 for details on Student Learning and Effective Teaching.

Participating students have represented such organizations as the Heiltsuk Tribal Council in British Columbia, Canada; Mulago Hospital in Uganda; World Relief in Rwanda and Cambodia; and the West Virginia Partnership of African American Churches. Their work has spanned child health programs, the coordination of land-use management plans, the development of organic alternatives in agriculture, and the training and empowerment of adolescent girls.[6]

To support learning and advance knowledge in the field, the Graduate School's second focus after instruction is research into the effectiveness of community-based approaches to relevant global challenges that affect its mission of "integrating environmental conservation with development." For example, the Carnegie Corporation of New York supports a multiyear research project into the role of communities and citizens in engaging peace. UNICEF and the World Health Organization support a task force, chaired and co-chaired by two Future Generations faculty, investigating the effectiveness of community-based approaches in improving child health. The Moore Foundation recently supported a community-based conservation research initiative that is expected to continue.[7] These research projects undergird the academic content of the Graduate School; each of them connects content with practice, as does the pedagogy. The result is a balanced graduate school that is advancing its field simultaneously through research and instruction.

Origins and Organizational Structure of the Graduate School

The Future Generations Graduate School (Graduate School) shares a mission statement with its founder, a legally separate civil society organization (CSO) also named Future Generations. The two organizations share parallel core strengths in education, research, and field implementation so as to extend more effective practices in development and conservation. Both institutions aim to learn from and strengthen community-based approaches to common global challenges (such as maternal and child mortality, poverty, hunger and unsafe water, conflict, and depletion of natural resources). To draw from the central verbs of their shared mission statement, the Graduate School "teaches" and the CSO "enables" the process of equitable community change and environmental conservation.

Future Generations, the CSO and parent organization to the Graduate School, began operations in 1992. It implements community-based action programs in Afghanistan, China, India, and Peru. This fieldwork and accompanying research represent significant learning resources for the Graduate School. The sites in China, India, and Peru serve as teaching locations for the Graduate School's field residentials as well as places for research, while the Afghanistan site is only a research base. Selected aspects of CSO operations are described in this self-study, as evidence of the resource-rich foundation upon which the Graduate School draws for its instruction and research endeavors.

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[6] See Criterion 5, Chapter 7 for details on *Engagement and Service.*
[7] See Criterion 4, Chapter 6 for details on *Acquisition, Discovery, and Application of Knowledge.*

The Future Generations Graduate School and the CSO are both headquartered on a sixty-acre campus on the summit of North Mountain in the Potomac Highlands of West Virginia. The two organizations are led by the same president. The accompanying organizational chart (Figure 1.1) and timeline (Figure 2.2) summarize the relationships and co-evolving synergies of both institutions.

Figure 1.1   **ORGANIZATIONAL CHART**
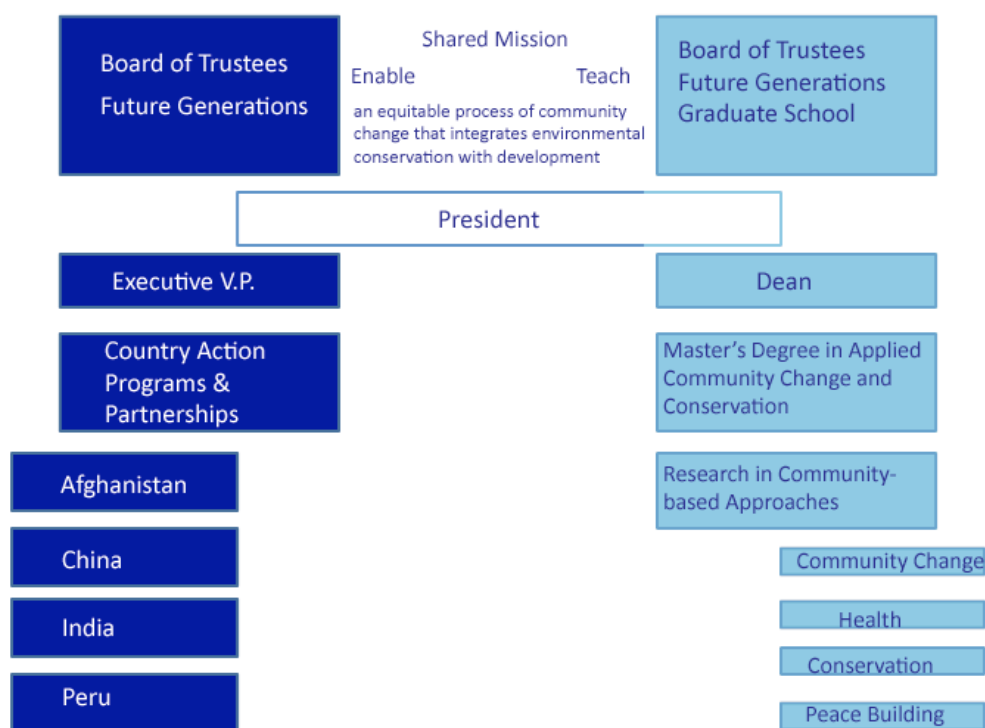
A frequently asked question is, "Why did Future Generations, the CSO, establish an independent Graduate School?" The foundational publication of Future Generations, *Just and Lasting Change: When Communities Own Their Futures,*[8] sparked global interest in the process it advocated. This made evident the need for a nonprogrammatic approach to extension. *Just and Lasting Change* advocated a comprehensive community-based approach, but the CSO, instead of immediately creating programs in new countries and opening new country offices, investigated alternatives. The review suggested that applied higher education would be the most effective way to extend this new understanding of best practice across such fields as conservation, primary health care, and poverty alleviation.

Extension through education would: 1) meet an international need for well-trained leaders with both knowledge and skills in holistic community development and conservation (while there are many specialists, there are few "generalist" practitioners); 2) be much lower cost and more sustainable than starting new country operations; and 3) most important, build local capacity to create solutions that fit local cultures and conditions.

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

Figure 1.2   TIMELINE AND ORIGINS OF THE GRADUATE SCHOOL

Future Generations (CSO)

1992. Founded and incorporated in Virginia. Headquartered in West Virginia

> Purpose as recorded in original bylaws: "Identify and inform others of examples that enhance an enduring earth, and incubate demonstration projects that promote the: learning of peoples; regeneration of the environment; and the improvement of human welfare."

1992-ongoing . Tibet, China
integrated development and conservation, protecting 40 percent of Tibet's land area

1995- At the behest of UNICEF, Future Generations releases two monographs on the Seed-Scale process of community change at the United Nations Social Summit in Copenhagen

1997-ongoing . Arunachal Pradesh, India
statewide integrated development and conservation

2001 . Published *Just and Lasting Change: When Communities Own Their Futures* with Johns Hopkins University Press

2002 - ongoing . Peru
integrated community health & development, nationwide

2002 - ongoing . Afghanistan
community-based solutions for peace & development

2002 . Mock, Trial of blended learning, pre-Master's Degree program
pilots blended learning to test feasibility of starting a Master's Degree program

2003 . Board of Trustees approves new mission statement for Future Generations, incorporating an educational focus.

2003 . West Virginia Higher Learning Policy Commission authorizes Future Generations (CSO) to offer a Master's Degree in Applied Community Change and Conservation

2003 - 2005. Future Generations (CSO) graduates Class I of the Master's Degree Program

2006. First Board of Graduate School convenes with all Board members overlapping CSO

Future Generations Graduate School

2006. Future Generations Graduate School of Research and Applied Studies in Community Change incorporated by the State of West Virginia. IRS 501(c)3 non-profit status later granted in 2007.

2007. Future Generations Graduate School graduates Class II of the Master's Degree Program

2007. North Central Association of Colleges and Schools of the Higher Learning Commission grants the Future Generations Graduate School *candidacy for initial accreditation*

2008. New Board of Graduate School reconstituted with Board members who do not non-overlap the CSO

2009. West Virginia Higher Learning Policy Commission formally changes name on authorization status from Future Generations to the Future Generations Graduate School

2007 - 2009. Class III

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On December 1, 2001, the CSO Board of Trustees authorized investigation into how to start a master's degree program either through an existing graduate school or through a separate new program within Future Generations. The decision was made to start an independent program. In June 2002, a letter from Future Generations stating its intention to offer its own Master's Degree program was submitted to the Higher Education Policy Commission of the state of West Virginia. Following examination by the Commission, permission for Future Generations (the CSO) to grant degrees was awarded on April 24, 2003.

Following authorization by the state of West Virginia to offer graduate degrees, Future Generations developed a curriculum, hired faculty, recruited students, and raised funds to support this new program. Future Generations then applied to the North Central's Higher Learning Commission (HLC) with a Preliminary Information Form on March 31, 2005, and began the accreditation process seeking candidacy status. In January 2006, the state of West Virginia authorized the legal incorporation of the separate Graduate School. In February 2007, the Internal Revenue Service gave the Graduate School its tax-free status. Following submission of the institution's first Self-Study in July 1, 2007 and two site visits (at the North Mountain campus and at the instructional site in Nepal), the HLC awarded Initial Candidacy to the Graduate School on January 28, 2008. On May 18, 2009, the West Virginia Higher Learning Commission sent a letter formally changing the authorization status from Future Generations CSO to the Future Generations Graduate School. Now with submission of this Self-Study, application is formally made to the HLC for full accreditation status.

An Overview of the Master's Degree in Applied Community Change and Conservation

A Professional Degree

The context within which the Graduate School operates is summarized by the Council of Graduate Schools statement that "*One of the most exciting recent developments [in graduate education] is the creation of professional master's degree programs.*"[9] The purpose of professional master's degrees is to prepare graduates for careers in business, government, and nonprofits, and most recently (and directly applicable to the Future Generations master's degree), the international development sector with a MacArthur Foundation-sponsored global initiative to create master's degrees in Sustainable Developmental Practice under the aegis of Columbia University's Earth Institute.

Within this context, the Future Generations master's degree in Applied Community Change and Conservation (the primary instructional program of the Future Generations Graduate School) is a professional degree as it takes community-based development practitioners and trains them to be research-competent change agents. Additionally, the Future Generations master's program meets the guidelines set forth in the Council of Graduate Schools policy statement *Master's Education: A Guide for Faculty and Administrators,* which defines a master's degree as one that:

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[9] From Council of Graduate Schools Web site at http://www.cgsnet.org.

- "…Is awarded to students who demonstrate a level of academic accomplishment and subject mastery substantially beyond that required for the baccalaureate degree."
- Where students have "… gained knowledge and skills not only from course work, research, and practicums but also from varied experiences and perspectives brought to the program and shared among students," and
- That "…usually require a capstone or culminating experience that indicates the ability to synthesize material from course work and to apply that information and knowledge to a specific issue or problem"[10] (exhibit 1.2).

Subsequent material in this Self-Study shows how the Future Generations master of arts in Applied Community Change and Conservation meets these standards and practices for a master's program in U.S. higher education.

Emphasis on Skills and Knowledge in Community Change and Conservation

The Future Generations Graduate School focuses on applied learning with communities for the good of communities—in the words of its mission statement, it focuses on "an equitable process of *community change.*" This community focus runs as a consistent theme through all Graduate School academic and research programs. The community focus is the central requirement of this academic program, superseding all others. Within the master's degree, it is central to curriculum, pedagogy, and defines the manner in which the eligibility requirements should be evaluated. At the outset and as the primary entry requirement, all students must represent and be working with a community throughout the two-year program. Should a student lose this base, he/she would have to leave the program even if the academic performance was otherwise satisfactory. Or, framed in another manner, the community focus is reflected in the mode of pedagogy, where a significant portion of instruction occurs in communities.

This emphasis on *applied learning within communities* distinguishes the Graduate School from other academic institutions that focus on individuals and classrooms, whether physical or electronic, as the centers of instruction. The Future Generations community focus, however, does not dismiss classroom-based learning (indeed all courses in the Graduate School use classrooms in varying ways), but the community-based focus is the defining feature of this graduate school. A useful comparison of this community-based focus is the role of teaching hospitals in medical education. In medical school, the teaching hospital is central to instruction even while labs and classrooms are being used, and for internship and residency, the teaching hospital is the sole structure of instruction.

To achieve the blending between field and classroom instruction, Future Generations Graduate School partners with six other Future Generations organizations worldwide. They provide bases for instruction (i.e., teaching campuses); also, the Graduate School has connections with a growing network of other field-based organizations. What is being established is referred to in the Vision Statement shared by all parts of Future Generations as "100 nodes of change." This growing network of both formally and informally affiliated

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[10] From Council of Graduate Schools Web site at http://www.cgsnet.org.

groups addresses two great challenges facing practitioners of community-based change: "How can the thousands of excellent small initiatives worldwide scale up to address the magnitude of the crises before humanity?" and, "How can humanitarian assistance become sustainable; that is, be able to function with minimal outside funding, without damaging the environment, and without destroying local cultures?" These were questions behind the creation of Future Generations in 1992. The teaching and research agenda of the Future Generations Graduate School addresses these questions and builds on earlier research by Future Generation (CSO).

At the behest of UNICEF in 1992, these questions formed the bases of two Future Generations (CSO) global research projects. To answer them, the organization attracted top talent in the development world, talent that was both academic and field-experienced. These were people who had seen the failures of many economic development and conservation efforts and who wanted to explore new directions to solve the problems of poverty, equity, and environmental sustainability. They wanted answers that scaled up and answers that were sustainable. Two global task forces worked with Future Generations to synthesize the world's successful development programs into an implementable approach. The framework for action that evolved is known as Seed-Scale.[11]

Seed-Scale was initially advanced by Future Generations (which had UNICEF sponsorship) at the 1995 U.N. Social Summit (held in Copenhagen, with 117 heads of state present) as a system to direct human energy to shape social programs. Future Generations has followed this approach since then, bringing forward an understanding that is grounded in the empowerment of people in communities, with other specific applications in conservation, peace building, governance, and now extension through higher education.

Simply summarized, Seed-Scale describes a process whereby seeds of human energy grow to societal scale. The core of the method is four principles:
- Build from local successes (as opposed to focusing on problems and needs);
- Create three-way partnerships of the top-down (government), bottom-up (communities), and outside-in (change agents and organizations) to synergize resources (do not develop solutions based solely on external resources);
- Make decisions based on evidence (do not decide according to power-based or opinion-based typologies);
- Seek behavior change among constituents as the key outcome (do not measure success solely by the usually preferred outputs of people trained, wells and springs constructed, etc.).

Seed-Scale forms a core component of the syllabi of several courses in the master's program—but it is not expected that all courses operate under this framework, and indeed competing views are taught. The Graduate School teaches Seed-Scale as a

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[11] Daniel Taylor-Ide and Carl E. Taylor, *Community-based Sustainable Human Development – Going to Scale with Self-reliant Social Development* (New York: UNICEF, 1995);

Carl E. Taylor, Aditi Desai, and Daniel Taylor-Ide, *Partnership for Social Development – A Casebook*, The Independent Task Force on Community Action for Social Development (Franklin, WV: Future Generations and Johns Hopkins University, Department of International Health, 1995).

community-based approach to development and conservation and compares and contrasts it to other development philosophies and approaches. However, as a distinctive theory of change underlying the Future Generations institutions, Seed-Scale represents the operational approach. Many student evaluations point out that lessons from Seed-Scale have transformed the way they work with communities (exhibit 1.3).

As noted, the curriculum introduces students to many practical approaches and tools for leadership and community engagement, such as Seed-Scale, but it goes beyond broad theory and also develops core knowledge in the health sciences, social sciences, environmental sciences, and organizational management. In these areas the curriculum presents a breadth of knowledge that is essential but often lacking among community development and conservation professionals. Such a breadth of knowledge is essential for the broad field of applied community change and conservation.

The Pedagogy of Blended Learning

The Future Generations Graduate School pioneers the community-based application of blended learning. Blended learning is increasingly in vogue in higher education where it is used to draw together classroom with online instruction and maybe fieldwork. But while this pedagogy is increasingly popular, it is far from new. Socrates shaped his pedagogy by walking with his students through the Agora of Athens and questioning his students through peripatetic seminars. Plato, in an effort to transmit the great lessons of his mentor, distilled them into books (the *Dialogues*) and sought out a protected classroom (in the garden of Academus) where students studied their lessons. Plato's student Aristotle, in his instruction of his student Alexander the Great, then merged community-based mentoring with focused classroom instruction. It can be argued that Aristotle in his teaching of Alexander was the first great practitioner of "blended learning."

The blended learning pedagogy upon which the master's degree is built brings together three instructional modes: 1) face-to-face learning within the community context at outstanding global field sites; 2) community-based practica by students with faculty mentoring and supervision; and 3) interactive online instruction. Future Generations has blended and modified these in ways conducive to community-based learning. Specifically:

- Face-to-face classroom learning occurs in the "classroom" or "fieldroom" of outstanding community-based field sites as part of residentials. To participate, students travel from their communities to these sites whether they be in India, the United States, Peru, Nepal, China, or other possible places around the world. The purpose is to get students to see best practices and learn from them. The residentials integrate traditional seminars and lectures with field visits, community interviews, and hands-on group assignments. The instruction is more than faculty to student, but also includes community to student, and peer to peer. In many cases, professionals from the community, with experience in managing community-based programs, join as guest lecturers; simultaneously, students are asked to share their learning and findings with the host communities of these residentials.
- Customarily, graduate programs schedule practicum assignments (thesis research

and writing) so that it follows core instruction in basic knowledge and theory. The idea is to teach the theory first and then to get the students to practice it. The Future Generations Graduate School, however, begins the practicum on the first day of class, integrating theory and skills into this field reality, and builds upon this real-world grounding throughout the program.

- Interactive online learning is rapidly evolving as an increasing number of organizations experiment with many modalities. Typically, online work is viewed as a proxy for the classroom, allowing students to learn at their own pace, to keep their jobs, and to simulate class-based interactions electronically. The Future Generations Graduate School is also deeply and broadly engaged in these experiments, but we have added a further dimension. In addition to mimicking the classroom, online work as it is employed in the Future Generations program promotes community-based learning. It allows students to learn how to learn and to be supervised as they apply their learning wherever they might be scattered around the world.

The learning cycle thus incorporates and blends the three modes of instruction, currently throughout four terms over a two-year period. However, the Graduate School continues a review to determine optimal program length and structure. Class One was thirty-four months; Class Two was twenty-one months; Class Three was twenty-five months. Additionally, the Graduate School is considering experimenting with the term structure, including one option of separating the two years into six terms, which would allow for more residentials and more intense coursework during each term.

A standard set of courses, currently with no electives, provides a common framework for learning to ensure that students gain a comprehensive knowledge base. (In the future, however, electives may be implemented so students can focus their education in areas of specific interest.) To receive a master's degree, thirty-seven credit hours are required. The program now offers students thirty-nine credit hours of instruction in four subject areas: Community-Based Development; Globalization, Localization, and Sustainability; Community Change Skills; Monitoring and Evaluating Community Change; and two possible language credits (exhibit 1.4). All courses have a face-to-face component that occurs during the residential in which that course is taught. All courses have an online component to introduce foundational knowledge and theory and to facilitate synthesis and analysis in conjunction with the field residentials.

Table 1.1 and Figures 1.3 and 1.4 illustrate the current learning cycle and the synergy of blended learning.

Interactive Online Learning

The electronic base of faculty–student and student-to-student communication in this blended learning pedagogy is more robust than the commonly used distance learning and Web-based instruction. While state-of-art electronic platforms are part of the instruction (Blackboard until recently and Moodle and Dimdim Web conferencing currently), online coursework is not a stand-alone instructional mode but is grounded in the face-to-face learning of residentials. In this way, use of electronic communications is similar to that

Table 1.1   TWO-YEAR LEARNING SEQUENCE

TERM I	TERM II	TERM III	TERM IV
INDIA (one month residential)	UNITED STATES (one month residential)	PERU (one month residential)	NEPAL + CHINA OR BHUTAN (one month residential)
Begins at Gandhi's ashram with a focus on social change movements and includes community-based health, development, and conservation programs in Maharashtra and Arunachal Pradesh	Begins in the Adirondack State Park in New York and includes training in leadership, conflict transformation, and nature conservation in Virginia and West Virginia	Begins in Cusco at Machu Picchu with visits to surrounding indigenous communities and includes a study of Peru's national health care system and field observations focused on food and water security	Begins in Kathmandu, Nepal, includes a trek in Sagarmatha National Park and concludes with graduation either in Bhutan or at the base of Mt. Everest in Tibet, China
COURSES (online and in community)	COURSES (online and in community)	COURSES (online and in community)	COURSES (online and in community)
* Community Change and Conservation * Sustainable Development * Healthy People, Healthy Communities * Practicum: Research Design & Methods	* Nature Conservation and Management * Leadership and Organizational Dynamics *Social Change and Conflict Transformation *Practicum: Prospectus Design	* Going to Scale * Food and Water Security * Empowerment * Practicum: Applied Research I	* Nonprofit Management * Practicum: Applied Research II * Human Ecology of the Himalayas * Synthesis & Integration

on campuses, where professors teach in the classroom and support Internet platforms for group discussions and individualized mentoring.

Each professor uses his/her own judgment as to the optimal online learning platforms. One faculty member may prefer individualized mentoring and interaction, using e-mail and phone conversations to facilitate this one-to-one exchange. Another faculty member might require assignment postings and discussions on Moodle as well as real-time student-to-student and student-to-faculty interaction using Dimdim Web conferencing. For real-time exchange with students in different time zones, group sessions are scheduled at different times, requiring faculty to be online at nonconventional hours. The variety of instructional approaches varies in the Future Generations Graduate School to an extent equivalent to that used in other schools, but in all courses some balance of the components of blended learning is being utilized.

Site-Based Residentials (Field Campus Sites)

Site-based residentials combine coursework with observing "best practices" in community change and conservation. Students interact in these residentials with faculty and peers, share experiences, critique and debate development approaches, and as alumni evaluations demonstrate, create lifelong learning bonds. The residentials provide the space where students see and practice what they are learning. They provide diverse environments and conditions that are similar and yet distinct from their own home communities. Residentials allow students to break from their day-to-day work, their home life, and
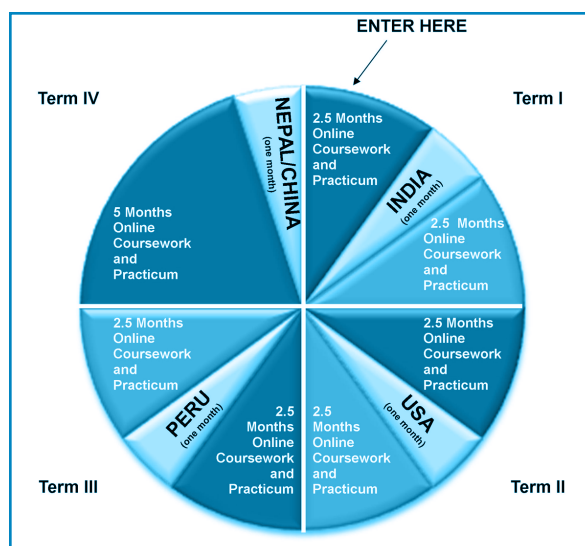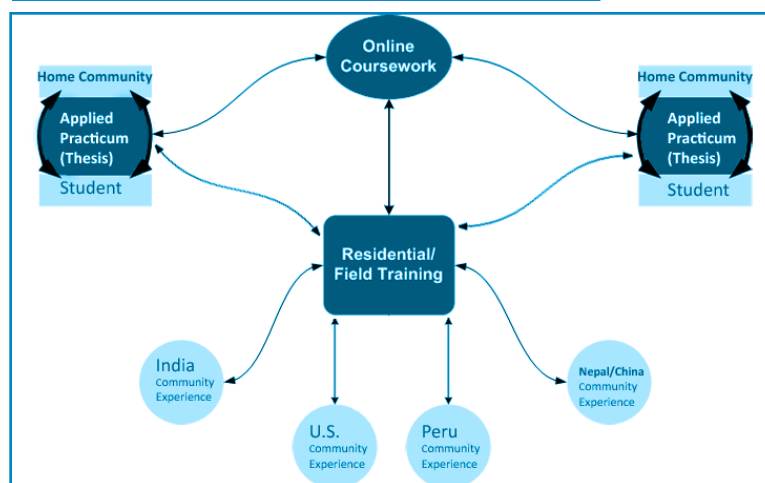
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Figure 1.3

Figure 1.4

their communities to come to and to gain this state-of-the-art perspective of a global professional. Students have time to share with each other and reflect on what they are learning, and how it pertains to their life back home. They begin the residential as experts from their home communities and return with a new sense of potential of what their communities can become. "In India working with village women on how to improve their health system, I saw how we in Heiltsuk First Nations of Canada can improve our salmon fishery," said Kelly Brown (graduate of Class One in this program).[12]

The residential instructional regimen is intense, with classes held everyday, long and rough travel to field visits, intense student-to-student interaction, and written assignments. While organized with classroom seminars and lectures, residentials are also in-the-field experiences where living conditions can be quite difficult and uncomfortable at times. Intense learning and bonding occur as a result. One day, the classroom may be a dusty, rutted road on an observation tour and the next day a modern facility with all the technology and library resources of a host-country university. This, after all, is the dichotomy students face as development and conservation professionals.

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[12] Kelly Brown, in presentation to the Gordon & Betty Moore Foundation, March 2005.

The residentials are strategically chosen to complement the coursework for each term. To date, residentials have been held in India, the United States, Peru, Nepal, China, and Bhutan. The list is not firm. This global context, along the perspective and insights from each student's own community, creates an integrated campus that serves the synergistic roles of research and extension. Below is the structure proposed for Class Four.

India Residential, Term I
This is the master's students' first month-long residential experience. Opening classes for the course on Community Change are at Mahatma Gandhi's study center in central India. To illustrate the course in Healthy People Healthy Communities, students then visit two internationally recognized demonstrations: the Comprehensive Rural Health Program in Jamkhed and the Society for Education, Action, and Research in Health in Gadchiroli. To inform the course on Sustainable Development, students travel through the state of Arunachal Pradesh where they conduct village household surveys, lead focus groups, and study indigenous conservation practice.

United Status Residential, Term II
Six months later (after having applied their lessons in their communities) the second residential begins in the Adirondack State Park of northern New York, where lessons group around the theme of how to keep community-based work sustainable (environmentally sustainable, financially sustainable, and culturally sustainable). Instruction continues at the North Mountain Campus of Future Generations. Here community-based survey methodology is taught and different community-engagement challenges are presented. Instruction expands to include social change, conflict transformation, and research methods. Students complete their month in the United States based out of Baltimore, where they study leadership skills with a guest team from Johns Hopkins University and learn the use of and access to research libraries and Internet-based library resources.

Peru Residential, Term III
Peru introduces students to the process of scaling-up and creating cross-disciplinary synergies. A community-based health program is used as the context; this serves seven million people and reaches more than 36 percent of the country. Peru also provides opportunities for coursework in food and water security, and the theory and practice of empowerment. Although practical, back-in-their community work has been part of the program since the outset, critically important in the Peru residential is pulling together the disparate and demanding aspects of their community work into rigorous student practica that meet the highest standards of graduate education. This residential occurs eight months before graduation, and typically many questions must be resolved. Hence there is extensive one-on-one guidance by faculty before students head back to their home communities.

Nepal and China Centered Around Mt. Everest, Term IV
Students gather for the final residential in two countries, Nepal and the Tibetan Autonomous Region of China. (Class Two used Bhutan as an experiment instead of China.) Synthesis, evaluation, and management are the course foci. Lessons on the very different sides (physiogeographically and politically) of Mt. Everest provide the geographical focus. The residential begins in Kathmandu, visits the mountain's south slope in the Sagarmatha National Park and concludes in Tibet at the north slope in

the Qomolangma National Nature Preserve. Graduation ceremonies are at Rongbuk Monastery at 17,500 feet at the base of Mount Everest, therefore prompting this master's degree to be playfully dubbed "the highest degree in the world."

<u>Community-Based Student Practica</u>

The third component of blended learning is the practicum. Here, students bring together the outside learning (residential and interactive online) with practice in their communities. The process allows students to try to implement ideas that sound good in the classroom with the realities needed to make them really work in the field. The home communities are filled with daily problems that have real, complex, and troublesome aspects never mentioned in book learning. This is the reality in which students must apply their higher education—and hence this master's degree never asks students to leave its practicalities. Eighty percent of the instruction occurs in this context (20 out of the 24 months). Since even on a residential they are never gone for over a month, students stay in touch with this reality. This reality more than grounds the instruction—it makes the instruction accountable.

Like a patient who is hurting and wants the medical student to take away the pain, the communities back home are demanding results. The demands of their communities encourage students to make similar demands of the faculty: give us learning that makes lives better. The community-based grounding of this instruction not only, therefore, gives relevance to the instruction, but also it forces accountability onto the faculty. The practicum grounds lessons and ensures students connect lessons to practice.

As evidenced by final practicum papers and presentations, students and alumni who have had this strong accountability to communities have tended to perform better academically than those who had weak community ties and obligations.

During the two years of the master's program, students work with faculty and community to shape inquiry around a topic to be investigated and grounded in the literature and community-based evidence. Some of these practica have a research focus; others are mentored application. Each student has an advisor on the faculty suited to guide the practicum topic. Each student also identifies a mentor in the locale who is an expert in the area of interest and can help inform the practicum project. To give rigor to their practica, students engage in formal coursework that include: Research Design and Methods, Prospectus Design, Applied Research I and II, and Synthesis and Integration. The result is a threaded practicum, grounded in their discipline. The culmination is a paper and a presentation during the final residential program where all students participate in a peer review of each other's research and/or community implementation plan.

The Students

The Graduate School meets the needs of professional development workers. It does so by giving them intensive and comprehensive training without requiring them to take leave from their development work. By doing so, it also uses their work environments as a classroom and strengthens performance on the job. This program is not for students fresh out of undergraduate programs; to utilize the training offered, students need to have had adequate years of field experience.

So far, students who have enrolled in this master's program have come from the ranks of government civil service employees, not-for-profit private development organizations, church-related mission organizations, and international relief organizations. Table 1.2 shows the demographic profile of Classes One to Three.

One feature that allows the program to work for such a diverse study body is that typically students come to the program with work experience. As a result they are able to distill useful instruction from non-useful, drawing out the specifics from the wealth of information and learning opportunities.

Until now, as indicated above, each class has been highly diverse with students from all over the world, no class having more than two students from any one country. While this has been the student profile through the first three classes, consideration is now being given to experimenting with a more focused student body, drawing students from a similar geographic region. A whole class or group of students could potentially come from one region. While this would lower the global diversity of the present student body, it brings a shared experiential base, and might allow site-based mentoring by faculty in their communities. It is unlikely any one definition of the student body is universally appropriate (just as the number of terms in the two-year cycle could vary). Experiments will continue to find the balance that best achieves the specific learning objectives.

Self-Study Team: Organization and Process

Figure 1.5   **WORLD MAP OF STUDENT LOCATIONS**

Afghanistan	Iran
Bhutan	Mozambique
Bolivia	Nepal
Cambodia	Nigeria
Canada	Norway
China	Peru
Czech Republic	Rwanda
Egypt	Uganda
Ethiopia	United States
India	Vietnam
	Zambia

Table 1.2   STUDENT DEMOGRAPHIC PROFILE

	Class I	Class II	Class III
Countries Represented:	Canada, India, Nepal, United States, Zambia	Bhutan, Cambodia, Canada, Czech Republic, India, Rwanda, Uganda, United States, Vietnam	Afghanistan, Bangladesh, Bhutan, Bolivia, China, Egypt, Ethiopia India, Mozambique, Peru, Uganda, United States
Gender:	Male: 4 Female: 3	Male: 3 Female: 8	Male: 14 Female: 6
Ages:	25-29: 2 30-39: 1 40-49: 2 50-59: 2	25-29: 3 30-39: 2 40-49: 2 50-59: 4	25-29: 5 30-39: 10 40-49: 3 50-59: 2
Professions:	Land Use Plan Coordinator; West Virginia Rural Health Education Program Site Coordinator; Director of Development Programs; President of Church Partnership; Community Partner Specialist; Non-Profit Sector Communications Director; Development Associate/Women Empowerment	Education and Projects Executive Director; Child Survival Program Manager; Trek/Program Coordinator; Physician, Education Facilitator; Child Survival Project Director; Director, Public Health; Nurse; Social Development Director; Activist on Border and Immigrations Issues in New Mexico; English Instructor	Resource Management Project Coordinator; Physician; Senior Regional Manager of Water, Sanitation and Hygiene; Healthcare Coordinator; Youth Outreach Coordinator; Social Worker; Biodiversity Development Officer; Block Development Officer; Country Program Site Director; Development Specialist; English Instructor; Volunteer, Development Officer; Health Deputy Director
Serving These Organizations:	Cabin Creek Health Consortium, CARE International, Central Himalayan Rural Action Group, Future Generations China, Future Generations North Mountain, Heiltsuk Tribal Council, Partnership of African American Churches	An Giang University, Building With Books, Community Health Development ,Mulago Hospital, Future Generations India, Heiltsuk Tribal Council, Rural Development Services Center, Slunakov Environmental Education Center, Tarayana Foundation, World Relief Child Survival Program—Africa, World Relief Child Survival Program—Cambodia	Africa 2000 Network, BRAC-Bangladesh, Care of Afghan Families in Afghanistan, Community Based Rural Health Care—Afghanistan, Comprehensive Rural Health Project—India, Future Generations Afghanistan, Future Generations China, Future Generations Peru, Hope Corner, Hospital Municipal Modelo Corea in Bolivia, Medical Refresher Course for Afghans, Methodist Health Service—Bolivia, Peace and Justice Center, Philly Orchard Project, Royal Society for the Protection of Nature—Bhutan, Society for Education, Action and Research in Community Health

Following the January 28, 2007 award of Initial Candidacy Status, the Graduate School Board of Trustees took immediate action. Continued actions have followed as indicated below.

January 28, 2008	Candidacy for Accreditation received.
March 2008	Registrar maps out continuing actions needed.
May 2008	Board of Trustees takes series of actions to legally separate the two institutions.
June 2008	Faculty College creates plan to implement assurance and advancement recommendations.
August 2008	Dean initiates strategic planning process.
September 2008	Strategic planning moves forward on the Moodle interactive online platform.
October 2008	President establishes the self-study team with the President as chair. Dean and Registrar are co-coordinators.
November 2008	Dean submits a draft Strategic Plan and Faculty Handbook to Board of Trustees (Board of Trustees will send back suggestions on both documents).
January 2009	For personal reasons, Dean resigns—President takes over as Acting Dean.
	Intensive work begins on the preparation of the self-study.
February 2009	Thomas Acker, S.J. accepts appointment as Dean.
March 2009	The institution attends the Higher Learning Commission annual meeting in Chicago
	Self-study team members are all working on their respective criteria.
May 2009	Graduate School Board of Trustees reviews status, approves all foundational adjustments being made in the program.

As discussed with the Higher Learning Commission Ruling Board when Initial Candidacy Status was awarded on January 28, 2007, it was in the interest of the Future Generations Graduate School to move as rapidly as possible toward accredited status. By the time of Initial Candidacy, the Graduate School had already accomplished many of the accreditation requirements and full accreditation will substantially facilitate recruitment and fund-raising.

To write the Self-Study, given the small size and dispersed locations of the faculty and

staff, the President did not appoint subcommittees for each criterion, but empowered the team to engage whatever parts of the organization were needed to address pertinent issues. The result was that some individuals (for example Traci Hickson and Damian Christey in the Communications Division) were working as members of multiple criteria.

Self-Study Committee Responsibilities (by Members)
Self-Study Committee Chair: Daniel Taylor (President)
Self-Study Co-coordinator: Tom Acker (Dean)
Self-Study Co-coordinator: Christie Hand (Registrar)
Criterion 1   Mission and Integrity: Chris Cluett (Chair, Board of Trustees)
Criterion 2   Preparing for the Future: Jason Calder (Faculty) and Randy Brandt
            (Comptroller)
Criterion 3   Student Learning and Effective Teaching: Dan Wessner (Faculty)
Criterion 4   Acquisition, Discovery and Application of Knowledge: Mike Rechlin
            (Faculty) and LeeAnn Shreve (Director of Admissions)
Criterion 5   Engagement and Service: Christie Hand (Registrar)
Federal compliance: LeeAnn Shreve (Director of Admissions)

The preparation of the Self-Study involved three modes of interaction. First, the Self-Study team held special meetings on roughly a bimonthly basis. Also, time was allocated at annual international staff meetings, at faculty meetings, and at meetings of the Board of Trustees to gather information and update these internal constituencies on the Self-Study process. Finally, the 2008 and 2009 annual meetings of the Faculty College included working sessions where the faculty was actively engaged in the Self-Study process.

During their United States and Peru residentials, students from Class Three were involved in the process through formal surveys and accreditation group discussions. Alumni of Classes One and Two participated in a formal survey and informal interviews with Steering Committee members. The process worked toward a discussion of each criterion and its core components, including identification, evaluation, and documentation on Future Generations status in reference to the criteria, finally identifying opportunities for improvement. These opportunities for improvement inform both this Self-Study and also the Strategic Plan.

To facilitate discussions with the far-flung faculty and staff of Future Generations, an online space, using Moodle, was set up with faculty and field campus directors enrolled as students. This allowed Steering Committee members to post announcements and open discussion forums on Self-Study topics. In addition to the Self-Study process, Moodle was also used to coordinate faculty planning in creating the Graduate School's Strategic Plan (exhibit 1.5). The Strategic Plan was given a very large place in the year's work—after five years there was a base of evidence to use to suggest what was working and not working in this innovative graduate school's design, and also with full accreditation approaching the Trustees believed that as firm a position as possible should be stated for future growth. Ultimately, preparation of the new Strategic Plan consumed more than half a year. This careful planning process has greatly helped the Self-Study writing process. Moreover, the intense dialogue that was engendered helped to create a campus atmosphere among our globally scattered constituents, sharing ideas between academic and research sites.

The following objectives were approved for the Self-Study process:

1. Practice what we preach. A central tenet of the work of Future Generations is that decisionmaking should be based on information that is locally gathered and owned. In keeping with Seed-Scale, the particular process advocated is described through the acronym SEED, which stands for Self-Evaluation for Effective Decision making. Future Generations has been very intentional in its self-evaluation. Iteration upon iteration, evaluation has occurred, the curriculum and pedagogy improved. We expect this steady evolution to continue—it is what we tell others to do, and so it is what we are doing ourselves. We are fortunate to have the Seed-Scale process to guide; it allows the institution to accomplish the HLC objectives of AQIP even though the institution is not at this time operating under those.

   Specifically, the four principles of Seed-Scale take form in the operations of the Future Generations Graduate School in:
   - Building from success. Determine and strengthen what is working, pointedly building up places of excellence rather than trying to solve all its needs.
   - Three-way partnership. Identify resources available to the communities (financial, information, human, infrastructure) with which students work.
   - Evidence-based decisions. Establish evidence-grounded systems that students and their communities can use rather than promoting state-of-art evidence systems.
   - Behavior change. Effect new behaviors among graduates that promote change in their communities through empowerment rather than control as is a more typical result of professional training.

2. Design and project a program based around fiscal security. In a global climate of financial meltdown where much of American higher education has experienced unanticipated difficulty, fiscal security will involve both careful financial management (minimizing the costs of physical campus and operations), and innovative fund raising (broadening the conventional basis of tuition payment and building an endowment). The financial support base created is worth noting as it has several remarkable features: without a physical campus the Graduate School has created a low-cost operational structure; its community-focused student body promotes community support for tuition, thus expanding the base of who pays the tuition costs, and for a new graduate school, the approximate $5 million endowment is substantial.

3. Assist Future Generations Graduate School as it partners with a growing and more effective international coalition of organizations within a Web-like community of learners.

4. Assess the Future Generations graduate program against recognized norms and standards for U.S. graduate-level education.

5. Support the Graduate School as it seeks to integrate scholarly research and reflection with the scaling up of equitable community change, development, and nature conservation.
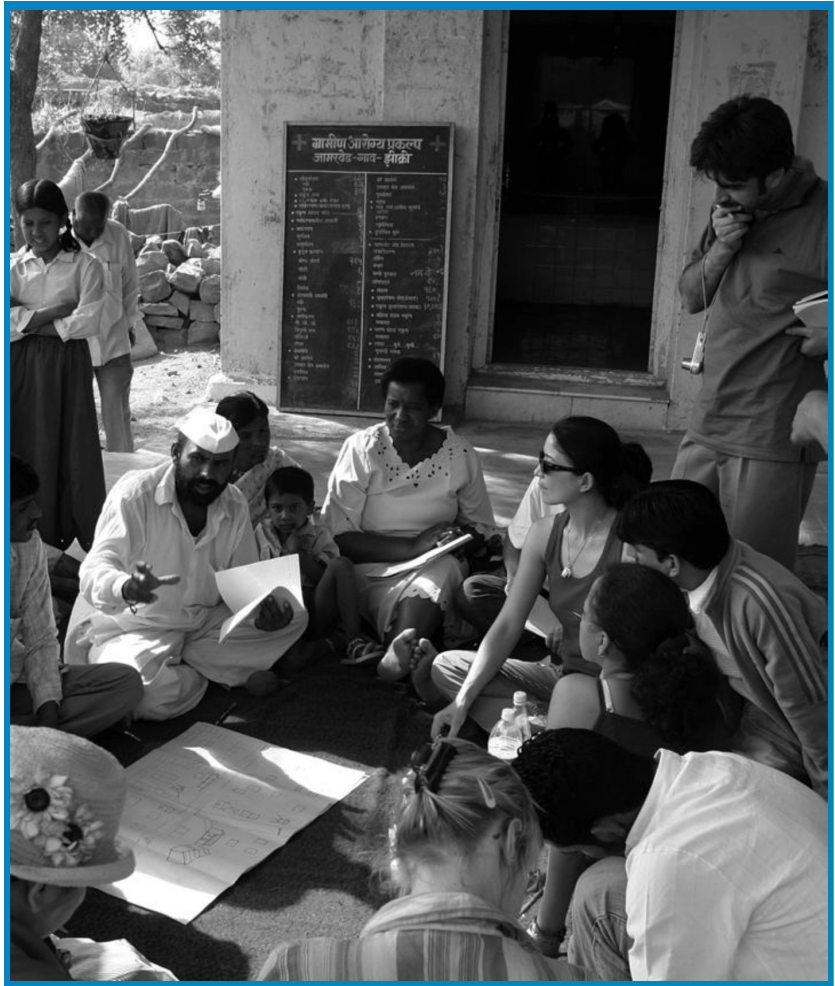
Chapter Two

Criterion One
Mission and Integrity

Integrity pervades every aspect of the management and operations of Future Generations. It is about being what you say you are and doing what you say you will do. It is about being a trustworthy partner in societal development and a responsible steward for "generations yet to come."

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

Introduction

Future Generations Graduate School is a mission-driven organization that was blessed with flexible start-up funds allowing a specific mission focus and insistence on integrity as mandated by the Board of Trustees. Future Generations was in a privileged position when it created its Graduate School—the greatest privilege was being permitted "to do the right thing" in program design, in hiring faculty, looking around the world for the best students, and connecting the education with the needs of the world at the community level.

The Mission Statement of Future Generations as approved by the Board of Trustees is:

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

This mission reflects the integrated educational purpose of both the civil society organization (CSO) and the Graduate School. It was developed over a three-year period during which the organization systematically put in place a vision of delivery of results through education, the funding base for the new graduate school,, and its innovative pedagogical approach. It was important for Future Generations to create a clear and strong mission statement to guide development of an academic degree-granting program. A series of innovations resulted to develop and apply a creative blended learning approach and to efficiently utilize the institution's financial, time, and personnel resources. Today, Future Generations Graduate School attracts students, faculty, staff, field workers, and educational partners because they believe in its mission and organizational goals. As the organization evolves in the future, and as the need may arise, the Mission Statement will be re-examined and perhaps updated.

The Vision Statement of Future Generations that evolved during this same Board-led process compliments and supports its Mission Statement. The Vision Statement is:

> F*uture Generations was established in 1992 with the belief that community-based change was a proven alternative path to international development. Future Generations 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 local successes into large-scale social transformation in their own countries.

Integrity pervades every aspect of the management and operations of Future Generations. It is about being what you say you are and doing what you say you will do. It is about being a trustworthy partner in societal development and a responsible steward for "generations yet to come," as the conclusion of our Mission Statement stipulates. Future Generations serves a constituency that, like its Board of Trustees, knows the organization and also demands integrity. As an organization that relies on donor funding to support its mission, including scholarship support for its student body, Future Generations depends on integrity to guarantee that funding base. Donors not only follow the money flow from gift to execution, they also monitor for leanness and efficiency in administration, making Future Generations an organization that is able to conduct worldwide programs on a modest budget.

Such a focus on integrity shows in institutional products—from an annual report that gives facts, not hype, to a location in the Potomac Highlands of West Virginia that shows our commitment to communities in need and people-managed protected areas; to an office building that is at the cutting edge of environmental responsibility; to the work habits of all institutional staff, who find themselves often voluntarily working extra hours on inconvenient time zones to back up students and colleagues all around the planet. It is this visible track record of integrity and efficiency that has led to uncommon cooperative agreements for our sister organization the CSO with the governments of India, Tibet/China, Peru, and Afghanistan. These governments would not have agreed to these special relationships unless this organization was perceived as fully trustworthy and delivering what it promised. Future Generations succeeds because it conceives innovative ideas and reliably delivers on these ideas. Seventeen years of proof is reflected in the successes of our fieldwork and the appreciation of our partners.

Addressing the 2007 HLC Evaluation Review Report

Before we address systematically the core components of Criterion One, we will comment on one specific issue raised by the prior Higher Learning Commission (HLC) Peer Review Team.. This was an "Assurance" requirement—and it stipulated clear separation between Future Generations the Graduate School and Future Generations the CSO, specifically separation in governance and finances.

The Boards of Trustees and the administration of both the Future Generations Graduate School and Future Generations the CSO recognize the importance of a clear separation between the organizations while also preserving the important synergy between these two organizational entities. The Board acted promptly and decisively in response to the recommendations of the Higher Learning Commission's evaluation in 2007 to establish and communicate a clear separation between the two entities.. These actions included:

- A separation of membership of the two boards, where at least 51 percent of each Board must sit only on that Board. Joint board membership is given to the President and Board chairs (sitting *ex officio*); in addition, the founder of both

organizations sits as a full member, and possibly an additional member can also sit on both Boards as long as the total number does not exceed 49 percent. In this amendment to the bylaws, the total number of possible trustees on each board was raised to eleven.

- A separation of finances occurred in stepwise process. In FY 2007, the institution continued its prior practice of combined books, but set up the frameworks for separation of budgets and accounts in FY 2008, continuing the practice of a joint audit. In FY 2009, the Graduate School and CSO budgets are separate and there will be separate audits. (The 2009 audit will be available at the time of the peer review site visit in October; the institutional fiscal year ends June 30, and it will take four months before the auditor completes the audit.) In FY 2010 and years following, the practice of separate budgets and separate audits will continue. In FY 2008, the five institutional endowments were also separated with four of them being assigned to the Graduate School.

This Self-Study now responds to the core components mandated for Criterion One. This Self-Study now responds to the core components mandated for Criterion One.

Core Component 1.a The organization's mission documents are clear and articulate publicly the organization's commitments.

The Mission and Vision for the organization evolved from a diversity of disciplinary approaches to development and conservation, encompassing the environmental, social, political, and economic sciences. The organization's initial statement of purpose (when it was only a CSO) at its founding in 1992 was to:

> *Identify and inform others of examples that enhance an enduring earth, and incubate demonstration projects that promote the learning of peoples, regeneration of the environment, and improvement of human welfare.*

The seeds of the present mission and vision can be seen in the recognition that learning was an essential component of the role that Future Generations plays in developing countries as well as a necessary factor contributing to global sustainable development. The country programs in India, China, the Tibet Autonomous Region of China, Afghanistan, and Peru were established to further this purpose through research and demonstration projects. The organization has now evolved to place a more substantial emphasis on teaching and learning. The master's program is the most recent manifestation of its steady evolution.

Formally initiated in 2003 and drawing on earlier discussions, the master's program furthers Future Generations mission by providing an educational opportunity for development practitioners. The school also promotes research, demonstration, and teaching. The Graduate School is a means to achieving Future Generations vision of 100 nodes of change by educating leaders who can and will make a scalable and sustainable difference in their communities and the world. It is not expected that all 100 of these nodes of change will be Future Generations programs, indeed many will be partner organizations such as two of our partners in India (the Comprehensive Rural Health Programme and the Society for Education, Action, Research in Community Health), but

it is expected (and present trends support) that a global web of cooperating organizations pursuing a similar applied social change agenda will result.

By creating substantial numbers of committed partners, Future Generations vision seeks a global shift in practice that promotes more effective interactions 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 and help mobilize community energy into large-scale social transformation in their own countries.

This vision was approved by the Board, as documented in the Organizational Alignment and Plan of Action 2005–2015, published in the 2005 Annual Report (exhibit 2.1) and is available to the public on the Future Generations Web site, and in the master's program catalog.

To fulfill its Mission through structures and processes, as promised in the Future Generations annual reports, the organization has identified five crosscutting institutional goals that connect the work of all country programs and the master's program.

Promote Equity and Empowerment. The work of Future Generations seeks to advance the lives of the most marginalized peoples of the world through a process that promotes equity and empowerment within communities. Embedded in the promotion of equity is the goal to meet the needs of the world's most poor and isolated peoples. Future Generations pursues this goal as it seeks to work especially with the bottom quintile of the world's most marginalized populations. Embedded in the promotion of empowerment is a recognition that these populations can move forward despite the unlikelihood that they will soon receive developmental services; that regardless of their circumstances, these are communities that have energies, expertise, and resourcefulness within themselves to advance their own lives.

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

Conserve the Land, Air, and Water. Future Generations has a goal to integrate the needs of conservation with the needs of people by including communities as part of the conservation solution. In all of its country programs and the master's curriculum, conservation is a component. The organization works to identify and promote low-cost methods that build the capacity of communities to improve their lives while protecting the earth's life support systems. The goals of conservation are achieved through designing

new approaches to community-based conservation, training partner organizations, and helping communities extend their successes in health and education to address the environmental issues of sanitation, food, and water security.

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

Expand Impact through Education. The mission, vision, strategies, and values of Future Generations are aligned—as noted, this alignment is reflected in our location, buildings, publications, and actions—to extend the organization's impact through the process of education (as contrasted to establishing and managing new programs). Even within the sister CSO's country program operations, emphasis is placed on training and building the capacity of partner communities, organizations, and governments.

In addition to the above five goals, which are shared by the Graduate School and the CSO, Future Generations has established four academic goals to guide the conduct of the Graduate School in support of the organization's mission and vision. These are the following:

1. To create a borderless community of lifelong learners, committed through a compact of accountability, to lead engaged lives while fostering community change and conservation. Future Generations invites its graduates to join the growing web of development and community change practitioners who make up the 100 nodes of change. It aims to support the extension of that web through both their practical projects and through their contributions to advancing the theory of community change.

2. To offer a rigorous academic program that prepares students to integrate scholarly research with learning from success stories derived from the organization's community development experiences. By offering a rigorous scholarly academic program to development practitioners, the Future Generations Graduate School enables its students and graduates to appreciate local knowledge while also accessing a world body of literature on best practices in community change and conservation.

3. To offer development practitioners an advanced degree program that allows them to study and learn while remaining connected to their communities and their positions of employment. A key feature of the Future Generations Graduate School is that is does not remove students from their communities and the richness of their home and work lives as the base for learning. Instead, it enables them to pursue advanced studies while enhancing their connections to those communities and teaching them how to learn in and from these settings. This

instructional model not only is a strong form of education but also helps answer the problems common in many higher educational programs of the "brain drain" and over-stayed student visas. In this program, students are exposed to the world, but they do not leave their communities. Rather, they are learning from world skills and knowledge that they can transfer to their communities. They are not faced with the dilemma of questioning if they should, in fact, return home. In fact, up to this point all alumni have remained in their communities as agents of positive change.

4. To offer short-term, skill-specific, certificate or academic credit programs in community change, community conservation, and in the Seed-Scale methodology or in other products of the Graduate School's parallel research activities (for example, peace building or community-based primary health care). The Graduate School offers diverse academic and practical training programs, recognizing the diversity of learners with which we associate and taking specific sub-areas of institutional expertise to those who desire to learn.

The student learning objectives are directly aligned with the mission, vision, and core values of the Graduate School. The courses are designed to address these learning objectives and reflect this synergy in the course syllabi. Learning objectives are available to prospective students in the hard copy catalog they receive (exhibit 2.2) and to the public through the online catalogue at www.future.org.

Evaluation of Core Component 1.a

Five years ago, Future Generations "set sail on a new tack," and under a Board directive began to change from a CSO running projects in the field to also being an educational institution that offers a master's program and is developing systematically a larger graduate program of training and research. The organization did this in the belief that education is the best way for it to expand and sustain change. Future Generations updated its Mission Statement and began phasing field activities into its terms. This required a philosophical shift from doing a project or field activity to establishing a demonstration, conducting action research to evaluate that demonstration, and then setting up instructional programs to extend that learning. The President and the Boards of Trustees of the two institutions are committed to this change, and have worked hard to put in place a set of documents that flow from the mission and vision and address that change. This growth in the organization is expected to continue to evolve because of the nature of our educational program within the Future Generations family of organizations in a growing number of countries and to our external constituencies.

Core Component 1.b In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The head of a New York State agency was struck by the diversity of the Future Generations student body. When scheduling a visit for the Adirondack portion of the U.S. residential program, he remarked, "What have you got here, the United Nations?" The Future Generations Graduate School might very well comprise the most diverse student body of any U.S.-based graduate program. Class Two was made up of 18 students, from 14 countries, speaking 8 native languages, practicing 7 religions, and Class Three had 16

students, from 10 countries, speaking 12 native languages, and practicing 6 religions. As of this writing, Class Four applicants include 22 students representing 12 countries and 12 different native languages. (The class begins January 2010, so final student admissions are still growing.) From Class One through the applicants for Class Four, 24 individual countries are represented: Afghanistan, Bangladesh, Bhutan, Bolivia, Cambodia, China, Czech Republic, Egypt, Ethiopia, Ghana, Guyana, Haiti, India, Indonesia, Mozambique, Nepal, Nigeria, Pakistan, Peru, Rwanda, Uganda, United States, Vietnam, and Zambia.

The Future Generations Vision Statement calls for "… evolving more effective practices that fit local ecology, culture, and economy." The second sentence of the Mission Statement begins, "As an international school for communities…." Both goals speak to the international and diverse nature of the organization, as does the Values Statement, which says of Future Generations, "It recognizes the dignity of every human being."

Its country programs and the Graduate School student body are proof that Future Generations serves a global society. Its institutional goals are universal, addressing issues of empowerment, valuing women, and protecting the environment. With a reach that is worldwide and serving constituencies from villages in Peru to Tibet/China, Future Generations embraces the widest aspects of diversity. Among the values communicated in the Faculty Handbook is this statement of the value of diversity: "We value Future Generations as a learning organization that nurtures and draws benefit from its diversity."

Both the catalog and the Student Handbook include the institution's nondiscrimination policy. "Future Generations admits students of any race, gender, sexual orientation, religion, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students enrolled in the program. It does not discriminate on the basis of race, gender, sexual orientation, religion, creed, and national or ethnic origin in administration of its educational policies, admissions policies, financial aid, and other related programs."

Students in the program grow in their knowledge and appreciation for other cultures in the on-site residential programs. They are living with, traveling with, eating with, and becoming lifelong friends and co-learners with classmates from around the world. These residential programs are a powerful form of diversity training, but it is not automatic. It takes time for the students to break out of cultural shells and to begin to embrace others from totally different cultural contexts. Fundamental new ways of learning to work and live together must be internalized. By graduation, students will often list the learning they gained by being with each other as a high point in their educational experience. The Future Generations faculty strive to encourage and facilitate students' ability to benefit from this diversity.

In the curriculum, up to two credits may be earned through the Inter-Cultural Communicative Competence (IC3) language and cross-cultural literacy program. (Promotion of IC3 is being done by the graduate school because many language instruction programs are culture dependent.) In traditional educational structures, intercultural learning is less of an issue because the inside-the-walls campus life requires that students adapt to the dominant culture. By contrast, the residential programs of the blended learning pedagogy used by the Future Generations Graduate School places students from many cultures together in a globally shifting culture where at least three

out of the four sites are not their own. Using online IC3 modules, students engage in a dialogue that not only strengthens their English language skills but also builds their cross-cultural skills. (For details on IC3, see http://www.emu.edu/ic3/.) Native and accomplished English speakers choose another language to learn.

Recognizing the diversity of educational backgrounds of our students, the graduate program calls for faculty advisors to work individually with each student to design their student-learning plans (exhibit 2.3). Student learning plans are developed during the first residential. They tailor the program to meet the needs of each student and of his or her community.

Evaluation of Core Component 1.b

The Future Generations program likely embraces as much student diversity in race, ethnic origin, culture, religion, and learning background as any institution of higher education in the United States. As we grow, we intend that our faculty, staff and Board of Trustees mirror that level of student diversity and fully capitalize on the value that such extensive diversity brings to the organization.

Core Component 1.c Understanding of and support for the mission pervade the organization.

Future Generations Mission and Vision statements are fully available to the Board, staff, faculty, prospective and current students, and members of the public. They are on the institutional Web site at www.future.org, in the master's program catalog, and are in the Future Generations annual reports from 2003 to the present (exhibit 2.4). Both the Graduate School and the CSO post the first key sentence of the mission in their offices and ask staff and faculty to commit it to memory.

The Mission Statement is supported in the graduate program through a statement of core values that the program promotes and which it expects students, faculty, staff, Board, and administration to share. These values are expressed in the Future Generations Code of Ethics, initially presented to the Board in the December 2006 meeting (exhibit 2.5). They are also reflected in the Policy and Procedures Manual that is distributed to all staff (exhibit 2.6).

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

Working with the President, the North Mountain based faculty and staff have been intimately involved with drafting and reviewing mission documents before they are presented to the Board of Trustees. Exhibit 2.7 shows notes from staff discussions that illustrate staff input concerning the mission documents. Documents are reviewed by the board and then, as needed, returned to the staff when adjustments are needed, reflecting a

healthy and lively exchange of information and ideas throughout the organization.

Future Generations is an organization with a global reach. The country program offices in Afghanistan, Tibet/China, India, and Peru are staffed with individuals who are strongly committed to the mission and vision of the organization. The mission and vision of the two U.S.-based organizations, however, are not expected to be those of the country-based organizations. Each country needs to focus its statements around what fits its cultural, economic, and environmental priorities. The resulting mission statements, however, fit well with the U.S. statements, creating a synergistic global partnership. The country Mission Statements are as follows:

> Future Generations Afghanistan: To strengthen the resourcefulness of communities, ensure community ownership, and promote partnerships with government for a secure, equitable, and sustainable future.

> Future Generations Arunachal (India): To mobilize human energy for community development and conservation statewide.

> Future Generations Canada: To stimulate and assist rural communities in Afghanistan as they work toward a better standard of living for their people.

> Future Generations China: To ensure lasting livelihoods for a sustainable China.

> Future Generations India: (Currently under revision)

> Future Generations Peru: To strengthen collaborative management between communities and government for equitable and sustainable solutions in health and development.

Evaluation of Core Component 1.c

With a close and continuing working relationship with graduates of the master's program, Future Generations has an expanding network of contacts and programs that support the educational focus of its mission. To create a more thorough awareness of the organizational mission, the first sentence of the Mission Statement has been displayed in the North Mountain office, and in the administrative offices of country programs.

Core Component 1.d The organization's governance and administrative structures promote leadership and support collaborative processes that enable the organization to fulfill its mission.

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

Over the last five years, Future Generations has moved through a major organizational

transition and in the course of that has sought to examine and clarify its mission documents. An April 2005 consultation by the Atlanta based firm Project Resources Group pointed out the "presentational" issues with getting the Future Generations message across to prospective donors. In the review of the Future Generations Program Information Forum (PIF), the HLC eligibility reviewers commented on a number of points that the program did not articulate clearly. In response to this, the Board of Trustees worked on clarifying and making more prominent the organization's mission documents. There has been an ensuing major focus on restructuring the whole public image, examining "tag lines" and context as well as looking at optimal use of specific communications tools such as the Annual Report and the ever-growing importance of the Internet (where four different platform structures were experimented with over these five years).

The Future Generations Graduate School employs a total of 24 people, including faculty, staff, and administrative staff. Some of these employees also work in support of the operation of the CSO. The two organizations have similar or overlapping administrative structures. As is appropriate in a small institution, Future Generations has a flat administration without encumbering layers of authority, and offering a highly participatory environment for all employees across levels.

Administrative Structure

The President is responsible for the overall administration of both the Future Generations Graduate School and the CSO. The President is also an *ex officio* member of the Boards of both organizations.

The country programs in Peru, Tibet/China, and Afghanistan each have country directors, all hired by Future Generations headquarters and seconded to the respective country offices. In India, there are two autonomous Future Generations organizations. There are two overlapping members on the governing boards of either of these organizations, but there is no overlapping membership with the U.S. organizations, although this may change in the future. There is a high degree of coordination and cooperation between the two India-based organizations.

The executive vice president of the CSO and the comptroller (both of whom report to the President) manage relations and finances with each of these country programs. Country directors have independent authority as long as they support the agreed strategic plans, budgets, and mission of Future Generations.

In addition to the four directly connected country programs, there is Future Generations Canada, which is an affiliated organization, with shared mission and operating principles, which is autonomous under its own Board of Governors, and has currently as its primary mission the support of work in Afghanistan. A Board member of Future Generations Canada is an Emerita Trustee of Future Generations.

The dean of the Graduate School (who is also its chief operating officer) reports directly to the President. The Graduate School also has an admissions director and a registrar. Currently vacant are positions that include the director of academic programs and the research director, both with responsibilities solely dedicated to the master's program. In

addition, the Carnegie project director is within the Graduate School and reports to the dean. The faculty is currently made up of three endowed professors, two CSO employees with teaching responsibilities, eight adjunct faculty, two country directors with teaching responsibilities, and two special instructors (exhibit 2.8).

Weekly staff meetings are held to discuss matters pertaining to the CSO and the Graduate School (exhibit 2.9). All employees at the North Mountain campus attend these meetings. Meetings are very open and democratic. Issues are brought to the floor and everyone has an opportunity to contribute to the discussions.

The Academic Council handles matters pertaining solely to operations of the Graduate School. The Council is made up of the President, the dean of the Graduate School, comptroller, and the director of academic programs. The registrar is a nonvoting secretary.

There is an international staff meeting held each May at the North Mountain campus. Attending this meeting are country program directors and, sometimes, additional country staff. The international staff meeting is held immediately prior to the May Board of Trustees meeting to maintain a close understanding and relationship between the globally dispersed staff and two Boards.

Governance Structure

 In January 2006, the Graduate School was incorporated as a separate legal entity with its own eleven-member Board of Trustees. On July 1, 2006, the Graduate School began its legal operations. The first autonomous meeting of its new Board of Trustees was in December 2, 2006. As noted above, 51 percent of the Boards are separate but at the minority level have interlocking memberships. Details on the separation of these two Boards have been provided.

Faculty meetings are called and presided over by the dean of the Graduate School. Quarterly faculty meetings are held that include North Mountain resident faculty, full-time faculty not resident at North Mountain (by teleconference), and selected adjunct faculty. Adjuncts invited to join would be those relevant to the issues being discussed. Graduate School issues are discussed at the weekly staff meetings.

Faculty members who are involved in a residential program meet toward the end of that program to discuss and evaluate the residential. These "end of residential" meetings are used to debrief on the residential program and bring program development, curricular, and policy issues to the forefront.

The annual Faculty College is held each May in conjunction with the international staff meeting and meeting of the Board of Trustees (or at some other appropriate time). The Faculty College includes a faculty meeting and a faculty development workshop. The college is attended by endowed professors, full-time faculty, and concerned part-time faculty. Major curricular and Graduate School policy changes are discussed. Policy changes are passed as recommendations to the President, and actions requiring Board approval are forwarded to whichever Board is appropriate depending upon whether it is Graduate School or CSO action.

The consecutively held international staff meeting, Faculty College, and Board of Trustees

meetings provide an opportunity to bring representatives of the full Future Generations family together. Faculty, staff, and trustees attend different parts of all three meetings and have the opportunity to provide direct input into those discussions. In formal meetings and informal social events, issues are brought up, opinions heard, and relationships developed.

Evaluation of Core Component 1.d

Future Generations has a "flat" organizational structure, and it is run in a democratic fashion. Decisions often are made by consensus: everyone around the table at staff meetings, for example, from President to secretary. Other decisions, such as those about personnel or budget, are made by the person responsible after consultation among appropriate colleagues. Future Generations encourages leadership and values innovation. If someone has an idea and consensus is reached, then leadership is passed to the originator or appropriate person for implementation. A second operating tenet is that "no one is fired for taking action when operational conditions call for a decision." This promotes appropriate risk-taking and initiative by staff.

Core Component 1.e The organization upholds and protects its integrity.

Future Generations is an organization that holds itself to the highest standard of integrity in its relationships with its external constituencies as well as its students. Proof of this integrity to constituents is shown in the special positions of its country programs. Future Generations was one of the first conservation and development organizations granted permission to operate in Tibet/China, developing a relationship with government and local leaders that allowed it to lead in the establishment of the Quomolangma (Mt. Everest) National Nature Preserve. Arunachal Pradesh is beyond the "inner line" that was established by the British, and which has been preserved in modern India, to protect the tribal groups that reside in the state. Outsiders cannot go to Arunachal Pradesh—they have to be invited. Future Generations was the first international organization to receive that invitation and remains the only one seven years later.

Institutional integrity rested initially on the reputations of the early associates. As the organization has grown and expanded to include the Graduate School, taking on new faculty and students, its standards of institutional integrity have been codified through the Future Generations Code of Ethics. A similar Code of Conduct has been formulated to guide acceptable student behavior. The Code of Ethics is found in the Faculty Handbook (exhibit 2.10) and the Code of Conduct in the Student Handbook (exhibit 2.11). The Faculty Handbook is explicit regarding the organization's emphasis on integrity and ethical conduct, and it states: "*The successful professional operation and reputation of Future Generations is built upon the principles of fair dealing and ethical conduct of employees. The institution's reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity. … At all levels of the organization we promote integrity, competence, and transparency in support of our strategies. All members of the organization will conduct themselves in a fair, respectful and trustworthy manner.*"

An external audit of Future Generations is conducted annually by the firm of Martin, Beachy and Arehart, Certified Public Accountants, of Harrisonburg, Virginia. This audit

ensures external constituencies that Future Generations is conducting its business in a transparent and ethical manner. It also ensures government agencies, foundations and private philanthropies that their funds are being responsibly managed and properly spent. In addition, the treasurer of the Board of Trustees regularly meets with the comptroller (independent of the President) to review financial status in detail.

A formal and publicized grievance procedure is necessary to assure the fair resolution of student-related problems. This was formalized and presented to Class Two during their Peru residential and the practice was then made available to Class Three beginning on its first day. After receiving student input, the grievance procedure was revised and incorporated into the Student Handbook (exhibit 2.12).

Separate from student grievance is the need for clear policies to consider student requests for exemptions from existing policies. All student requests for policy exemptions are directed to the Academic Council. Although Future Generations policies should be applicable to most situations, there are times when exceptions need to be made. By offering this channel through the Academic Council, Future Generations guarantees the integrity of its programs and policies, replacing subjective decision making with a transparent process to assure fairness in dealing with all student matters, but also accommodates special circumstances. This process has been used to address grievances and policy exemptions beginning with the U.S. and Peru residentials for Class Two (exhibit 2.13).

Student comments and concerns are also heard in open debriefing sessions at the end of each residential program. Given the nature of travel and living conditions in the parts of the world utilized by the program, these concerns often can take on a wide range and magnitude of issues. Whereas students at a U.S.-based college might complain that the bed was not comfortable, those participating on a trip to some areas of Arunachal Pradesh might complain that there was no bed. As outlined in Criterion 5, the Graduate School staff is responsive to critiques heard during these debriefing sessions, making changes where appropriate. Graduate school trustees have also been able to meet with students during the residentials, allowing for informal interaction and appraisal.

Evaluation of Core Component 1.e.

Future Generations employees are committed to act in an ethical manner and to uphold the integrity of the organization. As part of its growth, Future Generations recognized the need to codify many of its informal policies and procedures. It has done this through the creation of its Policies and Procedures Manual, Student Handbook, Faculty Handbook, and an institutional Code of Ethics. This codification of policies assures full disclosure and understanding, and equity in the organization's relations with faculty, staff, and students. With the development of the Graduate School research programs, the institution recognized the need for and created an Institutional Review Board (IRB) to assure adherence to the highest of ethical standards in our faculty and student research. A member of the Board sits on the IRB.

Conclusions

Future Generations is a mission-centered organization that has systematically codified policies and aligned its mission documents. Given the new academic territory the

organization has entered, this process has necessitated experimentation and revision utilizing a blended learning pedagogy, shaping a global classroom, enrolling a diverse international student body, and focusing on applied education. Ultimately communities are taught through the students enrolled in the Future Generations Graduate School programs—this is a new audience for higher education and represents exciting potential for extending graduate education in an applied manner.

The purpose of forming the Graduate School was to support Future Generations mission and move toward achieving a collaborative international vision of promoting ongoing learning by 100 international nodes of change. Those associated with Future Generations are strongly committed to a model of community change that integrates environmental sustainability with economic and social development. They believe that this approach will direct the energy of people in a positive way, without creating dependencies, and thus lead to more effective development of communities.

Future Generations has a strong institutional mission and has taken positive steps to assure adherence to the mission, including guiding the development of presentation materials, the formatting and content of the Annual Report, and the presentation offered on the Future Generations Web site.

Additionally, the organization has codified its policies and procedures. These are set forth in the Policies and Procedures Manual, the Faculty Handbook, and the Student Handbook. All these documents are subjected to Board and faculty review and also have been adjusted based on student input. These policies will be continually assessed and revised over time.

Future Generations is developing a comprehensive institutional system of assessment, which will document adherence to the Mission Statement and progress toward the goals of the Vision Statement. Part of this assessment process is focused on developing more useful measurement indicators, as the metrics in current use do not comprehensively assess many of Future Generations activities. To better focus on assessment, a priority will be to hire a new director of research, to fill a position that recently became vacant.

Future Generations recognizes the need to enhance the diversity in its faculty, staff, and Board of Trustees. Future hires and appointments will place importance on diversity as a criterion.

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

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- 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.[1] The Commission recognizes that the interconnectedness of the goals demands that today's effective development practitioner requires:

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[1] 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	*Principal Professor* Graduate School of Public Health and Administration Cayetano Heredia University	Lima, Peru
Elaine Zook Barge		Virginia
Karen Edwards		New York
Robert Fleming, Jr.		Oregon
Frances Fremont-Smith		Beijing, China
Chris Gingrich	*Professor of Business and Economics* Eastern Mennonite University	Virginia
Dorothy Knapp		Maine
Benjamin Lozare	*Senior Associate & Associate Professor* Bloomberg School of Public Health Johns Hopkins University	Maryland
Sheila McKean		La Paz, Bolivia
Henry Mosley	*Professor Emeritus* Bloomberg School of Public Health Johns Hopkins University	Maryland
Henry Perry	*Adjunct Professor* Rollins School of Public Health Emory University *Associate* Bloomberg School of Public Health Johns Hopkins University	Maryland
Mike Rechlin	*Professor of Biology and Natural Resources* Principia College *Research Affiliate* School of Forestry and Environmental Studies Yale University	Illinois
Daniel Robison		La Paz, Bolivia
Lisa Schirch	*Associate Professor of Peacebuilding* Eastern Mennonite University	Virginia
Carl Taylor	*Professor Emeritus* Bloomberg School of Public Health Johns Hopkins University	Maryland
Daniel Taylor	*Senior Associate* Bloomberg School of Public Health Johns Hopkins University	West Virginia
Carolyn Yoder	*Director, Strategies for Trauma Awareness and Resilience (STAR) Program* Eastern Mennonite University	Virginia
Dan Wessner	*Director, Master's in Development Practice* *Josef Korbel School of International Studies* 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**. E**X**it interviews at the end of each residential course of study lead to a follow-up meeting of professors and staff. Each **P**rofessor evaluates whether his or her course has achieved its learning outcomes. **R**eview by the dean of online student evaluations provides professors direct feedback on each course. Professors assess **S**tudent 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

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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).

Criterion Three
Student Learning and Effective Teaching

Through the three components of blended learning, applied field-based instruction is combined with a multi-disciplinary curriculum spanning health, conservation, and social science. Blended learning is a powerful, flexible instructional tool, providing the pedagogical foundation of each course.

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

The Future Generations master's of arts program in Applied Community Change and Conservation provides effective teaching and learning for students who gain knowledge, values, and skills and become well-grounded generalists in diverse vocations of sustainable development. This section explains the relationship between the organization's mission, its blended learning pedagogy, and community engagement through an empowering of students as well as their higher education in an "age of global convergence."[1]

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

These eight points of reference in the mission statement guide curricular development and implementation of the blended learning pedagogy:

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

Addressing the 2007 HLC Evaluation Review Report

Before we address systematically the core components of Criterion Three, we will comment on one specific issue raised by the prior Higher Learning Commission (HLC) Peer Review Team. This assurance requirement stipulated a greater effort be made to develop assessment tools and use them to connect learning objectives with the learning process. Future Generations already possessed an assessment method, Self-Evaluation for Effective Decision Making (SEED), which is central to all institutional operations. From this a new tool, termed XPRS, (e**X**it interview, **P**rofessor assessment, **R**eview by administration, and **S**tudent learning assessment) was developed to serve the learning objective assessment requirement.

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[1] Jeffrey D. Sachs, *Common Wealth: Economics for a Crowded Planet* (New York: The Penguin Press, 2008), pp. 18-31.

Through XPRS a standardized process has been created whereby students, faculty, staff, and communities evaluate the effectiveness of the blended learning pedagogy's components of interactive online instruction, site-based residential studies, and applied research in communities.

XPRS grows out of the Self-Evaluation for Effective Decision Making (SEED) process of the Seed-Scale method which underlies the whole organization. SEED utilizes the three-way partnership involved in any change process (in this case students and their communities from the bottom up, graduate school administration from the top down, and the faculty from the outside in) and increases effectiveness through the gathering of evidence and self-driven monitoring. The process is iterative, where a perfect solution is never expected (nor attempted) but each iteration is an improvement and an adjustment to time and resource constraints. Having an in-place assessment process, such as SEED, one that is embedded in all institutional operations and not just student performance assessment, has been extremely beneficial during the recent economic challenges. This feedback loop has allowed the Graduate School to turn a crisis into discipline for growth. A full discussion of SEED is available elsewhere.[2] Application through XPRS is as follows:

X. The entire class joins in open-ended e**X**it interviews at the end of each residential course of study, which lead to a follow-up review and assessment meeting of professors and staff (exhibit 4.1).

P. Each **P**rofessor, in consultation with the dean, evaluates whether his or her course has achieved its stated learning outcomes (exhibit 4.2). Moreover, the annual Faculty College provides a forum for all professors, the staff, and the dean to discuss blended learning pedagogy, teaching activities, applied learning experiences, and new technological and pedagogical pathways (exhibit 4.3).

R. **R**eview by the dean and administration of online student evaluations of teaching effectiveness. This is provided to professors as direct feedback on each course (exhibit 4.4).

S. Professors assess **S**tudent learning through steady feedback on assignments (e.g., essays, projects, presentations, online postings, and exams) and final grades. As each student continues to work on the Practicum across all four terms, he or she learns to dialogue with community, evaluate that relationship, and build upon community-based knowledge and assets. While the Student Learning Plan (SLP) is initially developed in Term I, students revise it each term and use it as a self-evaluative tool. The SLP is submitted to the Practicum professor during Terms I and IV for more formal feedback.

Daniel Taylor-Ide and Carl E. Taylor, *Just and Lasting Change: When Communities Own Their Futures* (Johns Hopkins University Press: Baltimore, 2002), pp 261-282.

Pedagogy of Blended Learning

Through the three components of blended learning, applied field-based instruction is combined with a multi-disciplinary curriculum spanning health, conservation, and social science. Blended learning is a powerful, flexible instructional tool, providing the pedagogical foundation of each course:

a. In the <u>interactive online learning,</u> computer-based communication and instruction draws its strength from student collaboration and personal empowerment.

  i. Students enlist each other's cooperation via interactive online communication, building relationships, and learning during the long stretches between each of the four-month-long residential programs.

  ii. Since this master's is not a campus-based program, students and professors use blended learning to shape the world campus into the classroom. The computer screen helps students interact with each course and one another, supported by an interactive online coordinator and a Web-CT facilitator (exhibit 4.5).

  iii. As faculty members did not earn their degrees with on-line technology, the annual Faculty College provides workshops on how to close the digital divide. Students must study online with classmates, staff, and professors for 20 months of the program's two years (exhibit 4.6).

  iv. Professors utilize diverse telecommunication methods to facilitate learning. Some use e-mail, telephone, and Skype to mentor students directly. Others use threaded dialogue on discussion boards. Most recently, some professors have begun Webinars and learning activities that segue to case studies observed during the site-based residential programs.

  1. For example, during the Term IV course "Synthesis and Integration," students spend two months online and one week together in Kathmandu valley. Each Monday during the online months, students engage assigned readings and questions. Then, two times each Wednesday – 16:00 and 03:00 GMT – they log onto one or two live Webinars wherein a professor facilitates analysis of the reading, a Power Point and video clips, and a running "public chat" recording each class members' questions and comments. The professor "passes the microphone" from student to student so they can verbally address the entire class. Students may also be given the "presentation screen" and assume leadership of the Webinar. Transcripts of each Webinar are posted on Moodle for further class dialogue. Each Saturday, students post their written response to the guiding question and Webinar on a Moodle forum. This nurtures a rich threaded discussion.

b. Since <u>applied research</u> is the critical clinical part of this program, the dean, professors, many field-based practitioners, and all students focus on the applied research task beginning in Term I and ending in Term IV.

  i. Practicum courses take students from basic research design and methods (Term I), to prospectus design (Term II), to two rounds of applied research

(Terms III and IV), to each student's final presentation of research results and community-based work plans for change and conservation (Term IV residential).

ii. Students follow a common syllabus, template, and grading rubric (exhibit 4.7). They also follow developments in one another's practicum projects (exhibit 4.8). While grades are an important part of assessment, the students' focus is on collaborative, not competitive, learning.

iii. Since the Practicum is both scholarly and practical, the dean and students together identify and appoint during Term II local mentors with expertise in each student's field of community research and work. In addition, a faculty member is appointed as an advisor to each student.

iv. The dean leads professors and in-country mentors in a coordinated process of facilitating the students' progress on behalf of community change and conservation.

v. The culmination of this well-researched and analytical work is either a fully documented action plan or a more traditional master's thesis.

c. For effective <u>site-based residential studies</u>, the Future Generations Country Program directors, master's program staff, and professors collaborate to integrate in-class instruction, learning objectives, visits to "best practices" in the field, and cultural/historical attributes of the five countries visited:

i. Since professors and students travel, eat, lodge, study, and research together for four month-long residentials and share 20 months of online interaction, they become a "community of learning". By the end of Term IV students come to understand that they are a global community grounded in shared relations, theory, practice, research, and wisdom and vision.

ii. Teaching and learning effectiveness is discussed driving the winding roads from Ziro to Guwahati in northeast India, canoeing in the Adirondack State Park, train travel from Cuzco to Machu Picchu in Peru, a Sherpa-guided trek up to Namche Bazaar in Nepal, and trans-Himalayan travel from Kathmandu to Rongbuk, Tibet/China at the foot of Mount Everest.

iii. During Term I, students cross central India from Gandhi's Ashram at Sevagram to the northeast tribal state of Arunachal Pradesh. Through the experience of learning in these extraordinary Indian "classrooms" they witness community-based projects that reinforce their book knowledge and online learning. Students thread together philosophical strands presented at Gandhi's Ashram in "Introduction to Community Change and Conservation," applied lessons in health care practices at Jamkhed to state-of-the-art field-based research at Gadchiroli in "Healthy People, Healthy Communities," integrating all these in their community applications in "Practicum: Research Design and Methods." Such threading across courses is held together each term by a further course grounded in that culture that serves as the residential's classroom: "Pedagogy of Place."

Core Component 3.a The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The master's program is the only credit-bearing program offered by the Future Generations Graduate School. Noncredit certificate short courses and workshops are offered through country offices. The Board of Trustees has approved, and plans are underway to offer, for-credit nondegree instruction. This could feed students into the master's program (at the same time letting the school judge the competence of potential applicants), and let Future Generations focus on topics that otherwise are dealt with more generally in the master's degree. Every piece of the Future Generations curriculum, whether degree granting or otherwise, is grounded in the following Statement of Core Values:

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

In developing its assessment of teaching and learning effectiveness, the master's program is moving from complexity to simplicity. It first designed Table 4.1, a matrix of 27 core competencies, concepts, principles, and professional skills based upon the above values (exhibit 4.9). Table 4.2 shows how all courses address these learning objectives. Table 4.3 demonstrates the integration of the eight guiding parts of the institution's mission statement and these learning outcomes.

The master's program is now in the process of restating more simply yet more concretely a new rubric for assessment purposes. Table 4.4 is forward –looking, presenting for the next class the "first reading" of seven simplified learning outcomes that were introduced at the May 2009 Faculty College (exhibit 4.10). Before Class Four of this master's program matriculates in 2010, professors and staff will discuss these learning outcomes further at a specific Faculty College for this purpose. Integrated online assignments, field-based learning activities, and applied research steps will augment this simplified set of learning outcomes.

To understand the growth of this Master's program it needs to be stressed that at the outset in 2003 a very broad range of learning outcomes was sketched—clearly a matrix that consists of a chart 27 by 20 is unwieldy, but it created a framework used through Class Three to better understand the universal nature of our students and graduate program. The Graduate School had to ask the question: do our present courses actually achieve the learning we believe is needed by our very diverse body of students? Now the essential challenge is to simplify these so that effective management can occur with subsequent classes of students.

Table 4.1   LEARNING OUTCOMES, COMPETENCIES, CONCEPTS, PRINCIPLES, AND SKILLS

Core competencies	
1.	Work as a catalyst for change
2.	Provide group facilitation and leadership
3.	Observe and gain confidence in collaborating with communities
4.	Learn to assess community needs
5.	Draft community work plans
6.	Carry out population-based surveys
7.	Use quality improvement techniques
8.	Monitor and evaluate progress
9.	Write project proposals
Core concept and principles	
1.	Ethical standards of community change and conservation including public health ethics
2.	Approaches to community change, including Seed-Scale methodology and nonviolent strategies for change
3.	Local and global application of nature conservation and ecology, including natural resources management and protection
4.	Experiential learning in successful community development programs
5.	Goals of equity, empowerment, and social change at the individual, household, and community levels
6.	Geopolitical forces and economics affecting communities
7.	Food and water security studies covering current production, availability, distribution, agrology, management decisions, alternative farming systems, and agriculture systems
8.	Community-based approaches to health improvement with special emphases on reproductive health, child health, HIV/AIDS, tuberculosis, malaria, water, and sanitation
9.	Organizational management, group decision making, and leadership as they apply to community change and organizational behavior
Core professional skills	
1.	Critical analysis
2.	Intercultural communicative competence, including proficiency in a second language—English or another language—relevant to the student's community work or Future Generations country program projects
3.	Methods for working in community, such as listening, facilitating, resource and leadership identification, empowerment, networking, training, and consensus building
4.	Skills in nature conservation and environmental improvement, such as discerning environmental resource stakeholders, environmental problems, expertise, negotiation potential, and ecological principles
5.	Applied principles of economics for sustainable economic development, household wealth and income, and the effects of regional–global economics on local communities
6.	Skills in food and water security measurements
7.	Health, nutrition, and demography skills including public health and primary care models, demographic and health surveys, and knowledge of first aid, oral rehydration, water potability, iodine content, and warning signs of primary health threats
8.	Skills in program design, monitoring and evaluation, such as participatory techniques, census taking, survey collection, computer-based survey analysis, grant proposals, budgeting, and assessment
9.	The ability to present professionally before diverse audiences

Table 4.2

COURSE-BY-COURSE LEARNING OUTCOMES

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

This matrix is useful for visualizing how the individual courses contribute to achieving the program learning objectives.

These learning outcomes define qualities and abilities expected of a master's graduate. Table 4.3 shows how each of the 27 student outcomes relates to the educational foci in the Future Generations mission statement.

Table 4.3   RELATIONSHIP OF MISSION STATEMENT AND LEARNING OUTCOMES

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

Table 4.4   "FIRST READING" OF SIMPLIFIED LEARNING OUTCOMES

	General Learning Objective	Detailed Expectations
1.	Critical Thinking à analyze problems to reach evidence-based conclusions	a. Perceive problem and assess how to frame questions b. Identify assumptions and bias c. Formulate independent questions and conclusions
2.	Knowledge of development issues à show theoretical and practical understanding of social, economic, political, environmental issues and implications	a. Show knowledge of principles across development sectors b. Apply variables of human rights, gender and class to issues c. Relate local development to national, regional, global forces

3.	Community change facilitation and leadership à show knowledge and skills needed for change agency and empowerment	a. Practice to facilitate community input and empowerment b. Identify, promote, and mentor emerging leadership c. Network to cohere resources and expertise re a problem
4.	Program design and management à independently design and implement sustainable development programs	a. Conduct valid survey and develop community work plans b. Manage program logistics, human resources, and finance c. Write well-edited reports and convincing grant proposals
5.	Monitoring and evaluation à use qualitative and quantitative methods to monitor and evaluate a program, and adapt programs based on assessment results	a. Gather solid baseline data for further monitoring, evaluation b. Identify indicators of progress and implement research plan c. Update program based on evaluation data, analysis, and community discernment and input
6.	Communications à read, listen, write, and publicly present with competence, showing the ability to access, use and synthesize local and global information for community applications	a. Access Web-based information, learning fact from frivolous b. Deliver persuasive oral presentations to diverse audiences c. Gain proficiency in a second language
7.	Research à evidence-based work, analysis, decision-making, and effect on policies	a. After two iterations of data- and community-based research and analysis, students present to classmates and community either a: - Master's thesis (more traditional research and analysis) - Practicum for action (more applied in nature and delivery)

Table 4.5 demonstrates student progress from Term I to Term IV per courses taught, residential country visited, residential theme and overall community-based learning objectives, particular site visits, student learning plan (SLP) objectives, and cumulative credits earned.

Student learning is evaluated in each course through a combination of exams, quizzes, term papers, written journals, written assignments associated with readings, field assignments, oral presentations, and group projects. From the beginning to the end of the program, students also self-evaluate their progress according to their submitted SLPs. Professors not only grade student work but also provide constructive criticism. Exhibit 4.11 includes syllabi showing methods of evaluation used for all courses. Each faculty member is free to choose the learning assessment tools that best fit the learning objectives of his or her course. However, all syllabi are to state clearly methods of evaluation and feedback, and all adhere to a basic template that lays out learning objectives and evaluation rubric.

Table 4.5   **TERM-BY-TERM STUDENT PROGRESS**

	Term I	Term II	Term III	Term IV
Courses	Pedagogy of Place – Home and India Introduction to Community Change & Conservation Sustainable Development Healthy People, Healthy Communities Practicum: Research Design and Methods	Pedagogy of Place – United States Nature Conservation and Management Leadership and Organization Dynamics Social Change & Conflict Transformation Practicum: ProspectusDesign	Pedagogy of Place: Peru Going to Scale with Community Development Food and Water Security Empowerment Practicum: Applied Research I	Pedagogy of Place: Nepal and Tibet/China Human Ecology Applications of Nonprofit Management Synthesis and Integration Practicum: Applied Research II
Residential country	India	United States	Peru	Nepal and Tibet/China
Residential learning theme	How to initiate community-based change and conservation	How to sustain social change with leadership and community energy	How to take community-based change to scale	How to evaluate and monitor community change
Residential site visits	Gandhi's Ashram CRHP, Jamkhed SEARCH, Gadchiroli Future Generations, Arunachal Pradesh	Summer Peace building Institute at EMU, VA Future Generations, WV Washington, D.C. Paul Smith's College, NY Adirondack State Park, NY	Child Survival Program, Future Generations, Cuzco Machu Picchu Local Community Health Association, Future Generations, Huanuco Future Generations, Lima	Kathmandu Valley Sola Kumbu Sherpa Trek Qomolangma National Nature Preserve, QNNP Pendeba Projects, Future Generations, Shegar
Student learning plan (SLP) objectives	Students submit SLPs Community history, status, assets, needs, and decision-makers are identified Language needs discerned Computer competency Language requirement	Students update SLPs Cybrary skill building Identification of mentor Community changes (for better or worse), most critical needs, and desire for new opportunities lead to research questions Computer competency Language requirement	Students update SLPs Cybrary skill building Appointment of mentor First iteration of research gathers data, identifies key people, describes assets, and discerns necessary refinements for the next iteration of research Language requirement	Students resubmit SLPs Cybrary competency Second iteration of research leads to a final action plan or master's thesis Community applications Practicum presentations Language completed Graduation at Rongbuk, Tibet/China
Total Credits	9	18	27	37

Table 4.5 Note: Language study is a graduation requirement. Students must complete two levels of the IC3 learning platform or take an alternative language class or program. A transcript or affidavit of satisfactory completion is required. Students may include up to 2 credit hours for language study. Hence the total credit hours for graduation range from 37 to 39.

In their practicum, students bring learning from their course work, residential experiences, and other sources to bear on a problem of community change or conservation. Here the students engage their primary constituency, the community, through applied learning, research, and work plans. They share their knowledge with the community and take the wisdom of the community into consideration. Results of this activity are shared with and assessed by faculty and classmates in the Synthesis and Integration course in Term IV. This course begins online and culminates with student presentations and critique during the Nepal residential. The relative success or failure of practicum work becomes apparent as students consult with community members, classmates, professors, and their local mentor. Synthesis and Integration is the final student-to-student and faculty-to-student evaluation of the practicum, since the final critique is that of each student's community. As Future Generations develops a more comprehensive assessment process, direct input from the students' communities will be sought in evaluating the success of practicum projects.

The following tables summarize results of four student surveys that were administered at the end of each term for Class Three and Class Four: Campus Climate Survey (Table 4.6), Course Evaluations (Table 4.7), Residential Evaluations (Table 4.8), and Online Instruction Evaluations (Table 4.9). Each of these tables shows that the evaluative steps described above and embraced by the Future Generations staff, professors, and country program directors have resulted in improved median scores on a five-point scale.

Table 4.6   **CAMPUS CLIMATE SURVEY**

Question		2006-2007	2008-2009
1	Support needed to succeed	8.7	9.0
2	Relationships with other students	9.0	8.17
3	Graduate School flexibility	6.7	8.33
4	Relationship with faculty	7.7	8.5
5	Relationship with staff	8.0	8.83
6	Adequate academic support	6.5	6.17
7	Quality of online instruction	7.6	8.17
8	Residential quality	8.0	8.17
9	Academic rigor	8.2	8.33

Table 4.7   SUMMARY OF COURSE EVALUATIONS (on a scale of 1 to 5 with 5 being the highest)

Evaluation Questions	Term I - HPHC		Term I – RDM		Term II – NCM		Term II - SMSC		Term III - FWS		Term III - EMP		Class II	Class III
	Class II	Class III	Class II	Class III	Class II	Class III	Class II	Class III	Class II	Class III	Class II	Class III		
Course Content														
Course was well organized	3.54	4.13	4.50	4.30	4.71	4.50	4.83	4.71	4.80	5.00	4.00	5.00	4.40	4.61
Materials were presented clearly	3.62	4.00	4.42	4.40	4.71	4.40	4.67	4.57	4.80	5.00	3.80	5.00	4.34	4.56
Stated learning outcomes met	4.15	4.00	4.25	4.20	4.71	3.80	4.67	4.57	4.70	5.00	3.60	4.42	4.35	4.33
Course added to knowledge/understanding of subject	3.92	4.25	4.33	4.50	4.43	4.86	4.83	4.71	4.60	5.00	4.00	4.86	4.35	4.70
Course added to practical skills	4.23	4.00	4.17	4.30	4.43	4.22	4.83	4.57	4.30	4.88	4.20	4.57	4.36	4.42
Course made contribution to career goals	3.85	4.25	3.83	4.30	4.14	3.33	4.67	4.00	4.00	4.75	3.80	4.57	4.05	4.20
Field experience relevant to field work	4.17	3.50	4.25	4.40	4.29	4.00	4.40	4.20	4.30	4.75	4.00	4.71	4.24	4.26
Interactive online learning added to learning/understanding	3.60	4.50	4.33	3.10	4.14	3.75	4.17	3.83	4.20	4.88	3.40	4.71	3.97	4.13
Faculty														
Knew subject matter	4.62	4.38	4.58	4.30	4.71	4.57	4.14	4.86	4.70	5.00	4.25	5.00	4.50	4.69
Were prepared for course/lectures	4.23	3.75	4.75	4.50	4.71	4.57	4.14	4.86	4.70	5.00	4.25	5.00	4.46	5.61
Encouraged participation	4.15	4.00	4.75	4.70	4.57	4.57	5.00	4.86	4.70	5.00	4.50	5.00	4.61	4.69
Presented material clearly	3.77	4.00	4.42	4.40	4.71	4.57	4.83	4.86	4.70	5.00	4.25	5.00	4.45	4.64
Stated clear goals and objectives	4.18	4.25	4.67	4.10	5.00	4.43	5.00	4.86	4.70	5.00	3.20	4.86	4.46	4.58
Stimulated interest	4.15	3.25	4.75	4.50	4.57	4.29	4.83	4.43	4.50	4.88	4.25	4.14	4.51	4.25
Answered questions effectively	4.15	3.75	4.66	4.40	4.71	4.57	4.50	4.57	4.70	4.88	4.25	4.71	4.50	4.48
Provided useful evaluation	4.46	4.13	4.58	4.30	4.33	4.00	4.50	3.71	4.70	4.88	4.25	4.71	4.47	4.29
Responded in a timely manner to questions/drafts/assignments	4.50	4.25	4.67	3.30	4.67	4.71	4.50	3.86	4.70	4.88	4.75	4.29	4.63	4.22
Graded work fairly	4.38	4.13	4.58	4.40	4.40	4.33	4.60	4.20	4.70	4.88	4.50	4.43	4.53	4.40
Were prepared for field assignments	4.00	3.25	4.67	4.30	4.86	4.57	4.20	4.20	4.50	4.88	4.25	4.86	4.41	4.34
Course Materials														
Readings were useful	4.38	4.13	4.42	4.70	4.43	4.00	5.00	4.86	4.70	4.88	54.50	4.71	4.57	4.55
Reading contained sufficient info	4.15	4.38	4.08	4.40	4.71	4.00	4.67	4.86	4.80	4.75	4.25	4.71	4.44	4.52
Readings were useful for the field	4.46	3.88	4.42	4.50	4.57	4.14	4.40	4.00	4.50	4.86	4.00	3.86	4.39	4.21
Course syllabus was clear and easy to follow	3.54	3.75	4.67	4.60	4.86	4.57	4.83	4.57	4.80	4.88	4.50	4.71	4.53	4.51
Course documents were clear and easy to follow	3.62	4.13	4.50	4.30	4.71	4.57	4.67	4.71	4.80	4.88	4.50	4.71	4.47	4.55
Course materials will be useful as references	4.46	3.88	4.42	4.70	4.29	4.00	4.83	4.43	4.80	4.75	4.25	4.57	4.51	4.39

HPHC – Healthy People, Health Communities   NCM – Nature Conservation Management   FWS – Food and Water Security
RDM – Research Design Methods   SMSC – Social Movements Social Change*   EMP - Empowerment

*Titles of course changed somewhat from Class II to Class III

Table 4.8   **SUMMARY OF RESIDENTIAL EVALUATIONS**

INDIA

Evaluation Questions	Class II EMU	Akron	Chevy Chase	Delhi	Palin	Ziro	Class III EMU	West	Towson	Kilkata/ Passighat	Class II Mean	Class III Mean
Time was well organized	3.64	4.50	4.33	3.83	3.75	4.25	4.6	3.5	4.2	4.3	4.05	4.15
Stated learning outcomes were met	4.17	4.50	4.25	4.00	4.58	4.50	4.5	4.0	4.3	4.1	4.33	4.23
Time spent added to knowledge/ understanding	4.33	4.50	4.17	3.83	4.58	4.50	4.6	3.8	4.3	4.1	4.32	4.20
Facilities were acceptable	3.92	4.67	4.42	4.58	3.33	4.58	3.9	3.9	4.3	4.6	4.25	4.18
Sufficient classroom space	4.08	4.67	4.64	4.25	3.83	4.17	4.4	4.3	4.8	4.8	4.27	4.58
The overall experience was helpful to my learning	4.58	4.75	4.75	3.92	4.67	4.75	4.7	4.2	4.7	4.7	4.57	4.58

UNITED STATES

Evaluation Questions	Class II EMU	Akron	Chevy Chase	Class III EMU	West	Towson	Class II Mean	Class III Mean
Time was well organized	4.20	4.10	3.89	4.58	4.25	4.17	4.18	4.52
Stated learning outcomes were met	4.30	4.60	4.11	4.67	4.50	4.17	4.34	4.60
Time spent added to knowledge/ understanding	4.22	4.50	4.22	4.50	4.42	4.17	4.29	4.57
Facilities were acceptable	4.50	4.00	3.89	4.75	4.58	4.25	4.08	4.67
Sufficient classroom space	3.90	4.80	4.44	5.00	4.58	4.92	4.33	4.80
The overall experience was helpful to my learning	4.00	4.80	4.22	4.75	4.58	4.50	4.33	4.75

PERU

Evaluation Questions	Class II Lima	Cusco	Tingo Maria	Class III Cusco	Lima	Lima	Class II Mean	Class III Mean
Time was well organized	4.50	4.09	4.58	4.90	4.60	5.00	4.42	4.80
Stated learning outcomes were met	4.08	3.82	4.58	4.50	4.50	4.90	4.23	4.63
Time spent added to knowledge/ understanding	4.18	3.91	4.45	4.70	4.50	5.00	4.23	4.73
Facilities were acceptable	4.75	4.33	4.42	4.90	4.80	5.00	4.54	4.83
Sufficient classroom space	4.67	4.30	4.20	5.00	4.50	5.00	4.44	4.85
The overall experience was helpful to my learning	4.00	4.18	4.50	4.80	4.50	5.00	4.32	4.78

NEPAL (Class III — Fall of 2009)

Evaluation Questions	Class II Trek	Park	Thimpu	Class II Mean
Time was well organized	5.00	4.50	5.00	4.88
Stated learning outcomes were met	4.75	4.25	4.50	4.56
Time spent added to knowledge/ understanding	4.75	4.75	4.50	4.69
Facilities were acceptable	4.00	4.75	5.00	4.63
Sufficient classroom space	4.50	5.00	4.50	4.75
The overall experience was helpful to my learning	5.00	4.50	4.75	4.81

Table 4.9   SUMMARY OF ONLINE INSTRUCTION EVALUATIONS

Interactive Online Learning Evaluation		
	2006-2007	2008-2009
It was easy to access a computer frequently enough to participate in the course.	3.59	4.67
It was easy to use the discussion boards.	3.50	4.67
I actively participated in the course discussion boards.	3.59	4.67
My Web site problems were resolved satisfactorily	3.54	4.67

Such raw survey data (see exhibit 4.12) helps Future Generations assess and track progress in the various components of our programming and pedagogy, but equally helpful are the individual comments of students. The tightly knit faculty–student relationships that emerge in each course and through the residential programs have provided perhaps an even more helpful input to the assessment process, adding nuance and raising concerns that survey questions do not reveal (exhibit 4.13).

Full-time faculty, administrators, and staff working out of the North Mountain campus steadily assess the progress and effectiveness of the master's program. Three key personnel on North Mountain are:

- Dr. Acker has more than thirty years of experience administering academic institutions and implementing large regional programs in economic development. In Nepal as a Fulbright Professor he was one of the two principals involved in rewriting the entire biology curriculum. He then served as project director for the U.S. Peace Corps in Nepal, dean of Arts and Sciences at St. Joseph's University, and for eighteen years as president of Wheeling Jesuit University. Most recently and concurrently with his tenure as dean at Future Generations he serves the chairman of The Higher Education Foundation, building a new shared campus for seven institutions of higher education to serve the poorest parts of the state of West Virginia. Dr. Acker earned his B.A. in classical language from Loyola University (Chicago, 1952) and Ph.D. in biology from Stanford University (Palo Alto, 1961).

- Christie Hand, registrar and Interactive Online Learning coordinator, has a master's degree in Developmental and Adult Education from Texas State University. She spent eight years living abroad, in Cameroon, France, and Austria. She worked with international students in the Texas State Intensive English program, and has taught English in a nearby West Virginia community college. She also serves Literacy West Virginia, a nonprofit organization promoting adult literacy.

- Director of Admissions and Financial Aid Administrator, LeeAnn Shreve, supports potential students throughout the admissions and financial aid process. LeeAnn is a lifelong resident of Pendleton County, West Virginia, the home of Future Generations Graduate School. She is completing her master's degree in Strategic Leadership. She is involved with Autism Speaks and the Business and Professional Women's organization.

As necessary, North Mountain administrators and staff conduct phone conferences with distant faculty and students to widen the net of input and assessment. Most critically, there is also an annual Faculty College gathering at the North Mountain campus in conjunction with the summer Board of Trustees meeting and the international staff meeting. Here, major programmatic issues and proposed changes are brought to the faculty for a vote. The Graduate School faculty makes decisions about curricular and programmatic changes at the time of these meetings.

Assessment of student progress makes it possible to determine which students complete the requirements for graduation. Graduate School faculty members are expected to maintain high academic standards in their courses. As can be seen in Table 4.10, less that half of the students entering Class One completed all the requirements and graduated from the program. This occurred despite the fact that all but one of the entering students were supported with institutional scholarships. No one dropped out of the program for financial reasons. Among students who did drop out (two from Afghanistan, two from China, one from India, and one from Peru), the primary reason was the inability to meet academic standards.

Accordingly, admissions requirements tightened for Class Two and major improvements were made to the educational process in order to help students complete the program. The result was that 13 of the 18 enrolling students entered Term IV, and of those 10 graduated and three more are finishing graduation requirements. This shows that effective student assessment is taking place and that students are being held to a high academic standard. Table 4.10 also shows our projected goals for student recruitment, allowing for more selectivity in student admissions and an anticipated higher rate of program completion.

Table 4.10   **RECRUITMENT AND RETENTION**

	Class One 2003–2005	Class Two 2005–2007	Class Three 2007–2009	Class Four 2010–2011 (projected)
Number of students recruited	18	20	60	85
Initial enrollment	17	18	16	20
Students entering Term IV	9	13	10	
Graduates	8	10	9	

Evaluation of core component 3.a

This program's blended learning pedagogy and the ongoing XPRS assessment method are showing positive results from Class Two to Class Three. This pedagogy—particularly, the interactive online learning component—will become more effective with the rapid increases in global connectivity, making even isolated students and their communities part of the global learning community.

The 27 learning outcomes, though complex, have served their purpose so far in that there has been clear progress across early iterations of this program. Perhaps such a complex initial tool was useful to determine what parts of it were most helpful—but, as noted, as a continuing tool the intent is to simplify the learning outcomes. The Faculty College has completed a first reading of proposed learning outcome changes and will augment these with concrete learning activities. Each of these variables, too, must be measurable. As noted above, improvement of the assessment process is both on-going and also a high priority.

Core Component 3.b The organization values and supports effective teaching

In this section on effective teaching, we identify three faculty strengths, three challenges before us, and two areas of teaching growth.

In terms of strengths, Table 4.11 summarizes and the vitae in exhibit 4.14 demonstrate that the faculty is strongly credentialed and highly qualified. Second, if one were to add up the years that this faculty has spent in the field for research and service, the cumulative total exceeds 250 years. Third, this seasoned and experienced faculty provides a deep pool of expertise with which to mature the Future Generations blended learning pedagogy.

Table 4.11 FACULTY CREDENTIALS

	Full-time Future Generations employees with teaching responsibilities	Adjuncts and instructors
Number	6	9
Terminal doctorates	5	11
Master's degrees (only)	1	1
Countries of residence	United States, China, Peru, Bolivia, and India	

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

Of the challenges facing the Graduate School, a continuing emphasis will be placed on enhancing delivery of blended learning, site-based residential studies, and online instruction. This is a new pedagogy, and although it has been very powerful so far, Future Generations recognizes that it can be made even more effective.

1. Implementing blended learning: The blended learning approach of this master's program combines interactive online learning with residential programs and community-based research on several continents. To deliver this across the span of humanity's cultural landscapes, Future Generations must have strong relationships with practitioners and field

experts who are engaged in community change and conservation efforts. To assist in this, Future Generations has supported the development of an intercultural communicative competence (IC3) learning platform, which is tied to achieving the Millenium Development Goals (MDGs) across cultures, religions, and political systems. Finally, the community-based practicum is an innovation in master's level education. Instead of writing a master's thesis or conducting a project, students partner with a community and use their combined skills to address a real problem. They move from the role of student to that of change agent.

Even with many academic degrees and decades of field experience, Future Generations faculty members are challenged as they implement blended learning. As an evolving method, it will take continuing iterations before the most effective balance is struck among online, residential-based, and community-applied coursework to achieve the desired learning objectives.

Faculty members must hone the applicability of learning objectives, readings, and assignments for each course.   Most of all, they must listen to the critique of students themselves from their diversity of cultures, languages, and professions.

Moreover, while faculty members are responsible for their own course modifications, support comes through discussion around a common rubric for course construction and integration into the overall learning objectives of the graduate program. Syllabi conform to a template to ensure that students are clear about course objectives and requirements (exhibit 4.15).

Faculty members in the residential programs occasionally team-teach. Some professors attend other's class sessions. This provides an opportunity for faculty to share and compare teaching methodologies. For example, the Term IV course "Human Ecology"—the one to be visited by HLC evaluators this fall in Nepal—combines the experience of three Future Generations professors, all gifted in different ways. The lead professor, Robert Fleming, is a world-renowned Himalayan naturalist. With five decades of experience in Nepal, Dr. Fleming can craft a personalized study of human ecology, Sherpa-guided ecotourism, and sustainable development on the Nepal side of Mt. Everest. Mike Rechlin, a forestry and Adirondack State Park expert with twenty years' teaching experience, can guide the class in completing field exercises that teach the skills needed to implement community-based natural resource programs. The assigned text and online readings are challenging graduate-level materials. Dr. Rechlin guides the class online with assistance from Dan Wessner, a professor at the University of Denver, designer of blended learning pedagogy, and editor of the IC3 learning platform.

2. Unique challenges of site-based residential programs: The site-based residential experiences require close contact among students and faculty. They eat together, travel together, and share recreational and social time

as well as studying and learning together. Students and faculty interact collegially from early morning to late at night. This is an extraordinary learning experience for everybody. This horizontal and democratic relationship is empowering for some students, but culturally strange for others. Specifically, when faculty and students share open-ended questions, this can contradict hierarchical, formal, and rote educational systems with which some students are more familiar.

3. <u>Online connectivity in an age of digital divides</u>: The Graduate School balances its quest to use "best practices" in information systems for online instruction with the existing digital divide. Presently, the program uses a Moodle Web-CT site of its own design and the IC3 learning platform to deliver interactive online learning. Neither platform requires broadband access. Such customization to fit our specific needs is a growing capability within the Graduate School. As seen in Table 4.9, our students are increasingly pleased with the quality of our online instruction.

    The Graduate School is committed to providing state-of-the-art learning services that work for and in developing and industrialized countries. Thus, at the annual Faculty College, teaching effectiveness workshops are usually part of the program. In 2006, the first such workshop was on the use of Blackboard (exhibit 4.16). In 2007, our second workshop focused on the possibilities of interactive online learning. Dr. Van B. Weigel of Eastern University and author of *Deep Learning for a Digital Age: Technology's Untapped Potential to Enrich Higher Education* facilitated this faculty enhancement (exhibit 4.17). In 2009, a third workshop led by Dr. Dan Wessner focused on the shift from Blackboard to Moodle applications (exhibit 4.18).

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

1. <u>Active professional involvement</u>: Effective teaching depends on active professional involvement. The Future Generations Graduate School expects its faculty to be active practitioners of community change and conservation, even as they engage students in learning about this subject matter. All faculty members lead active professional lives as researchers and consultants in the subjects they teach. Exhibit 4.19 is a listing of recent faculty publications and presentations at professional conferences.

2. <u>Mentorship and Advising Programs</u>: Class Two began and Class Three continued the use of local experts, who serve as mentors for the students' fieldwork (exhibit 4.20). Mentors, as authorities in the students' fields of interest, help students assess locally available expert, library, data, and practical resources needed for their research and community work. Mentors also typically have a history of serving in communities and have relational networks that may assist students. Usually, these mentors are community members who can offer information on historical, political, familial, cultural, and social cues. The dean approves and oversees these student–mentor relationships. He also calls upon faculty members to

serve as academic advisors. Mentor and advisor relations are established by the end of Term II. Up until that point, the dean and interactive online coordinator are the primary contact people for the students. Ultimately, the mentorship and advisory roles form teams that enable the students' successful completion of practicum projects.

Evaluation of core component 3.b

One strength of this graduate program is the credentials of its faculty. In addition, the program provides a unique teaching opportunity, both in its mode of delivery and in its programmatic content. Faculty are recruited with extensive field experience, which is the only way the residential programs could work. Nonetheless, the program does come with special teaching challenges. Besides forming a faculty that is adept at teaching online and face-to-face before global classes of students, a challenge is identifying how the faculty can interact with each other. The graduate school design allows for a global faculty pool—but it is not yet clear how the faculty will be able to share a sense of collegial camaraderie in the absence of regular face-to-face dialogue and brainstorming. Finally, there certainly is more that we could do to improve teaching effectiveness, and we are committed to take steps in that direction; in this regard the use of XPRS has been a great help in systematic assessment to identify best next steps.

Core Component 3.c ## The organization creates effective learning environments

The Future Generations Graduate School and its master's program are evolving. Each term, students, faculty, and communities assess the program's learning effectiveness from many vantage points. This section presents what Future Generations has learned about the students and communities attracted to this program, the needs of these participants, the questions posed by students, and the steps taken to enhance learning effectiveness through this graduate program. The faculty and administration have learned as they dealt with the diverse student body and their diverse needs, language levels, time management challenges, academic performance requirements, academic integrity issues, and grievances; all this is requisite to an effective learning environment.

At the end of this section, Table 4.13 tracks changes made across three iterations of the graduate program *Catalog* and the recently completed *Student Handbook*. This table shows the implemented and projected changes from Class One to Class Three, changes adopted after input from faculty meetings, student surveys, and discussions during the residential programs. Before the release of the present *Student Handbook,* the Graduate School experimented with a different format which it called the *Field Guide.* The *Field Guide* was written based on extensive student input from Class One and Class Two (exhibit 4.21). The Graduate School intends to continue experimenting in order to evolve what works best as instructional support.

The seven points below illustrate aspects of the learning environment the organization strives to create for our students. The blended learning pedagogy used and the student population served create extraordinary opportunities as well as challenges to learning.

1. <u>Diversity</u>: The Future Generations Graduate School may, in fact, define the ultimate in diversity in academia. Class One matriculated 17 students from 11 countries, Class Two 18 students from 14 countries, and Class Three 16 students from 10 countries. The school has admitted students from 22 countries and is likely to have graduated students from a total of 18 countries in its first three classes (Table 4.12). Along with ethnic diversity comes a diversity of ages, cultures, religious beliefs, and political perspectives. Class members are social activists, educators, social workers, health supervisors, doctors, conservationists, government officials, and clergy. Student age goes from 22 to 64 years. The residential programs put students in proximity with people from backgrounds they are unlikely to have encountered in their lives to that point. Together, faculty, staff, and students learn to live simultaneously across more than a dozen cultures, bridging also a dozen time zones as they log onto Dimdim for the weekly Webinars. And yet prior to enrolling in this master's, a good number of the students had scarcely traveled beyond their local regions. Even still, this diverse group lives and works together. They learn to get along—and not just accommodate but to thrive from their differences and find in their common academic experience a powerfully rich learning experience.

Table 4.12   **STUDENT DIVERSITY AND STATUS**

Class	Class One	Class Two	Class Three
Admissions	17	18	16
Graduates	8	10	in process
Anticipated further graduates	0	3	11
Students advanced to next class for completion of the program	2	3	2
Completion rate (to date)	47%	56%	56%
Completion rate (anticipated)	47%	67%	69%
Countries of graduates and continuing students	Afghanistan,1st Nations Canada, China, Ethiopia, India, Nepal, Nigeria, Peru, United States, and Zambia	Afghansitan, Bhutan, Cambodia, Czech Republic, Egypt, 1st Nations Canada, India, Iran, Norway, Rwanda, Uganda, United States, and Vietnam	Afghanistan, Bangladesh, Bhutan, Bolivia, India, China, Mozambique, Peru, Uganda, and United States

There are also issues of caste, gender, national identity, and many dietary considerations. The students respond to this mix of humanity in ways that can be both humorous and touching. On the humorous side, on a canoe outing in the Adirondacks, two of the younger women were needling one of our more traditionalist Iranian male students about whether he would touch them even if they fell out of the boat. He assured them that when he figured they had two seconds left to live before drowning that he would seriously consider extending his hand. So, too, the residential sessions are academically and physically

demanding, and at these times students band together as a supportive unit to help those facing the challenges. One critical lesson learned was to respect students' needs for personal time, space, and rest during each week of residential studies and travels.

2. Advising and mentoring: Student advising in the master's program is multifaceted. Course and program advising was formerly done by the director of academic programs, and is now shared by the dean and online learning coordinator. The needs here are especially important in the beginning of each new class as students from a diversity of educational backgrounds and systems adapt quickly to the demands and expectations of international graduate-level education even as the graduate program adjusts to the many diversity issues summarized above.

   Students, though, take primary responsibility for their anticipated learning curve. Beginning with the initial Pedagogy of Place course, master's candidates devise a student learning plan (SLP). This academic work plan helps them identify their strengths and weaknesses, place in community identity, language needs and objectives, Internet and connectivity concerns, and actionable community-based questions. Students update their SLPs each term (exhibit 4.22) and use the SLP as a tool for self-evaluation at the end of the program.

   Graduate School personnel are there to assist students throughout the four terms. The registrar records the students' progress, assists with issues of connectivity, and coordinates Moodle usage. The director of admissions and financial aid communicates with the students and their communities up to the point of matriculation, and handles logistics of the residential study programs, also helping students with travel and visa issues. The coordinator of information technology updates, refines, and provides assistance with any Moodle- and Dimdim-related questions. Several faculty members work with the same students on their practica during the four terms. The dean oversees mentorship and advising relations with students, and facilitates the success of the practicum project for each student.

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

4. Time allocation and management: An effective learning environment also includes a holistic approach to life and learning in community. Hence student family time, community commitments, and graduate studies are all valued and in need of finding their proper balance. If our international class of students were on a traditional campus it is probable they would be far away from home, and expected to place higher value on courses than distant family and community.

However, Future Generations students are among their communities and families for 80 percent of their time, where they face demands other than just the academic ones Time and priority management issues are thus a challenge.

During admissions, Future Generations tries to discern if a student is choosing the right time in his or her life to pursue challenging graduate-level work. Also, in the students' personal statements of community, Future Generations looks for evidence of an embedded relationship and trust between the student and community. The admissions committee follows up carefully with academic and community referees to discern levels of community support and interest. Additionally, modifications have been made to assist students with time management. Online and residential coursework has been staggered so that students are focused on just two courses at a time. Syllabi have been standardized for easy navigation from course to course. An inviting Moodle-based virtual campus is maintained to facilitate interactive online instruction. Ninety IC3 modules are provided prior to and during the program to assist students in need of English language proficiency (exhibit 4.23). The interactive online learning coordinator helps to troubleshoot online problems. An online Web profile connects students to each other and their communities. Students are linked with mentors for their practicum work. And overall, the program remains flexible even as academic standards are maintained.

5. Academic honesty: Effective learning also means addressing instances when students do not understand or choose to violate academic policies. Students, with their diverse backgrounds, respond in many ways to the program's academic and other demands. One student may keep silent; another will directly confront the professor; still another may not quit until he has unearthed an answer; and yet another student may copy directly the materials that a classmate is writing. In a conventional academic program it is both easier and more appropriate to tell students what the standard is and to expect cooperation. This is not as effective in the context of the diversity of backgrounds among Future Generations students, combined with the relatively short periods when there is face-to-face contact. First, students are often baffled because the new knowledge challenges a variety of their values. Second, the students remain primarily in their home cultures in important ways during this program; in fact, they are taking the lessons learned back to their cultures. Thus mastering the full implications of academic honesty has with some students taken a term or two to accomplish. It is important, therefore, to determine whether there has been an intentional abuse by the student or whether the issue is one of the above-mentioned learning challenges. The Graduate School processed this question carefully before stating an academic honesty policy in the *Student Handbook* (exhibit 4.24).

6. Grievance procedures: Another policy that gives underlying credibility to an effective learning environment is the Graduate School's grievance procedure. As presented in the *Student Handbook* (exhibit 4.25), the concern is to ensure that any grievances bring reconciliation and growth in ways that enhance the academic community. If it is determined that an institutional or personnel error has occurred, the second concern is to determine appropriate redress. This process should be nonadversarial and open, undertaken for the sake of understanding,

and hopeful for a solution. The *Student Handbook* outlines the specific steps for a Grievance Committee to take in seeking reconciliation, growth, redress, nonadversarial understanding, and solutions.

7. <u>Rigorous on-site residential program</u>: With the strenuous travel and physical demands of residential programs, the learning environment can be unpredictable. A professor schooled in traditional U.S. university life may walk into class and have to cope with no chalk. Support staff are hired for each residential to facilitate preparatory, accommodations, learning, and personal needs. Still it is not uncommon for a professor to work with students to free a vehicle from mud, race around to find blankets for the night, or deal with electricity cuts or classroom shortages. Through it all, students build character and have learning experiences that forge lifelong friendships. These challenges add value and strengthen the learning community-based life. Step-by-step and together, students and professors learn to be effective agents of community change and conservation.

Evaluation of core component 3.c

The master's program provides students with exceptional learning environments based in some of the most outstanding examples of community-based social change and conservation projects in the world, and it does this under the leadership of some of the most knowledgeable experts in their field. Furthermore, Future Generations goes to great extremes to accommodate cultural, work, and religious differences among students. The organization also works to provide connectivity and comfort while on the residential. However, our learning environments come with challenges. In Class One those challenges were primarily Internet access. Class Two had less difficulty, because of the use of Blackboard as a learning platform and because the Internet was two years further along in its development. By Class Three, the new Moodle-based virtual campus and increasing access to wireless services simplified class access to the Internet for coursework and to maintain relations with families, classmates, and home communities and institutions. Residential studies can also be difficult, with some students rising to the challenge and others not being able.

In this self-study it has been repeatedly emphasized that this graduate program continues to evolve and change. Changes described in Table 4.13 were a response to the student and other input we have reported on in core component 3a. The positive is that the Graduate School is responsive and improving. The negative is that the program lacks a settled feeling, which can affect the learning environment. But the cumulative result is that the program has gotten noticeably better.

Table 4.13   Tracking Improvements from Class One to Class Three

Concern	2003–2005 *Catalog*	2005–2007 *Catalog*	2007–2009 *Catalog*	2007–2009 Student *Field Guide*
Interactive online learning	Distance learning as part of blended learning concept	Interactive online learning coordinator IC3 learning platform Cybrarian HINARI	Cybrarian Clearer role for online and language tutors Access to library and cybrary facilities through EMU and Paul Smith's College	Academic Programming section lays out the blended learning goal with steps to enhancethe students' applied, collaborative learning
Site-based residential studies	Participants are largely employees and affiliates of Future Generations	Residential assistants Reduced class hours Country program directors instruct	Clearer integration of the residential courses, site visits, themes, and country programs	Clearer threads/themes connecting all four residential programs, site visits and partners
Applied practicum research	Introduced in Terms III and IV	Practicum is key aspect of program from Terms I to IV Designated practicum instructors Mentorship program introduced	Informal mentors invited by start of Term III Mentorship component Integrated, Terms I to IV	Fuller dialogue of the role of research, community input, and mentoring in applied goals of master's
Student learning outcomes		Student learning plans (SLP) introduced Identified need for assessment of all student outcomes	SLP integrated from admissions through graduation with one's community Clearer assessment tools, procedures, and surveys	Matrix shows how courses fit into the overall learning outcomes for program Grievance procedure
Credits required for graduation	42	37	37	37
Major emphases in course changes	Seed-Scale	Pedagogy of place Practicum Comparative schools of thought in change and conservation	Pedagogy of place Practicum Further course changes to include comparative theories and practices	Pedagogy of place Practicum Seed-Scale is presented in the context of diverse arguments for change and conservation
Academic support services	Language tutoring via other campuses	Language proficiency and Web connectivity discerned by Term I Online IC3 tutoring	Language proficiencyand Web connectivity preceding Term I Online IC3 tutoring	Student Life section explaining available resources to succeed in the master's
Number of faculty members	5	17	17	
Fees	$16,500 (with airfare)	$15,000 (no airfare)	$17,500 (no airfare)	Clearer fees/payments
Total scholarships and other financial aid	$330,000	$396,500	$400,000	

Faculty rights and responsibilities		Rules and procedures Indemnification clause for faculty members	Clearer implementation of faculty rules and responsibilities	
Faculty College	Faculty meetings	Regularized faculty meetings Annual Faculty College convenes Faculty workshops	Annual meetings of the Faculty College Faculty workshops and teaching upgrading Regularized meetings	
Virtual campus		Web profile introduced in Term III Enhanced master's home page introduced with Terms III and IV	Web profiling to begin with Term I Enhanced master's home page Tie from master's program to 100 nodes	Community Life section explaining students' work, their webbed relations with one another, and their tie to the 100 nodes
Faculty exposure via associations		Carnegie grant to study community-based peace building	Graduate School affiliation with more associations and joint research projects Engaging people in peace-building project	Invitation to students o join in Future Generations research projects

Core Component 3.d   The organization's learning resources support student learning and effective teaching

The primary learning resources for this program are in the students' communities and project offices. The academic objective is "applied," the intent being to give students new skills and knowledge so that they improve their work with their communities. The intent is to reposition students in this journey in such a manner that it is a lifelong process. To achieve this applied objective, students visit a wide range of communities, some similar to and some very different than their home communities. The programs visited during the residentials should be viewed the way laboratories are at brick and mortar campuses, or in the manner that the teaching hospital is used in medical graduate education. Students learn what works by seeing what works, hearing the testimonials of what works, and listening to the songs of praise for what works (exhibit 4.26).

The visits that make up a residential study program are generally selected as the best available learning resources. The India residential begins at Sevagram, Mahatma Gandhi's Ashram. This historic site is a global icon for nonviolent change and community service. There, students not only absorb Gandhian philosophy but also visit applied technology and science sites inspired by Gandhi's values. The students also spend time at the Comprehensive Rural Health Project at Jamkhed (http://www.jamkhed.org/) where some of the original work on community development leading to the Seed-Scale methodology was developed. Jamkhed's director, Dr. Raj Arole, takes a personal interest in the Future Generations master's students and students have full access to Jamkhed's educational materials. The same is true from the leadership and resources of the outstanding Society for Education, Action, Research in Health in Gadchiroli India.

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

Future Generations recognizes the importance of library resources for the scholarly work of a graduate program. During the U.S. residential, students have full access to the Joan Weill Adirondack Library at Paul Smith's College and also to the library resources of Eastern Mennonite University (exhibit 4.27). Course books are all provided to students, as are special readers prepared by the professors. Other academic resources are provided as downloadable files on Moodle or through Web links. There is a limited "best practices" hard copy library on the North Mountain campus primarily for faculty use.

Expanding library resources is a priority for Class Four. Online library access is being expanded as well as cooperative agreements with academic libraries. But the most important library access—given the applied focus of this degree program—is to improve student access to library resources back home in their communities. What students really need is to learn how to do scholarship in their work lives. Each student in Class Four will be requested to join the best physical library available to them back home. Future Generations will provide them support in making this connection. During Term II, students will be given access to a U.S. university library, with continuing use privileges when they return home. Also during Term II, students will receive training in using the Internet for research, and be given access to the online academic resources of Academic OneFile, an online database of thousands of peer reviewed journals. Electronic learning resources are steadily improving, and students will be prepared to utilize this as capabilities grow.

The year in which this self-study is being prepared has been arguably the most challenging for American higher education in the last seventy years. Nonetheless, the Future Generations Graduate School has continued its steady growth and institutionalization. While challenged, overall fiscal health did not suffer despite the financial troubles that affected the nation. The budget of the Graduate School has grown from $371,546 in FY 2004 to $555,448 for FY 2007 to $1,300,000 for FY 2009. While class size has remained essential stabile across these years (growing primarily in approximately doubling in the retention of students) the quadrupling of annual operating budget occurred because faculty were added and because the formal research projects were started.

In addition to growth in annual budgets, in the six years of its life, the Graduate School has grown an impressive endowment with a book value of $5,377,000; this includes two endowed scholarship funds and three endowed professorships. The Graduate School, once as an integral part of the parent CSO, today, to guarantee its fiscal health, has its own fully independent governing Board of Trustees, a separate budget, and is subject to its own separate audit. In financial terms, the Graduate School has displayed a strong commitment to setting in place the fiscal foundation to match its learning objectives— and demonstrates very healthy continuing trends.

Evaluation of core component 3.d

Learning resources for this program include students' communities, the expertise of experienced leadership used in the field and in the classroom, computer, and library resources. With the interactive online component of the program, students are required to have computer access before matriculating. To support their library needs, a plan has been put in place that begins with the best library resources in students' communities and extends to the Internet, with adequate training also being provided to students in how to use that rapidly improving electronic resource.

Conclusions

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

Strengths

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

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

Chapter Five

Criterion Four
Acquisition, Discovery, and
Application of Knowledge

The ongoing acquisition of knowledge and its application are central to our mission, which recognizes the simultaneous and interconnected involvement of teaching, application, and basic research roles in higher education.

The Future Generations master's program is for professionals with life experience, working in the real world, making a difference. It is for students who want to continue on their educational journey and in so doing help lead their communities as they encounter change in the modern world. Students are admitted based on that overarching criterion. Through this academic program, students apply global best practices in their communities by integrating research and action within the framework of an innovative higher education experience. In particular, this master's degree program fits closely within the stated organizational objective of Criterion Four:

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

The defining skill expected from our students in their education is that of managing change, a skill that is taught not only to them as students but also is supported as they become graduates who are lifelong learners. The instruction provided by the Future Generations Graduate School, through the blended learning approach, prepares them especially well; for students and their communities, it expands their horizons and equips them with the tools for continued acquisition, discovery, and application of knowledge. The Future Generations Vision Statement promoting 100 nodes of change anticipates that graduates will join a community of change agents to *"contribute to this learning process and help mobilize community energy into large-scale social transformation in their own countries."*

As part of a master's level degree program, with scholarship as a distinguishing feature, students learn and practice the research skills that will allow them to contribute to advancing the state of knowledge within their field. While all academic disciplines are evolving, arguably no other is evolving in as dramatic a way as the field of social change. How to address this rapid change and its complexity is what the Future Generations master's degree teaches. To achieve that objective, the optimal mode of "acquisition, discovery, and application of knowledge" must be grounded in both the students' realities (for it to make sense) and in the vast complexity of the world (for it to represent state-of-the-art scholarship).

Our students are practitioners who seek to incorporate scholarship into their community work. As a graduate school offering a professional degree, Future Generations provides students with an advanced multidisciplinary program that stresses knowledge and skills in aligning social change with conservation. The education provided by the two years of study teaches students how to make their home communities bases for scholarship as well as improved locations of practice. As we will demonstrate in addressing the core components of this criterion, the professional development aspects of the program are presented along with academic courses that give students the broad context drawn from global scholarship.

Addressing the 2007 HLC Evaluation Review Report

We begin with the specific issues raised in the 2007 HLC evaluation before turning to the core components of this criterion. The 2007 Assurance section states:

 As a graduate school it is imperative that all students enrolled in the school worldwide be taught how to use and demonstrate the ability to use library resources. They need to have access to current research related to the field through access to library holdings, online library, and cybrary resources. Future Generations must make this a priority."

The Future Generations Graduate School has made the issue of library resources a priority, addressing it in the following ways:

1) At the beginning of each class of students, each new student is encouraged to find an in-country mentor who can help them locate local resources and, as a Future Generations Graduate Student, gain access to a nearby university or city library. This connects each student with the most effective library resource geographically available to them.

2) During the Term II U.S. residential, students are enrolled in the Summer Peacebuilding Institute (SPI) through Eastern Mennonite University. This gives them access to EMU online library resources through the rest of Term II and throughout Term III. Even in their home countries, they can log onto the EMU library home page and access all the scholarly and peer reviewed journals available in their databases.

3) Class Three students, during their U.S. residential, attended a two-day presentation by the Johns Hopkins University director of electronic acquisitions, Barbie Keiser, on research strategies, tools, and resources. Every student received a copy of the 201-slide PowerPoint as a resource to help them with their research, particularly the literature reviews for their practicum projects (exhibit 5.1).

4) Graduate School staff member LeeAnn Shreve e-mails monthly reviews of Keiser's presentation to students in order to keep the concepts fresh in their minds. Students have appreciated these training reminders (exhibit 5.2).

5) The Graduate School identified Academic OneFile, a product of Gale Cengage Learning, as an excellent academic database with thousands of peer-reviewed journals. The school's subscription to this database started in December 2009, just before the beginning of Class Four.

Faculty and staff of the Graduate School understand that limited Internet connectivity for many of the students makes database searches difficult. So they strive to send students articles pertinent to their research and practica. In addition, instructors post articles on their course sites in Moodle. If students are looking for a specific resource, they know to contact Graduate School staff for help in finding it.

Core Component 4.a

Future Generations work and teaching grows from scholarship, and the organization is advancing global scholarship in fundamental ways.

The organization demonstrates, through the actions of its Board, administrators, students, faculty, and staff, that it values a life of learning.

From its founding, Future Generations focused on developing cutting-edge research programs grounded in best development practices, with particular attention to sites around the world characterized by the community taking a leading role. This research occurs within the overlapping arenas of social change and conservation (exhibit 5.3), a focus that was first evident in work with two international task forces of the early 1990s (partnering in one case with UNICEF and in the other with Johns Hopkins University). The findings from these studies were released at the 1995 U.N. Social Summit in Copenhagen. The result produced a fresh understanding of the field of social change.[1] In 2002, this central institutional research produced another major publication (exhibit 5.4).

Following the decision by the Board of Trustees in 2000 to offer a master's, the research focus of Future Generations has grown into a formal program of multiple complementary research areas (currently there are seven) (exhibit 5.5). In 2003, with the Graduate School established in parallel with the Civil Society Organization (CSO), Future Generations launched a partnership with the American Public Health Association, the World Bank, and UNICEF to review community-based primary health care worldwide. Carl Taylor, Future Generations' senior health advisor, held the chairman position on the Expert Review Committee for this panel. Henry Perry, a Future

Generations endowed professor, chaired the global review panel. This global review is a major undertaking, examining all the peer-reviewed literature on community-based primary health care. Its final report will be produced in late 2009.[2] Conclusions from this research not only inform the field globally, they directly contribute in the country programs of the CSO and instruction in the master's degree. As will be noted, such parallel input into the work and teaching of the Graduate School also occurs for the organization's research projects in conservation, peace building, family action groups, and all other research endeavors (exhibit 5.6) **.** Future Generations work and teaching grows from scholarship, and the organization is advancing global scholarship in fundamental ways.

The ongoing acquisition of knowledge and its application are central to the organization's mission, which recognizes the simultaneous and interconnected involvement of teaching, application, and basic research roles in higher education:

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[1] Daniel Taylor-Ide and Carl E. Taylor. *Community Based Sustainable Human Development: A Proposal for Going to Scale with Self-Reliant Social Development* (New York: UNICEF, 1995).

Carl E. Taylor, Aditi Desai, Knut Knutsson, Daniel Taylor-Ide. *Partnerships for Social Development: A Casebook* (Baltimore: Future Generations & Johns Hopkins, 1995).

[2] Henry Perry, Paul Freeman, Sundeep Gupta, Bahie Mary Rassekh. *A Review of the Evidence: How Effective is Community-based Primary Health in Improving the Health of Children, Summary Findings Report to the Expert Review Panel* (CBPHC Working Group, International health Section, American Public Health Association, 2009).

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

The educational model that Future Generations promotes is one with life-long relevance; namely, action and reflection in an ongoing quest for effective practice. This applied approach to societal challenges is especially appropriate to today's pressing issues of economic crisis and worldwide climate change. Learning and transmitting best practices and state-of-the-art theory is not a one-time activity but must be a beginning for life-long knowledge acquisition. The blended learning framework used by the Future Generations Graduate School is particularly effective for the purpose of sustaining this life-long quest as alumni.

Evidence of the value the institution places on a life of learning is the recently approved Strategic Plan of the Graduate School, which reflects the several functions of the acquisition of knowledge within the institution:

- Documentation of successes to build momentum for large-scale change;

- Development of formally accredited higher education degree programs based on on-site and distance education;

- Building into all field activities a participatory research component, including monitoring and assessment of best practices;

- Development of short-term and continuing education and learning, such as short courses and workshops;

- Scholarly publications, presentations at conferences and professional meetings, dissemination of findings in easily accessible "vehicles," monitoring and evaluation of country program activities, priority recruitment of staff with an academic and scholarly orientation, and priority on sharing lessons learned (both successes and failures) with the rest of the world (exhibit 5.7).

Acquisition of Knowledge Coupled with Assessment

As an institution of higher learning, the Future Generations Graduate School acts from the conviction that an assessment process is part of the acquisition of knowledge. A feedback loop is needed between knowledge acquisition and application. Future Generations is fortunate to have an assessment method that is central to all institutional operations. The approach is termed Self-Evaluation for Effective Decisionmaking (SEED) and from this an assessment approach XPRS was specifically developed to serve the learning objective assessment requirement.

Application through **XPRS** is as follows:

X. The entire class joins in an open-ended e**X**it interviews at the end of each residential course of study, which leads to a follow-up review and assessment meeting of professors and staff (exhibit 5.8).

P. Each **P**rofessor evaluates whether his or her course has achieved its stated learning outcomes in consultation with the dean (exhibit 5.9). Moreover, the annual Faculty College provides a forum for all professors, the staff, and the dean to discuss blended learning pedagogy, teaching activities, applied learning experiences, and new technological and pedagogical pathways (exhibit 5.10).

R. **R**eview by the dean and administration of online student evaluations of teaching effectiveness, and this is provided to professors as direct feedback on each course (exhibit 5.11).

S. Professors assess **S**tudent learning through steady feedback on assignments (e.g., essays, projects, presentations, online postings, and exams) and final grades. As each student continues to work on the Practicum across all four terms, he or she learns to dialogue with community, evaluate that relationship, and build upon community-based knowledge and assets. While the Student Learning Plan (SLP) is initially developed in Term I, students revise it each term and use it as a self-evaluative tool. The SLP is submitted to the Practicum professor during Terms I and IV for more formal feedback (exhibit 5.12).

Application of the broad principle of self-evaluation inherent in our overall assessment approach that uses the Seed-Scale methodology is concretely evidenced in the creating the current Strategic Plan. This process spanned 14 months, from March 2008 through May 2009. The first step was to bring forward two sets of documents, the external evaluation that was done in 2007 by the HLC Peer Review Team (looking at both the Assurance and Advancement sections) and also the internal evaluation that drew together both faculty and student critiques of the program (exhibit 5.13). The dean and Graduate School staff followed through during the summer and fall, examining options for implementation based on that initial evaluation (exhibit 5.14). In late September, via Moodle and e-mail, an Internet-based evaluative discussion was held (exhibit 5.15) with the Graduate School's globally scattered faculty. A draft Strategic Plan was presented to the Graduate School Board of Trustees at their meeting in New York City November 21 and 22, 2008 (exhibit 5.16). The trustees returned the draft, noting their concern that proposed income-generating training programs designed to financially strengthen the young graduate school could compromise its academic rigor. The winter and spring of 2009 saw additional discussions among faculty, staff, and trustees, in person and via the Internet. The dean prepared a Blueprint for Growth (exhibit 5.17), synthesizing many of those evaluative comments. The Graduate School Board of Trustees at its May 15–26, 2009 meeting again re-drafted the document and the final Strategic Plan resulted (exhibit 5.18).

This long saga is important in that it reveals the seriousness by which trustees, administration, faculty, and staff all view the self-evaluation process. If a strategic plan had been a simple objective, an institution as small as the Future Generations Graduate School could have produced a plan with much less effort. But the self-evaluation process,

applied in this comprehensive and inclusive manner, resulted in a careful review of the past and built upon evidence from the three classes. Such a thorough process was perceived to be essential for Future Generations—both because of the critical time of the organization's growth and also because of the innovations of its program.

As an earlier step in this ongoing Self-Evaluation for Effective Decision Making, in January 2007, key members of the Board of Trustees and staff gathered in Baltimore for a two-day meeting. This was an internal group who had backgrounds in the larger role of assessment and who were applying that to systematize institutional evaluative processes. From those meetings a Research Task Force was established, and this group charged two faculty members to lead a global review with a focus on how field programs were being evaluated and how this knowledge base could inform other programs worldwide. Funding for the work was supported through a $25,000 grant from the Hilton Foundation. Work began at all country sites around the world to implement the evaluative process (exhibit 5.19). Country results from this initiative are now becoming available (exhibit 5.20).

The Graduate School has a strong and growing research focus around the theme of community-based dynamics. Its purpose is both to advance the state of global knowledge and to inform Future Generations programming. Currently there are major ongoing field projects in Social Change, Community-Based Primary Health Care, and Institutional Country Program Self-Evaluation. In addition to these, four other projects are underway:

- Community-Based Conservation (funded by the Gordon and Betty Moore Foundation). A global review examined the question of whether community-based conservation is more effective than the traditional professionally led approach. In addition to a wide-ranging literature review, this study included four original case studies from Nepal, the salmon fisheries in the Pacific Northwest, Botswana, and Guatemala (exhibit 5.21).

- Engaging People in Peace Building (funded by the Carnegie Corporation of New York) examines the process of how to get citizens engaged in what is usually a top-down process of government imposition or outside-in intervention by "peace-keepers." Specific cases examine the experiences of Burundi, Somalia, Afghanistan, Nepal, and Guyana (exhibit 5.22).

- Himalayan Ecosystem Research (funded by our institutional endowment) is cataloging the 2,500-mile breadth of the Himalaya-HinduKush Mountain natural history. In addition to an overview, a number of case studies are being written. A recent major publication resulted from this work.[3] In addition, this project is also producing a series of case studies on global ecology. Of special relevance are three case studies that examine the ecology around the North Mountain Graduate School campus (exhibit 5.23).

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[3] Robert L. Fleming, Liu Wulin, Dorje Tsering, *Across the Tibetan Plateau* (New York: WW Norton 2007).

- Pregnancy History Research (funded by a private donor) uses field trials in northeast India and northern Afghanistan communities to investigate whether the recounting of women's pregnancy histories in the socially protected context of Women's Only Workshops can allow the gathering of health statistics retrospectively up to twenty years earlier and also present health education where women's life stories become the mode for teaching health concepts exhibit 5.24).

The faculty and staff are learning-oriented people

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

Dr. Thomas Acker, S.J., Dean. Dr. Acker has distinguished experience in higher education. For eighteen years he was President of Wheeling Jesuit University, and concurrent with his deanship at Future Generations Graduate School leads a regional center for higher education in West Virginia as Chairman of The Higher Education Foundation. Earlier in his career he was Dean of Arts and Sciences at St. Joseph's University, and a Fulbright Professor of Biology in Nepal.

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

Dr. Henry Perry, Professor for Equity and Empowerment in Health, is a scholar-practitioner of community health, with field experience in Bolivia, Bangladesh, and Haiti. He has advanced degrees in medicine, public health, and sociology. Dr. Perry is the author of 40 published articles, 10 books and monographs, and 12 book chapters.

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

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

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

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

Mr. Aziz Hakimi, country director, Future Generations Afghanistan, is an expert on issues of nation building, with a particular focus on this challenge for Afghanistan. Formerly the deputy chairman of the National Election Commission and assistant (policy) to the president of Afghanistan, Mr. Hakimi has published extensively for the last decade in media throughout South Asia on the challenges of nation building.

The adjunct faculty members have a similar level of scholarly interests arising from practical field experience and intellectual curiosity

Dr. Michael Rechlin has an active research program in Nepal looking at leaf litter decomposition and the effects of litter removal on nutrient cycling in community forests. He also is a research associate in a Forest Service project to investigate the ecological effects on the forest floor from various timber harvesting techniques. Dr. Rechlin holds a research appointment at the Yale School of Forestry and is a collaborator in a USAID funded project at Nepal's Institute of Forestry.

Dr. Henry Mosley is a professor emeritus at the Johns Hopkins University School of Public Health, has written or edited five books, authored or co-authored 26 book chapters and 95 peer-reviewed articles.

Dr. Dan Robison and Dr. Sheila McKean are a husband and wife team of food ecologists based out of a research station in the jungles of Bolivia where they experiment with a variety of foods (including wild chocolate). In addition to their research interests they also have worked as technical advisors to a number of food and conservation projects throughout South America.

Internal support for institutional research

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

For instance, Mr. Nawang Gurung is a Future Generations employee who has been director of development programs in Tibet Autonomous Region, China for the past six years. He entered the first class of master's students in 2004 and continues from that experience with writing a series of evidence-based manuals to teach community members current best practice in health, poverty alleviation, and local governance.

In a similar manner, Dr. Tage Kanno (executive director of Future Generations Arunachal), who was also a student in Class Two of this master's program, is building on his training in research and has initiated a review of impact of women's action groups for improving community-based health, a follow-up survey of environmental status in a state wildlife preserve, and is a member of a global team that is reviewing best practices in

community-based change with a special emphasis on the empowerment of women.

Finally and very importantly, Future Generations is able to support the ongoing research of three endowed professors. Dr. Robert Fleming spends 75 percent of his time on research and writing and the other 25 percent on teaching. Dr. Henry Perry spends 20 percent of his time on research and writing, 50 percent on teaching, and the other 30 percent on technical support activities for the field programs of Future Generations. The third endowed professorship is to be taken by Dr. Daniel Taylor who will step down in 2010 as President in order to pursue a research and teaching agenda in applied social change.

Student research is an integral part of the practicum and the master's experience. Altogether, practicum-related credits account for 20 percent of the overall number of credits required for the degree. Research methods are taught in part as preparation for carrying out the practicum research. The full representation of student practica are presented in the Resource Room for this HLC team visit. Refer to exhibit 5.25 for a complete list of student practicum research projects.

Staff who are not members of the faculty also receive opportunities for continuing education. The bookkeeper and director of admissions have participated in special training on financial aid practices. The registrar and director of admissions attended the Higher Learning Commission's workshop on assessing student learning. Opportunities are also provided for staff to travel to program sites to learn about Future Generations field operations. Registrar Christie Hand accompanied students from Class Two in their India and U.S. residentials. She also joined in field evaluation of the Peru program. Admissions director LeeAnn Shreve also joined the students for much of the U.S. residential and participated in most of the Peru residential.

Evaluation of core criteria 4.a

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

Core Component 4.b The organization demonstrates that breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Most of the Graduate School's students are employed as professionals in their home countries. The Future Generations master's program is allowing many of them to move in new directions, professionally. For others, it allows them to broaden their base of knowledge, sharpen their professional skills, and expand the depth of the experiences they bring to their work.

The global network of contacts and professionals affiliated with the Graduate School grounds the master's program in knowledge that is immediately relevant to its goals. The Graduate School drew on experienced academics and community development practitioners in designing a master's degree program with maximum real-world impact.

UNICEF Executive Director Jim Grant's charge, at the organization's founding, that it help produce an understanding of the nexus of economic and social development variables and their sustainability, resulted in reports that were featured at the 1995 U.N. Social Summit in Copenhagen (exhibit 5.26). Conclusions from this still-continuing work are summarized in the Johns Hopkins University Press book, *Just and Lasting Change: When Communities Own Their Futures* (exhibit 5.27). More progress on this research will feature in work to be published in 2010 by Oxford University Press (exhibit 5.28).

The Graduate School was privileged to receive the assistance of two individuals whose broad knowledge and skills grounded the program's educational design. Professor Carl Taylor was involved at the outset. As Chairman of International Health at Johns Hopkins University for 27 years, Professor Taylor led a program that trained more than 2,000 students from 80 countries. Dr. Taylor's insight was that although Johns Hopkins offered more health courses than any other university, it did not prepare students for work under actual field conditions. He guided the new Future Generations Graduate School to a focus on two key features: 1) A curriculum of core competencies, structured so practitioners can apply its principles to specific interests. 2) A practicum that runs the duration of the program. Taylor's experience pointed toward participatory engagement with communities as the focus of fieldwork, wherein students learn both from community experience and through implementing action with communities.

A second colleague more recently engaged to advise the program is Dr. Joan Dassin, Executive Director, Ford Foundation International Fellowships Program. This program has sponsored 3,000 students in education at 500 universities. The first finding from the Ford Fellows program is what the MacArthur Foundation's Master's of Development Practice guidelines term "boot camp." Entrants for higher education must be prepared. This insight has been particularly helpful now as preparations are being made for Class Four. Students will not simply be admitted and then forced to jump into the academic program on the first day of class from their very varied backgrounds.

A second contribution from Dr. Dassin and the Ford International Fellows global base is the idea that candidates should have strong links to communities. (This was a lesson that Future Generations learned from a Class One student, whose link to the community was primarily binoculars she used to study a city slum from her high-rise apartment balcony.) Of course, while the community connection may be centrally important, this does not diminish the parallel admissions requirement of strong academic qualifications.

An important additional knowledge base that Future Generations drew upon in planning the program was from land-grant colleges (with their three-fold emphasis on research, application, and teaching) as well as medical education with its emphasis on "learning" and "learning how." This connection between learning and learning how has been a quest of higher education in America at least since Abraham Flexner similarly redefined medical education in an apt statement found in the introduction to his pivotal report in 1913: "On the pedagogic side, modern medicine, like all scientific teaching, is characterized by activity. The student no longer merely watches, listens, memorizes; he does…. An education in medicine nowadays involves both learning and learning how; the student cannot effectively know, unless he knows how."

In this instruction the balance between the modes of instruction is just as important as the course content.

The Future Generations Graduate School has now piloted three classes of its master's degree program. This experience has allowed us to bring together the above premises into our application of blended learning as the action mode of intellectual inquiry. Beyond the points above, a further conclusion is relevant: the value of close peer-to-peer interaction among diverse practitioners who are constantly applying what they are learning. Peers push the envelope of ideas and challenge each other's basic assumptions with reflection and critique from diverse cultural contexts. The month-long field residentials every term create the setting to enliven and enhance the quality of interchange that continues into online components of coursework.

The blended learning approach used in the master's program gives students the skills that will allow them to continue to learn. Many students are from isolated places in diverse countries. With advances in global connectivity, distant places are now not so isolated. After completing this program, graduates are equipped to make use of that connectivity. The interactive online learning component of their courses introduces them to the ways and relationships that will help make them comfortable with communicating and engaging with others and with accessing knowledge after they graduate.

Upon completing their degrees, graduates are invited to stay connected to the Graduate School and the work of the now seven Future Generations CSO organizations worldwide. This brings them into active dialogue with a world of practitioners, just as the interconnected, mission-supporting web of institutions vision is to be part of the 100 nodes of change.

As a professional master's degree, this graduate program provides students with a combination of professional/technical skills, a comprehensive knowledge base in which those professional abilities function, and the tools that direct inquiry into the systematic generation of new knowledge. Table 6.1 is a classification of the courses showing primary instructional content.

Half of the courses in the program contain professional or technical content. Five courses in the program are primarily comprehensive. The other five courses relate to the practicum, and take students through the steps of identifying a research problem, developing a methodology to address that problem, receiving guidance through the research process, and finally synthesizing the findings and integrating them into the more comprehensive issues facing society. In this instruction the balance between the modes of instruction is just as important as the course content. The residentials are intense and life changing, taking students to other worlds of learning. The online dialogues and mentoring, while on the face of it more prosaic, achieve two things: breaking through the professional isolation of remote places and showing students how to connect professionally to the world from those places. The practicum is where the students apply the scholarship they are learning; this home-based component accounts for 20 of the 24 months of the program and takes world-based knowledge and applies it to each student's particular real world challenges.

Table 5.1   COURSES BY CONTENT

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

The scope of the master's program, the freedom of inquiry allowed, is evident in the diversity of the topics students undertake for their practicum study. Table5.2 is a listing of practicum topics for the three Master's program classes.

Table 5.2   CLASSES 1, 2, 3 PRACTICUM PROJECTS

	CLASS One – Practicum Titles
Nawang Gurung	How the Pendeba Program Affects Community Change toward Natural Resource Conservation and Health Improvement of the QNNP in Tibet, China
Ikwo John Udoh	Community Readiness for Change: An Entry Point Survey of Egun Community in Makoko
Kelly Brown	For Our Children's Tomorrow: Heiltsuk Community-based Land Use Management
Traci Hickson	Future Generations: A Global Learning Community of Equitable and Sustainable Change
Bruce Mukwatu	Zambia Academy for Community Change
Pratima Singh	Adolescent Girls of Simayal: Future Mothers
James Paterson	The Partnership of African American Churches
Shannon Bell	Primary Health Care in Cabin Creek: A Proposal for Community-based Change and Empowerment
	Class Two – Practicum Titles
Tage Kanno	Community-based health care in Arunachal Pradesh, India
Abdo Abo Elella	Access to water in Ezbet El Haggana, Egypt
Telile Bayissa	The Ethiopian diasporas in Washington DC
Ellen Lampert	Border policy, the policy community, and the New Mexico/Mexico border
Melene Kabadege	Neonatal mortality rates, causes and strategies for reducing them in Nyamasheke, Rwanda
Asif Obaidee	Community interventions in Ghuri Community: improving road access, Afghanistan
Dang Ngoc Quang	Impact of group-based microfinance on women's empowerment, Vietnam
Jarka Lamacova	Czech youth learning about global issues, Czech Republic
Yamini Bala	Primary EduCare: toward a new model of education in Detroit
Nguyen Tien Ngo	IC3 learning platform: a new change for English teaching and learning, Vietnam
Mavis Windsor	Qvlagila - making alive, coming alive, or reawakening:" connecting the past, the present and the future is to understand the interdependence of all living things."
Tshering Yangzom	*Ja Thungay*: Let's drink more tea and less alcohol and have more income, Bhutan
Sivan Oun	The Light for Life Child Survival Project and childhood pneumonia, Cambodia
Margaret Kaggwa	Mothers and caretakers who have come for child healthcare and postnatal services at the Upper Mulago Young Child Clinic, Uganda
	Class Three – Practicum Titles
Kristen Baskin	Corner store and cooperative commercial kitchen: A study of nutrition, local economics and communal work
Joy Bongyereire	The factors influencing the use of inorganic vs. organic fertilizers in Irish potato production in Kisoro District, Southwestern Uganda

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Tsering Digi	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
Rezaul Karim	Understanding the impact of BRAC Water, Sanitation and Hygiene Program in rural Bangladesh
Tshering Lham	An assessment of factors that contribute to depletion of ringshoo (*neomicrocalamus andropogonofolius)*, an endemic local bamboo species in Kangpara, Trashigang, Bhutan.
Hermenegildo Mulhovo	Violence as an alternative of public expression of informal groups in suburban areas of Mozambique
Tsering Norbu	Establishment of a Pendeba Welfare Center for community change and conservation in Qomolangma Nature National Preserve
Wendy Reese	From community elimination to revitalization: A study on the process by residents of Barrios Unidos in Phoenix, AZ to reclaim their community.
Atul Tayeng	Community Economic Development and Nature Conservation through EcoTourism in the Siang River Watershed of Arunachal Pradesh, India
Alex Vargas	A case study of Peruvian health promoters' performance improvement through empowerment, leadership and social recognition

Evaluation of core component 4.b

The faculty of the Future Generations Graduate School encompasses field naturalists, experts in public health, community change, peace building, foresters, and agriculturalists. Faculty members are doers and eminent world scholars; their expertise might range from sharpening a chain saw to medical procedures. The practica encompass a wide range of social change and conservation issues.

Core Component 4.c   The organization assesses the usefulness of its curriculum to students who live and work in a global, diverse, and technological society.

The curriculum was designed for students drawn from all over the world, and from many disciplines. Global reach is one of our distinctive features—and it enormously enriches our program. The Graduate School was fortunate to be unencumbered by place or pedagogy; it was specifically created to pioneer new pedagogies in sustainable development as an appropriate response to the diversities of modern life and planetary existence.

To guide its design, the graduate school began with the pioneering study (by our sister organization Future Generations the CSO) of sustainable development, a study commissioned in 1992 by Jim Grant (then UNICEF's executive director) (exhibit 5.29). That research continues a decade and a half later, finding ways to reach the most marginalized communities with sustainable, holistic development.

Since 2003 the Graduate School has piloted programs seeking the best design of the knowledge, skills, and learning networks needed to implement site-specific solutions toward sustainable development. The exploration began at the macro level. After investigating whether to affiliate with another graduate program (most intensively with

The Graduate School has refined the recruitment process, academic calendar, composition of courses, residential sites, or any factor that could contribute to better achieving the mission of "teaching and enabling a process of equitable community change and conservation."

Marshall and Johns Hopkins universities) it was concluded that a stand-alone graduate school would be both more innovative and more cost efficient. The model of blended learning was viewed from the outset by the Board of Trustees as an optimal format to achieve this needed diversity and global reach. Since that initial structural planning, the Graduate School has refined the recruitment process, academic calendar, composition of courses, residential sites, or any factor that could contribute to better achieving the mission of "teaching and enabling a process of equitable community change and conservation."

Using the blended learning pedagogy to achieve greater impact at the community level, this program delivers: 1) a cross-disciplinary curriculum that provides core knowledge and skills needed in sustainable development; 2) a practical experience through field residentials in five countries and closely mentored supervision in home communities; and 3) peer-to-peer learning that places practitioners in an active global community of professions, countries, and cultures so that this graduate education becomes an entryway into lifelong learning, which is truly needed for sustainable development education.

Courses span health science, natural science, social science, and management—then from that breadth achieve depth by application into each practitioner's community. Each of these foundation courses follows the same pattern:

- The course starts with basic knowledge taught in theory and its discipline's core scholarship.

- Basic knowledge is made real through field experience by having students travel to on-site demonstrations worldwide.

- Each course focuses that learning through supervised applications in the locales of each practitioner.

- Each course works from the general to the specific. Trans-disciplinary connections grow powerful through being synergized. Impact learned in a specific community context scales up across sectors and across regions.

In such a manner, this master's degree maximizes learning in communities—for it is in community, not distant schooling, that lifelong action unfolds and competency must be built. For 20 months (80 percent of the program), the learning is in each student's home country, where mentored learning combines with learning from the in-place professional contexts, and where students recognize their strengths and weaknesses while applying lessons.

With such a focus on usefulness, the program is able to enroll promising professionals worldwide. Each practitioner is sponsored by a community, organization, or government. Three classes using this approach have been run to date, and there is growing demand for such reality-based education. In the first three classes, 90 percent of the students have been from the developing world. Twenty-two countries have so far been represented: Zambia, Vietnam, United States, Uganda, Rwanda, Peru, Nepal, Nigeria, Norway, Mozambique, Iran, India, Ethiopia, Egypt, Czech Republic, China, Canada, Cambodia, Bangladesh, Bhutan, Bolivia, and Afghanistan. Sponsoring agencies have included the Afghanistan Ministry of Health, Bhutan Society for the Protection of Nature, BRAC, Community

Avoiding the expense of a physical campus thus reduces costs by about half, and has greater cost returns because a higher proportion of its graduates return than is customary for students from the third world.

Development Foundation of Mozambique, Heiltsuk Tribal Council of Canada, and World Relief in Cambodia and Rwanda.

The program brings global resources to its dispersed students. In doing so, the program strengthens the connection between learning and work—because the student remains in his or her work and the focus on the education is concentrated there. It avoids the potential "brain drain" of quality higher education taking practitioners away from places of greatest need. Rather than the customary higher education practice of bringing students to a campus (or trying to mimic a campus through distance learning), global learning resources are brought to what have been isolated marginalized communities.

While this global learning foundation is central to this master's degree, one fortunate side effect has been that educating students within local communities lowers costs, cost being, arguably, the most serious barrier to higher education. This master's degree not only reaches practitioners worldwide with a top-flight academic program, it advances a model of higher education that opens access and also changes the funding basis—that is who pays for higher education. As a community is being served, a community can help pay the costs. Instead of placing the financing expectation only on individuals, this model utilizes the tuition paying potential of sponsoring organizations sending the students. This payment is justified because the practitioners continue to work in their jobs through the two-year program. Thus, those who help pay are not losing a person. Instead of causing a brain drain, they are getting a brain gain. This also increases the pressure on students to excel; their supporting communities, with money invested, now expect results. Communities, once they've invested money, also invest their hopes and energies. Students work harder.

In addition to expanding who pays, our model has other higher efficiency cost factors: a best-in-the-world global classroom is created, and this is done without requiring expensive campus infrastructure. Avoiding the expense of a physical campus thus reduces costs by about half, and has greater cost returns because a higher proportion of its graduates return than is customary for students from the third world.

Table 5.3 TUITION COST COMPARISON

School	Tuition for One Year
Brandeis University *Social Policy and Management*	$38,900
Columbia University *Program in International Development & Globalization*	$26,831
Future Generations *Applied Community Change & Conservation*	$17,500
Johns Hopkins University *School of Advanced International Studies*	$34,505
University of Sussex (England) *International Development*	$18,921

Also, leading edge information technologies are used to achieve cost reductions and improve instructional reach. Between Class One and Class Two the Graduate School upgraded its Internet educational platform from a first-generation system to Blackboard, allowing for more robust online discussions and a more orderly way to submit and receive feedback on assignments. Between Classes Two and Three, substantive improvement

continued by changing to the Moodle Internet platform. For Class Three, access to Dimdim brought a new tool: "Webinars." Class Four will use video conferencing.

But simply advancing to the next state-of-the-art Internet platform turns out not to be optimal pedagogy. The challenge is to match the strengths of each information technology tool with student learning needs. For example, simple e-mail remains a powerful tool, so much so that some of our professors use e-mail exclusively for one-to-one communication with students, encouraging the students to use it in turn to engage with their communities. Other professors seek to promote student-to-student interchange, and for this purpose the modern platforms work better. The skills acquired and the knowledge gained in the program are global in nature but local in application. Therefore, as is appropriate in a professional master's degree, 85 percent of the program's learning objectives are skills and knowledge necessary for the graduates to be successful in the workplace. Three components of the learning objectives that specifically address the global nature of society are:

- Relate local development to national and global forces of change

- Apply principles of resource allocation economics

- Access Web-based information, discerning what is most appropriate and factual

These learning objectives were developed based on an assessment of what one needs to know to be an agent of change, integrating community development with environmental concerns. As noted previously, the planning for this curriculum included Future Generations faculty and also two advisors whose academic experiences brought decades of perspective (Professor Carl Taylor, from the Department of International Health at Johns Hopkins and Dr. Joan Dassin, the Executive Director of the Ford International Fellows Program). The learning objectives that have been developed include an emphasis on "on the ground" skills and are reflected in the individual course objectives. It is our students that bring meaning to these learning objectives, as they work to determine what concepts like empowerment really mean given their diverse cultural, religious, and political perspectives.

The Future Generations Graduate School master's curriculum has only been "used" in its entirety by three classes. As with any young curriculum, particularly with one embedded in innovation, the "bugs" are still being worked out. Interestingly, effective answers seem to be coming not by looking for problems but by a forward focus, finding what has worked and then seeking to make that work better. Through this approach we are finding it easier to exploit the significant potential of blended learning. Traditional pedagogy in higher education does not have an equivalent ability to build lessons around first-hand learning—in home communities through mentoring, at global demonstrations of best practice, through engaging such a globally diverse student body. As a result, traditional pedagogy instructs through secondary sources—case studies and data presented in textbooks and journal articles, professor's accounts of visits to outstanding demonstrations or lectures about them, and reports that students bring back from their fieldwork. These traditional instructional modes are useful, of course, so blended learning uses them as foundations of learning—and adds the mentored on-site experience.

By basing our focus on the constantly unfolding potential of blended learning, new options come forward and older problems seem to melt away. Illustrations of this evolving use of blended learning are presented for Criterion Three in this self-study. Another example is the following instructional change by Professor Daniel Taylor. In Classes One and Two for his course, Going to Scale, he moved from using the simpler online discussion platform to Blackboard, expecting students would engage in more vibrant dialogue. But in Class Three, he dropped the interactive online approach entirely, reverting to only e-mail. Through professor-to-student e-mail he found that it was possible to focus students not on interacting with each other but rather on interacting with their communities. Students were assigned to engage with their communities then report on that as a course paper. The paper was critiqued and students were sent back into their communities to re-engage. This iterative mentoring could never have happened so effectively with the older method of sending students out to do their thesis, then communicating with their professors through post and phone. If students had remained online communicating with each other, it would have been difficult to hold them accountable to community realities (exhibit 5.30).

Future Generations self-evaluation process, mentioned earlier in this chapter, includes the evaluation of pedagogy (noted above) and the program's innovative curriculum. Input is from multiple sources, including seasoned teachers and cutting-edge development practitioners. Some of the most useful critics, though, have been our students. They are happy to tell us what works and more than happy to tell us what doesn't (exhibit 5.31), for example, in the end-of-residential reports. As mentioned earlier, a variety of assessment tools have been used (formal residential evaluations, a campus satisfaction survey, group discussions with faculty, staff, and Board members, and individual student course evaluations) to gather input to guide curriculum modifications. One as yet unmet point of criticism has to do with more effective input from the communities with which students engage, an issue of program growth and a challenge that is discussed at greater length under Criterion Five.

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

Evaluation of core component 4.c

As shown throughout this report, the master's program addresses our global society. As the program matures, Future Generations has systematically advanced, especially through its institution-wide established program of self-evaluation. The Graduate School is increasingly soliciting formal and more rigorous input from all the constituencies involved. Additionally, the recent alumni survey will provide a further check on how

our master's education is used by alumni and accepted in the development community (notwithstanding the small sample size of two graduated classes).

| Core Component 4.d | **The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.** |

The Graduate School is responsive to the needs of the students, faculty, and staff and looks continually for ways to support their acquisition of knowledge and scholarship. Of primary importance is providing students with the library/cybrary resources necessary for the literature review on their practicum topics and ongoing research needs. The master's program has been experimenting with a range of options including partnering with other higher education institutions to obtain access to their online databases, purchasing external hard drives containing educational resources (such as the eGranary digital libraries), subscribing to an academic database, and accessing free or low-cost journals available to developing countries (exhibit 5.32). Some things have not worked (for example, database licenses prevented us from accessing resources of another institution) or are too expensive (the eGranary hard drive is $750 per student). Finally, after considerable research and discussion, we identified the services listed in the previous section "Addressing the 2007 HLC Evaluation Review Report." This discussion is, of course, not closed. As we continue to identify resources and strategies to support student scholarship, they will be implemented. Of particular promise is that the field of electronic acquisitions is itself advancing so rapidly as the Internet develops and more materials come online for less cost; trajectories of growth by Future Generations on one hand and by the Internet on the other are converging in exciting ways for student learning.

The master's students also benefit from the research and culture of rigorous inquiry developed in Future Generation's four country programs. Currently there are seven research initiatives connected with the country programs: community-based primary health care, engaging people in peace building, community-based conservation, Himalayan ecosystem analysis, social change evaluative research, pregnancy history surveys assessment, and internal review of country programs. Within this culture, where the faculty is actively engaged in the acquisition of knowlege, the students see that research is valued, and they get guidance from faculty who are experienced. This substantive depth contributes greatly to grounding their practicum research and informing actions in the communities where they work. The information is wide-ranging, covering public health, local environmental conditions, demographic information related to education, crop productivity, and other topics. Knowledge gained from this data is always shared with the community. Moreover, the community is almost always a full partner in its collection. Vital to the research undertaken in the Graduate School and country programs is the Future Generations Institutional Review Board (IRB), registered in January 2008. The IRB vets institutional and student research to assure the ethical treatment of any research subjects. Although Future Generations does not conduct clinical medical studies, it does conduct social science research and gathers health-related information from different groups of people. The organization is also involved in a global research effort on engaging people in peace building, as well as conducting environmental and economic research. All of these bring with them important ethical issues that require monitoring and institutional oversight. The Future Generations IRB has already reviewed research

protocols in the following studies:

> 1) Evaluating the Impact of Kitchen Gardens in Kurung Kumey, Lower Subansiri, and East Siang Districts of Arunachal Pradesh Using Capability Approach. (The principal investigator is a JHU doctoral student under the supervision of Future Generations Arunachal.) The IRB exchange on this research project is provided in exhibit 5.33.

> 2) Pregnancy Histories to Measure Child Mortality Decline in Yakowlang District Bamian Afghanistan. (The principal investigator is Future Generations President Daniel Taylor.)

> 3) Exploring Synergies between Empowerment and Gender and Comprehensive Primary Health Care in Three Tribal Districts of Arunachal Pradesh. (The principal investigator is Future Generations Arunachal director Kanno Tage.)

The IRB process is handled somewhat differently with the master's students because of the nature of their research and their relationships with the communities where the research is taking place. Normally the students carry out their research with an internal rather than external constituency, significantly reducing the possibility of exploitation. In addition, the students' practica often involve project implementation in collaboration with the community rather than academic research performed "on" the community. Each student's faculty advisor in collaboration with the IRB chair makes the ultimate decision whether or not the student should submit his/her practicum research for a full IRB review. To this date, no student proposal has warranted such review.

Membership of the Future Generations Graduate School IRB is as follows; each member's affiliation is noted.

Table 5.4 IRB MEMBERS AND AFFILIATIONS

Name	Position	Organization	Location
Members			
Dr. Laura Altobelli	Country Program Director	Future Generations	Lima, Peru
Dr. Chris Cluett	Sr Research Scientist	Batelle Corporation	Seattle, WA
Dr. Wade Davis	Ethnobotanist/ Explorer in Residence	National Geographic	Washington DC
Dr. Bob Fleming	Professor	Future Generations	Springfield, OR
Dr. Henry Mosley	Professor	Johns Hopkins University	Baltimore, MD
Dr. Mike Rechlin	Professor	Principia College (Joint Appt. at Future Generations)	Elsah, IL
Ms. Christie Hand	Registrar Chair of IRB	Future Generations	Franklin, WV
Alternates			

| Ms. Fran Day | Dean of Institutional Advancement | Thomas College | Waterville, ME |
| Mr. Johan Reinhard | Explorer in Residence | National Geographic | Franklin, WV |

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

Evaluation of core component 4.d

Future Generations has in place a rigorous process of evaluation to look specifically at ethical issues. The IRB has demonstrated its independence and its diligence in some complex and challenging reviews. In parallel, members of the graduate school faculty have submitted a significant number of their publications for peer review (during the last year, Daniel and Carl Taylor, a book manuscript to Oxford University Press; Henry Perry, three articles accepted for publication; Jason Calder, a chapter in *Worldwatch State of the World 2008*). Future Generations values learning and supports that learning in its faculty and staff.

One important additional vehicle that has been established in the last two years is the "occasional paper" series. Finished occasional papers are posted in PDF on the Future Generations Web site by both faculty and students, and can be easily downloaded anywhere in the world. Professor Robert Fleming has made **8** publications available this way. Future Generations had made dramatic progress with this since a full-time information technology specialist joined the organization in mid 2008, and this individual, a student in Class Four, will actively develop this information resource to a much greater extent.

Conclusions

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

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

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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 residentials. 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.

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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)."
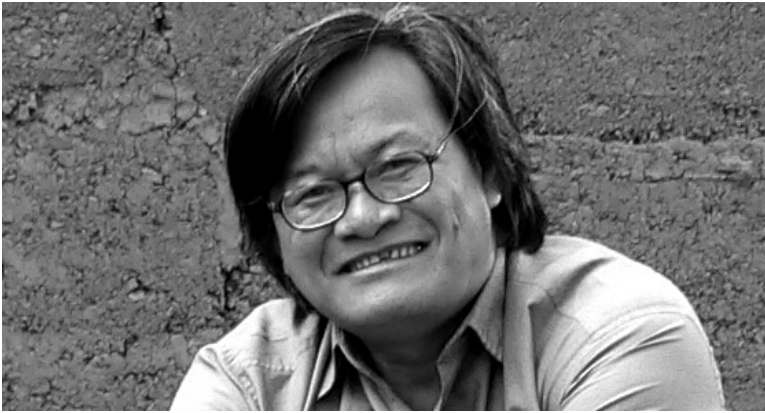
 Dang Ngoc Quang, from Class Two, did his practicum in collaboration with the Rural Development Services Centre, a Vietnamese NGO, studying the impact of a microcredit program, particularly how it empowers poor women. Through his master's program, Quang gained the skills and knowledge to develop a network 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. Joys 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)	*Future Generations: A global learning community of equitable and sustainable change*
Nawang Gurung (Nepal)	*How the Pendeba program affects community change toward natural resource conservation and health improvement of the QNNP in Tibet, China*
Ikwo John Udoh (Nigeria)	*Community readiness for change: An entry point survey of Egun community in Makoko*
Kelly Brown (Canada)	*For our children's tomorrow*
Bruce Mukwatu (Zambia)	*Zambia Academy for Community Change*
Pratima Singh (India)	*Adolescent girls of Simayal: Future mothers*
James Paterson (United States)	*The Partnership of African American Churches*
Shannon Bell (United States)	*Primary health care in Cabin Creek: A proposal for community-based change and empowerment*

Class Two

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

Nguyen Tien Ngo (Vietnam)	*IC3 learning platform: A change for English teaching and learning in Vietnam*
Mavis Windsor (Canada)	*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."*
Tshering Yangzom (Bhutan)	*Ja Thungay: Let's drink more tea and less alcohol and have more income, Bhutan*
Sivan Oun (Cambodia)	*The Light for Life Child Survival Project and childhood pneumonia, Cambodia*
Margaret Kaggwa (Uganda)	*Mothers and caretakers who have come for child healthcare and postnatal services at the Upper Mulago Young Child Clinic, Uganda*

Class Three

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

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

residentials in research and literature reviews with monthly updates between residentials; 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 residentials 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.

Chapter Seven

Federal Compliance

Future Generations Graduate School is in compliance with all federal requirements. The school recognizes that compliance with stated requirements is essential to its integrity and that the implementation of policies and procedures is necessary to maintain its reliability.

Credits, Program Length, and Tuition (Policy I.C.7)

Future Generations awards semester hours of credit for academic work completed in the master's program. The fixed curriculum offers 37 credit hours of courses, with the possibility of two additional credits for language study. Thirty-seven credits are required for graduation. Table 7.1 is an analysis of minimum student workload for online, residential, and practicum courses. Although time commitment varies with student ability, and project work associated with the practicum is undervalued, this analysis outlines the program's expectations. On average, students in the master's program can expect to put in 46.9 hours for each credit hour completed. This is slightly above the Carnegie unit of credit standard of 45 hours of student work per semester credit hour.

The Future Generations master's program takes two years to complete. Within the two-year period, there are 25 months of active online or residential instruction. For the practicum, work is done alongside instructional work or during those months when classes are not in session. Students enter and are expected to complete the program as a class cohort. To provide flexibility to accommodate student schedules yet to simultaneously maintain high academic standards, students are permitted to take the time needed to complete a quality practicum, even if this requires using a year or more beyond the conclusion of their formal coursework. Similarly, opportunities exist for students to withdraw for a term or more and complete their degrees with the next entering class.

Tuition for the master's program is $17,500 per year. This amount includes books and teaching materials, as well as room, board, and all in-country academic related costs incurred during the four residential sessions. As seen in Table 7.2, both the credit hours needed to complete the program and the tuition charged are well within the range required for other institutions offering master's degree programs.

Student Complaints

The Future Generations master's program invites students to offer comments, suggestions, and complaints in several different ways at numerous times during the two-year program. At any time, students may express their concerns to the registrar or dean via phone call, e-mail, or in direct discussion. Also, students are invited to express their concerns to faculty teaching individual courses. Depending on the nature of the concern, a faculty member or administrator contacted may address the student directly, or the issue may be referred to the appropriate person, normally the registrar. If the issue is deemed serious, or if it is a request for variance on a Graduate School policy, a signed letter is required and forwarded to the Academic Council for resolution. Details of policies and how they operate are provided to students in writing in the Student Handbook, which they receive upon enrollment in the program.

Table 7.1 ANALYSIS OF INSTRUCTIONAL TIME AND CREDIT HOUR ALLOCATION FOR MASTERS PROGRAM COURSES

Courses	Online Credits and Hours	Length of Term in Months	Residential Credits and Hours	Site for Residential Studies	Practicum Credits and Hours
Community-Based Development					
Introduction to Community Change and Conservation	1 credit; 40 hours	5	1 credit; 40 hours	India	
Nature Conservation and Management	1 credit; 50 hours	5	1 credit; 56 hours	United States	
Going to Scale with Community Development	1 credit; 50 hours	5	1 credit; 40 hours	Peru	
Globalization, Localization, and Sustainability					
Sustainable Development	1 credit; 58 hours	5	1 credit; 32 hours	India	
Food and Water Security	1 credit; 50 hours	5	1 credit; 40 hours	Peru	
Human Ecology	1 credit; 30 hours	6	1 credit; 96 hours	Nepal/ Tibet	
Community Change Skills					
Healthy People, Healthy Communities	1 credit; 50 hours	5	1 credit; 40 hours	India	
Leadership and Organization Dynamics	1 credit; 50 hours	5	1 credit; 40 hours	United States	
Social Change and Conflict Transformation	1 credit; 35 hours	5	1 credit; 64 hours	United States	
Inter-Cultural Communicative Competence	(0–2 credits)				
Monitoring and Evaluating Community Change					
Applications of Nonprofit Management	2 credits; 90 hours	6			
Empowerment	1 credit; 50 hours	5	1 credit; 40 hours	Peru	
Pedagogy of Place: Home and India		5	1 credit; 55 hours	India	
Pedagogy of Place: United States		5	1 credit; 45 hours	United States	
Pedagogy of Place: Peru		5	1 credit; 45 hours	Peru	
Pedagogy of Place: Nepal and Tibet		6	1 credit; 45 hours	Nepal/ Tibet	
Applied Practicum Work					
Practicum: Research Design and Methods		5		India	2 credits; 90 hours
Practicum: Prospectus Design		5		United States	2 credits; 90 hours
Practicum: Applied Research I		5		Peru	2 credits; 90 hours
Practicum: Applied Research II		6		Nepal/ Tibet	2 credits; 90 hours
Synthesis and Integration	1 credit; 60 hours	6	1 credit; 40 hours	Nepal/ Tibet	1 credit; 35 hours
TOTALS 37 credits (+ up to two language credits), 1,736 hours; 46.92 hours/credit	13 credits; 623 hours (0–2 credits for language)	25 months	15 credits; 718 hours		9 credits; 395 hours

Table 7.2 COMPARISON OF CREDIT HOURS AND TUITION FOR MASTER'S LEVEL EDUCATIONAL PROGRAMS

University	Credits in MA Program	Tuition per Year
American University	42	$26,727
Future Generations Graduate School	37	$17,500
Harvard University	32	$36,520
James Madison University	38	$20,352
Marshall University	36	$14,656
University of Virginia	30	$22,140
West Virginia University	36	$19,722
Yale University	39	$32,500

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

A formal grievance procedure has been formulated and is included in the Student Handbook. This procedure includes the formation of a grievance committee and the procedures to be followed in resolving the issue (exhibit 7.1).

Transfer Policy

Under special circumstances, a student may receive credit for graduate work completed at another accredited graduate institution. Six semester hours are the maximum amount granted. Appropriate course either complimentary to the Future Generations degree or directed a student's special academic needs form essential criteria in the consideration. Students must complete the Petition for Transfer of Credit and submit it to the Registrar for discussion at a forthcoming faculty meeting. When the petition has been voted on by the faculty, the decision will be conveyed by letter from the Dean. The guidelines are as follows:

- Credit is not granted for more than the face-value credit assigned by the host institution.
- The lowest grade normally accepted for transfer credit is B.
- A copy of the catalog course description must accompany the petition upon submission.
- No credit is given for courses completed toward another degree.

This policy is available to students in the Academic Catalog and on the school Web site.

Verification of Student Identity

Future Generations Graduate School has a system in place for verification of student identity. The online portion of this program is presented through Moodle. Moodle is a free and open source e-learning software platform and is designed to help educators create online courses with opportunities for rich interaction. Students must log into Moodle with a user ID and password every time they do online work (exhibit 7.2). Also, instructors are generally able to determine a student's identity by his or her writing style.

As new identification technologies are developed and become more sophisticated, less expensive and more mainstream, Future Generations Graduate School anticipates developing a more secure system and will not use any technology that may interfere with the privacy of their students.

Title IV Program and Related Responsibilities

As required, Future Generations Graduate School complies with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998.

The Future Generations financial aid office has applied to become eligible to offer federal financial aid; waiting for final approval from the U.S. Department of Education. Future Generations Graduate School plans to participate in the Federal Perkins Loan Program, the Federal Family Education Loan Program, and the William D. Ford Federal Direct Loan Program. Once approved, the school will adhere to all policies and procedures set forth by the U.S. Department of Education.

The Graduate School publishes information in both printed and online formats. The course catalog, the Student Handbook (exhibits 7.3 and 7.4), and the school Web site (www.future.org/graduate-school) contain the following required information:
- Satisfactory academic progress for financial aid
- Refund policy
- Procedures for withdrawing
- Disability services
- Degree, curriculum, and educational opportunities
- Family Educational Rights and Privacy Act
- Course Descriptions
- Faculty Credentials
- Drug and alcohol-free campus policy
- Transfer of credit policy

Federal Compliance Visits to Off-Campus Locations

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

Institutional Disclosures and Advertising and Recruitment Materials

Future Generations Graduate School accurately reports its affiliation status with the Higher Learning Commission of the North Central Association in all major publications. Other examples of marketing materials referencing accredited status include the Strategic Plan and recruiting materials. Future Generations Graduate School also prominently publishes accreditation contact information in all pertinent documents and on its Web site at www.future.org/graduate-school.

Relationship with Other Accrediting Agencies and with State Regulatory Boards

The Future Generations Graduate School does not hold any professional accreditations nor does it hold any dual institutional accreditations.

Future Generations Graduate School has been granted authorization from the West Virginia Higher Education Policy Commission to operate as an institution of higher education with the offering of a master's degree in Applied Conservation and Development (exhibit 7.5). Future Generations accurately reports is affiliation with the West Virginia Higher Education Policy Commission in all major publications and on its Web site at www.future.org/graduate-school.

Public Notification of Comprehensive Evaluation Visit and Third Party Comment

Future Generations Graduate School gives careful attention to disseminating information about the self-study and the HLC visit to its constituencies. A public notice was placed on the graduate school's Web site, and appropriate advertisements were purchased to place the notice in local newspapers (exhibit 7.6).

Summary

Future Generations Graduate School is in compliance with all federal requirements. The school recognizes that compliance with stated requirements is essential to its integrity and that the implementation of policies and procedures is necessary to maintain its reliability.