

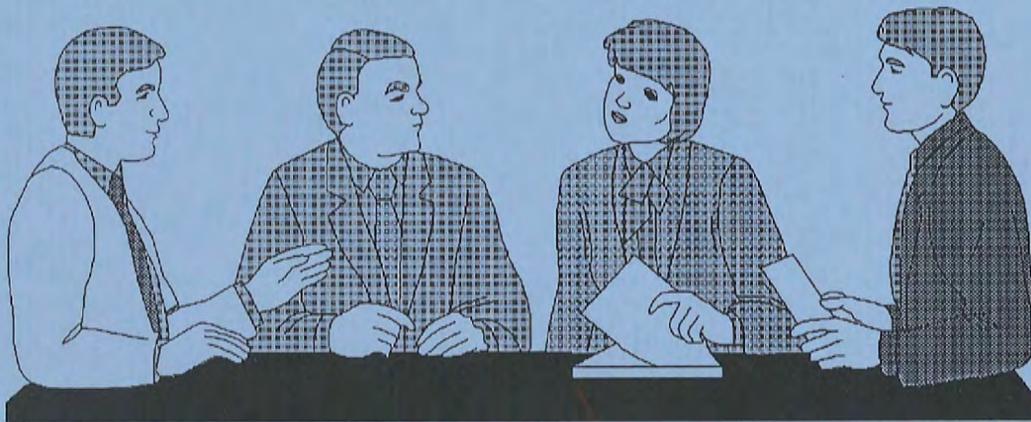


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Board for International Food and Agricultural
Development and Economic Cooperation

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REPORT OF THE BIFADEEC TASK FORCE ON THE UNIVERSITY CENTER PROGRAM



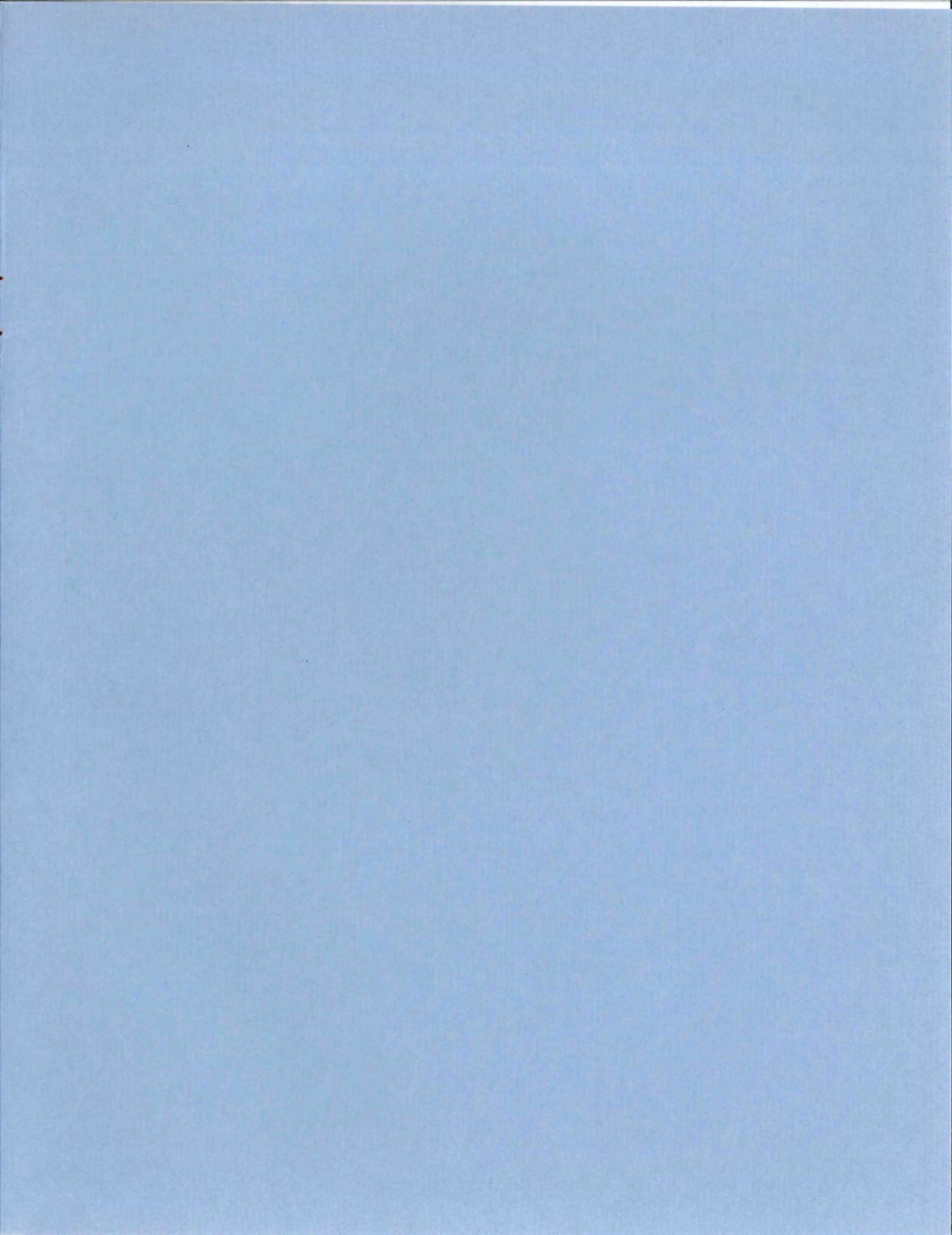
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AGENCY CENTER FOR UNIVERSITY



COOPERATION IN DEVELOPMENT

AGENCY CENTER FOR UNIVERSITY COOPERATION IN DEVELOPMENT
BUREAU FOR RESEARCH AND DEVELOPMENT
U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, DC 20523-3801



REPORT OF THE BIFADEC TASK FORCE ON THE UNIVERSITY CENTER PROGRAM

to the

**Board for International Food and Agricultural
Development and Economic Cooperation**

December 5, 1991

**AGENCY CENTER FOR UNIVERSITY COOPERATION IN DEVELOPMENT
Bureau for Research and Development
Agency for International Development
Washington, DC 20523-3801**



CONTENTS

Contents	
Executive Summary	1
Preface	4
INTRODUCTION	6
Background Factors	6
PURPOSES OF THE CENTER	9
OPERATING PRINCIPLES FOR THE UNIVERSITY CENTER PROGRAM	11
Institutional Involvement	
Relationship to Bilateral Programs	
Relationship to Human Resource Development Programs	
Interinstitutional and Interagency Synergy	
Short-Term Service and Long-Term Programming	
Mutuality	
Objective Selection and Evaluation	
ILLUSTRATIVE TYPES OF PROGRAMS	13
Coordinating/Consulting/Facilitative/Liaison Services	13
Longer-Term Program Initiatives	14
A. Sustaining and Enhancing Developing Country Institutions	14
B. Enhancing Development Research, Education and Assistance Capacity in U.S. Higher Education	16
C. Increasing and Sharing Expert Talent of Value to Both A.I.D. and Higher Education	18
D. Accessing Higher Education Resources and Experience More Effectively	19
E. Enhancing the Design and Evaluation of Development Programs	21
GENERAL RECOMMENDATIONS	23
CONCLUSION	25

EXECUTIVE SUMMARY

The formation of the Agency Center for University Cooperation in Development is a historic juncture in the relationship of the U.S. higher education community and the Agency for International Development. The design and implementation of a true partnership in worldwide development between A.I.D. and the totality of the higher education community provide an extraordinary opportunity to maximize the impact of the U.S. in the developing world.

Higher education institutions are key instruments in development worldwide. Fostering effective working relationships among U.S. and developing country colleges and universities is an important goal for the United States. U.S. colleges and universities must be involved for the long haul, working in a cooperative and collegial atmosphere with developing country institutions to improve the societies which they serve.

Background Factors

A strong initiative for internationalization is developing in the university community. It is firmly based on the knowledge that the future for the American way of life is rooted in the ability to compete in the global economy. Our future rests on the ability to understand and compete in a world that is moving very rapidly toward economic, political and social interdependence. Higher education must play a key role in preparing our citizens to meet that challenge.

Purposes of the Center

The principal purpose of the Center is building capacity in U.S. higher education to enhance the effectiveness and impact of higher education on development through a strengthened A.I.D./university partnership. This purpose would be accomplished by assisting A.I.D. with policy development, involving more participants and disciplines within colleges and universities, expanding the range of institutions involved in development activities, facilitating and monitoring the involvement of HBCU and other minority higher education institutions and four-year colleges and universities and community colleges in international activities of A.I.D., sustaining human capital and institutional development in developing countries, increasing the exchange of information between and among U.S. higher education and A.I.D., other government agencies, private voluntary and nongovernmental organizations, and the private sector.

Coordinating/Consulting/Facilitative/Liaison Services

The University Center should provide a number of services to A.I.D. and to U.S. colleges and universities and, on a more limited basis, to institutions in the developing world.

This should include an adequate flow of information, a point of contact or liaison for interested parties, and an offer (accompanied by capability) to assist in matching A.I.D. programs and universities' talents, advising on optimum modalities or instruments for cooperation. It would support and facilitate the work of the Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC).

Longer-Term Program Initiatives

Longer-term Center initiatives are suggested to join the interests of A.I.D., higher education and the developing country in contributing to progress. There are five broad categories of programs and activities that higher education can best contribute that have value for A.I.D. as follows:

- Sustaining and enhancing developing country institutions including university development linkage programs, networks of U.S. and developing country institutions, and further development of CRSP-type programs.
- Enhancing development research, education, and assistance capacity in U.S. higher education to include support for internationalization plans, development specialists in residence, fellowships, faculty development, topping-up salaries, and institution-based initiatives.
- Increasing and sharing expert talent of value to both A.I.D. and higher education through shared personnel arrangements, research grants, dissertation research awards, and joint seminars.
- Accessing higher education resources and experience more effectively by forming alliances with higher education resources, collaborating closer with the International Agricultural Research Centers, and developing and utilizing centers of excellence in the academic community.
- Enhancing the design and evaluation of development programs through issue and strategy oriented networks, evaluation networks, and the monitoring of human resource development programs.

General Recommendations

The long-term program of the University Center should be planned and operated so as to reflect the long-term interests and agendas of both A.I.D. and the higher education community. Programs and projects should not be expected in every instance to conform to current A.I.D. development strategies in a particular country and/or program area. Since these are by nature selective of shorter-term priorities and opportunities and subject to

change, the University Center should be able to reflect instead the broader global priorities and needs of the Agency as a whole. Within this general framework, the following recommendations are made:

- Under the leadership of the respective associations, **the higher education community must mobilize its resources to broadly internationalize programs and activities** so that research, education and public service programs are aimed at making America understand and be competitive in the international arena. A.I.D. can help to sustain the momentum being generated for internationalization through the resources of the University Center.
- Higher education is best served when it comes to the table with its own mission, commitment and resources. In order to fulfill effectively its international mission, **institutional commitment and the allocation of appropriate institutional resources need to be assured.**
- A good job must be done in the planning process for the University Center. This report outlines a general conceptual framework for the program of the Center, but a **much more detailed planning job remains** for each of the five proposed long-term initiatives. The Task Force strongly urges the BIFADEC to **use broadly representative groups from higher education for the detailed planning process.**
- **Close liaison must be maintained with the A.I.D. bureaus in Washington and with the USAID field missions.** The concept of the Center represents a significant departure from the country-level programming philosophy, so a major effort at linkage is absolutely necessary.
- **Appropriate staff and adequate travel funds are required** in order to complete the planning process and to implement the programs. This must be worked out with the Agency before the process begins.
- **The higher education community must forge effective linkages with other players in the development community:** other government agencies, the private sector, the NGOs, and the PVOs. It is crucial that programs and activities be coordinated and interwoven to achieve maximum impact.
- **In evaluating the performance of the University Center, both A.I.D. and higher education criteria should be developed and applied. The criteria should reflect the long-term agenda** as a basic standard of performance rather than a focus on single bureau, region or country contributions.

REPORT OF THE BIFADEC TASK FORCE ON THE UNIVERSITY CENTER PROGRAM

PREFACE

Higher education institutions are key instruments in development worldwide. In their respective societies, they play most important roles in enhancing human welfare. The development of an educated citizenry, the apex of which is the university, is a highly important ingredient in political, economic and technical development. In that sense, colleges and universities in developing countries take on even greater importance. They contribute to development by infusing ideas, defining issues, injecting new technology, and assessing what has transpired. They are fundamental assets that must be nurtured and supported. At the same time, they require the freedom to explore without being fettered by external social and political restraints.

Fostering effective working relationships among U.S. and developing country colleges and universities is thus an important goal for the United States. The involvement of U.S. higher education must not be dictated by short-term political considerations. U.S. colleges and universities must be involved for the long haul, working in a cooperative and collegial atmosphere with developing country institutions to improve the societies which they both serve.

The development of these relationships is not seen as a replacement for the normal manner in which A.I.D. does business with higher education. Rather, these relationships are complementary to the traditional mechanisms by which A.I.D. procures services to assist in the implementation of U.S. development strategies.

The formation of the Agency Center for University Cooperation in Development is an historic juncture in the relationship of the U.S. higher education community and the Agency for International Development. There are some exciting and profound opportunities in defining this expanding relationship. Both the Agency and higher education have a long history of involvement with the developing world. A.I.D. has provided worldwide leadership in development, and there are numerous success stories to attest to its accomplishments. The higher education community has many thousands of alumni spread all over the world, many of whom play key roles in the development of their countries.

There has been a longstanding relationship between the Agency and elements of U.S.

¹ University as used in this context connotes any institution of higher learning beyond high school, encompassing the general class of institutions called colleges and universities such as technical junior and community colleges, HBCUs and other minority institutions, four year colleges and universities, and doctoral-granting institutions.

higher education. Both the 1862 and 1890 land-grant colleges have been heavily involved in agricultural development projects of A.I.D. since the beginning of development assistance activities shortly after World War II, making monumental contributions on the food production front. This relationship was strengthened further through the passage of Title XII by the U.S. Congress in 1975. Health and education segments of the higher education community also have been heavily involved in A.I.D. programs, although the number of institutions involved has been much more limited than in the agricultural and food areas. More recently, there has been an increasing need to involve colleges of businesses in the development process.

A new and exciting era is dawning with the formation of the University Center. The design and implementation of a true partnership in worldwide development between A.I.D. and the totality of the higher education community offer an extraordinary opportunity to maximize the impact of the U.S. in the developing world. The emphasis will be on involving whole institutions as contrasted with the traditional pattern of segments of institutions working with particular A.I.D. units or programs without any special regard to overall institutional goals or programs.

INTRODUCTION

The formation of the Center for University Cooperation in Development within the Agency for International Development was announced by the Administrator of the Agency on September 20, 1990. Additionally, the Congress is currently considering a new Foreign Aid Authorization Bill which contains provisions for a University Center. The Center is beginning to take shape and to explore program possibilities to fulfill its broad purposes.

To assist in formulating the program for the Center, a Task Force and Advisory Committee structure was formed by the BIFADEC to help sort out program emphases and priorities. The membership of the Task Force was drawn from nominees of the various higher education associations in the U.S., especially those engaged in the leadership and management of international affairs. The Advisory Committee to the Task Force was composed of college and university presidents named by the higher education associations and also included senior executives from A.I.D. and other relevant federal government departments.

Background Factors

A strong initiative for internationalization is developing in the U.S. university community. It is firmly based on the knowledge that the future of the American way of life is rooted in the ability to compete in the global economy. Our future rests on our ability to understand and compete in a world that is moving very rapidly toward economic, political and social interdependence. Higher education must play a key role in preparing its citizens to meet that challenge.

A.I.D. recently adopted a new mission statement, emphasizing that it administers economic assistance programs which combine an U.S. tradition of international concern and generosity with the active promotion of U.S. interests. It assists developing countries to realize their full national potential through the development of open and democratic societies and the dynamism of free markets and individual initiative. It assists nations throughout the world to improve the quality of human life and to expand the range of individual opportunities by reducing poverty, ignorance and malnutrition.

- A.I.D. and Higher Education - Shared Interests

The higher education community and A.I.D. share common interests in three key areas:

- Both higher education and AID have significant contributions to make in the

developing world and in the education of students about development issues in the Third World. It is not surprising, therefore, to find substantial areas of congruence in the goals and programs of both A.I.D. and universities. The internationalization of higher education is vital to the short-term and long-term national interest. It involves the broadening of student learning experiences to include knowledge and appreciation of the wide diversity of cultures and societies in the world, as well as the development of specialists of all types. The outcome must be an enhanced capability to function internationally while, at the same time, contributing to the advancement of progress on a worldwide basis. Since A.I.D. has a distinct role in the latter, the roles of higher education and A.I.D. converge and form the basis for cooperation of value to both.

- Both higher education and A.I.D. have a sustained interest in the developing world but from somewhat different perspectives. Although it is obvious that international development is not and cannot be the sole mission of a higher education institution, it is equally true that many institutions and their faculty are dedicated to knowing more about the developing world, to conducting research in that area and to teaching about it. The Title VI Centers have been instrumental in this regard, providing a stimulus for international studies and development through research and teaching and the hosting of scholars from many parts of the world.

- A.I.D. and college and university people are concerned with global awareness in general, including such issues as the environment, water resources, poverty, food and famine, social and economic development in the context of a wide and diverse array of nations and cultures. Such issues quite often, and naturally so, find their way in the curriculum, through courses and interdisciplinary seminars, as well as through research and faculty development programs and overseas service.

- Existing Broad Pattern of Higher Education-A.I.D. Relations

It is clear that there are many relations between units of A.I.D. and higher education people involved in A.I.D. programs. Title XII tends to define relationships in agriculture and related fields, and there are many cooperative agreements, grants and contracts with college and universities in such fields as health, population and education. Many of these exist overseas as a result of direct action by missions; others take the form of college and university subcontracts with private firms.

- The Movement Toward Internationalization in Higher Education

The movement toward more internationalization of many colleges and universities creates another natural area of convergence for higher education and the universities. Many institutions of higher learning are seeking increasingly to become more international in their curriculum, their teaching, their research, their public service. This is a distinctly growing

trend, sometimes stimulated by educational leaders, sometimes by faculty and students and often by a combination of all of these on a campus, in recognition of the essential contribution to be made by international education to the future work and lives of current generations of students. The participation of A.I.D. in this movement to internationalize higher education clearly can be mutually reinforcing, even in curricula which are being internationalized without necessarily focusing on the international development process.

PURPOSES FOR THE CENTER

The authorizing language in the bill considered but not yet enacted by the current Congress sets the tone for the functions of the Center, saying,

"The Center shall seek to promote and strengthen mutually beneficial development cooperation and partnerships between such agency, United States public and private institutions of higher education that are engaged in education, research, and public service programs relevant to the development needs of developing countries, and institutions of higher education, research, and extension in those developing countries."

The Task Force proposes that the principal purpose of the Center be the **building of capacity to assist in the development process through:**

- **Enhancing the effectiveness and impact of development through a strengthened A.I.D./university partnership for development;**
- **Assisting A.I.D. with the development of policies for the utilization of higher education institutions in the development process;**
- **Achieving the goals originally set forth in Title XII--i.e., famine prevention and freedom from hunger; and**
- **Broadening the particular areas in which U.S. higher education contributes to development through**
 - **involving more participants and disciplines within colleges and universities,**
 - **expanding the range of institutions or consortia which are involved in development activities, and**
 - **Facilitating and monitoring the involvement of HBCU and other minority higher education institutions in international activities of A.I.D.;**
- **Increasing access to and mutually effective use of both A.I.D. and higher education resources in sustaining developing country institutions by**
 - **focusing on the development and maintenance of the quality of higher education in less developed country (LDC) institutions and**

- emphasizing effective **collaborative research and development** activity with LDC institutions; and
- Expanding and **sharing expertise** on development issues by
 - sustaining **human capital and institutional development** in developing countries,
 - strengthening **joint utilization of professional competence** by A.I.D. and higher education,
 - fostering and supporting the **internationalization** of U.S. higher education,
 - increasing the **exchange of information** between and among U.S. higher education and A.I.D. and other government agencies,
 - developing effective **collaboration on development programs** among the higher education community, private volunteer organizations (PVOs), non governmental organizations (NGOs), and the private sector, and
 - fostering increased **public knowledge and support** of development work by higher education institutions and A.I.D.

The degree of congruence of interests and missions between the U.S. higher education community and A.I.D. should be a major contributing factor to the overall development process. The synergistic effect of shared concerns and objectives can enhance the impact of A.I.D. and the higher education community in the development process. In effect, the collegial relationship being defined in this paper can go a long way toward making both institutions, A.I.D. and the higher education community more effective.

OPERATING PRINCIPLES FOR THE UNIVERSITY CENTER PROGRAM

Given the purposes of the Center and these background considerations, what are the qualities and operating principles which should characterize the University Center program?

Institutional Involvement

The University Center should focus mainly on institutional and consortial involvement and/or major segments of institutions, rather than on better use of individuals. The latter should not be ignored, but most A.I.D. activity so far has been with something less than whole institutions. The University Center could contribute greatly by highlighting certain types of programs which would involve institutions -- with their full range of abilities, contacts, and resources -- in A.I.D. programs.

Relationship to Bilateral Programs

The Center program should support the bilateral program in each country, facilitating in every way possible the use of U.S. colleges and universities by USAID missions through cooperative agreements, grants and contracts. USAID mission programs are sharply focused on current bilateral goals and priorities. The University Center, on the other hand, is concerned with broader, crosscutting issues and building long-term institutional relationships. The Center needs to give attention to higher education's agenda as it coincides with broader A.I.D. goals without being circumscribed by any particular bilateral agenda. Maintaining communications is highly important.

Relationship to Human Resource Development Programs

The training of developing country personnel cuts across virtually all A.I.D. programs and activities worldwide. As one of its crucial functions, the University Center must keep current about human resource development activities at all levels, working closely with the Office of International Training in facilitating input from the higher education community.

Interinstitutional and Interagency Synergy

In addition to A.I.D. and higher education, a number of government agencies, foundations, and nongovernmental organizations have interest and competence in development. Departments and agencies such as Agriculture, Commerce, Education, Environmental Protection, Information, and the Peace Corps have international agendas. A number of foundations and nongovernmental organizations devote either a part or all of their resources and energy to development issues. The higher education associations themselves

are becoming more involved as their member institutions internationalize. It is important for the University Center to communicate and coordinate with each of these groups.

Short-Term Service and Long-Term Programming

The University Center should be ready, willing, and able to provide short-term service to universities and to A.I.D., such as identifying qualified institutions or individuals for A.I.D. and notifying universities of A.I.D. program interests and project availability. It should serve as a catalyst for expanded university and college participation and as an ombudsman when necessary. At the same time the Center program should have long-term goals and capacity for sustained programming.

Mutuality

Programs or projects entered into by the University Center should be useful both to A.I.D. and to U.S. higher education. A sense of mutual gain should prevail and, as a reflection of these shared benefits, there should be a general understanding of shared costs.

Objective Selection and Evaluation

University Center projects and those within the Agency involving universities should adhere to broadly acceptable processes of peer review, panel appraisals and objective evaluations. The Center should be prepared to assist the Agency as a whole in these procedures.

ILLUSTRATIVE TYPES OF PROGRAMS

Coordinating/Consulting/Facilitative/Liaison/Services

The University Center should provide a number of services to A.I.D. and to U.S. colleges and universities and, on a more limited basis, to institutions in the developing world. This should include an adequate flow of information, a point of contact or liaison for interested parties, and an offer (accompanied by capability) to assist in matching A.I.D. programs and universities' talents, advising on optimum modalities or instruments for cooperation. These services include, but are not limited to the following:

- **Support and facilitate the work of the Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC).** The Center should also facilitate the work of special advisory boards and panels, including special review panels as requested by A.I.D.
- **Review of the program and policies of A.I.D.** with special reference to the manner in which higher education institutions can contribute to the overall program of the Agency.
- **Provide a positive representational service** at the highest levels of A.I.D. on the capabilities of the U.S. higher education system.
- **Promote the capabilities and use of colleges and universities** by A.I.D. bureaus and field missions; be a source of information about higher education.
- **Maintain continuous liaison with A.I.D. and the higher education community,** bridging relationships between the two communities so that each is aware of what the other is doing.
- **Digest important information about development** from the higher education community and disseminate it within A.I.D.
- **Develop and operate an institutional data base** on U.S. higher education institutional capability and resources and facilitate its use by A.I.D.
- **Maintain liaison with A.I.D. offices involved with the A.I.D. procurement process,** looking especially to promoting the optimum utilization of U.S. higher education resources by the Agency.

- **Assist U.S. institutions of higher education to be more competitive for international development contracts with A.I.D. and other funding agencies, both domestic and international.**

Longer-Term Program Initiatives

The central concept undergirding the formation of the University Center is that of a partnership among A.I.D., the U.S. higher education community, and the less developed countries working together on development programs. Because of its basic nature, higher education's special expertise is that of working on long-term, broad-based development issues relating to institutional and human resource capacity for education, research, and information dissemination programs. Higher education brings special capacities to the development process: data procurement, research and analysis, program development and program evaluation.

Longer-term Center initiatives are suggested to link the interests of the three communities--A.I.D., higher education, and the developing country -- in contributing to development. There are certain programs and activities that higher education can best contribute that have broad value for the Agency. Long-term Center programs are suggested in abbreviated form in the following five broad categories (not listed in order of priority):

A. Sustaining and Enhancing Developing Country Institutions

Purpose: To engage U.S. universities and colleges with developing country higher education/research institutions so that the latter can maintain quality, avoid isolation, and contribute more effectively to development. Such involvement also should serve the internationalizing goals of participating U.S. institutions.

Discussion: Sustaining selected higher educational and research institutions in developing countries is important because:

1. If properly oriented these institutions are significant contributors to economic and societal progress, especially in countries seeking democratic and pluralistic growth.
2. Continued progress would build on larger, earlier A.I.D. investments in some of these institutions. Some have stagnated or declined since initial institution-building contracts ended; most would benefit through well- designed programs.

Accomplishing this purpose through the University Center program would be advantageous because it would:

1. At relatively modest cost to A.I.D., provide a systematic multicountry approach rather than a country-by-country activity and investment which, given size and competing priorities in any one A.I.D. country program, might otherwise be ignored.
2. Draw on peer institutions in the U.S. most able to relate well and productively to key university/college leaders in the developing country over the long run.
3. Be of benefit in both directions--i.e., to both U.S. and developing country institutions. Sharing benefits would justify shared costs.

Approach: There are numerous ways for the University Center to approach this purpose and each should be examined carefully during the planning process. The principal focus should be on viable, effective developing country institutions. At least three new approaches should be carefully explored. The three immediately identifiable are:

1. University Development Linkages Program. This program is one important approach that is already underway. Its basic emphasis is an institution-to-institution relationship, focusing on collaborative, collegial activity, such as joint research, faculty and student exchanges and information-sharing. Consideration should be given to include linkages with developing country institutions that provide technical and vocational training.

A special activity under this rubric would include developing alumni networks of graduates who are now working in developing countries.

2. Networking. The Center should bring together regularly a number of U.S. and developing country institutions in order to serve agreed upon purposes, using various means of exchange, communication and interaction. The principal focus would be the association of clusters of U.S. and developing country institutions with common objectives to be achieved through relationships such as information exchange, joint activities, and activities similar to those outlined in number 1 above.

A special activity in this area would be an external examiner system, whereby developing country institutions can be assisted toward providing education and related programs at an international standard.

3. CRSP-Type Programs. The Collaborative Research Support Program has achieved great success in the agricultural area. Similar programs, featuring collaborative research and/or development activity by a group of U.S. and developing country scientists from a number of institutions, could be

developed in other areas. Joint funding from all participating institutions, including A.I.D. and U.S. and developing country institutions, is an essential feature of the concept.

One example of this type of program is a Collaborative Linkages for Agricultural Science Strengthening (CLASS) program. Another form being suggested is a Collaborative Development Support Program (CDSP) for the communication sciences. It would focus heavily on the dissemination of new technology through the mass media.

B. Enhancing Development Research, Education, and Assistance Capacity in U.S. Higher Education

Purpose: To increase the capacity of the U.S. to deal with the developing world by integrating development into the internationalization process. It is in the national interest to broaden and diversify dialogue and scholarship on the development process. The U.S. higher education community must become an integral part of that process. By strengthening the orientation toward the developing world, the internationalization process as it is now evolving at U.S. colleges and universities will be strengthened. This growing trend in higher education will be of mutual benefit to A.I.D. and to U.S. colleges and universities. The net result should be an enhanced capacity and capability of U.S. higher education institutions to do research, educate students, and assist in development.

Discussion: It is important to strengthen U.S. higher education institutions in this direction because:

1. Some colleges and universities need assistance to enable them to include development issues and concerns of developing countries in their educational programs. This includes curriculum development and the development of graduate and undergraduate study and internship opportunities and research experience in developing countries.
2. Without outside intervention, universities and colleges are often inclined to place less emphasis on the developing world as they internationalize because of cost and language factors.
3. Wider American knowledge and interest in developing countries will increase the nation's ability to assist growth and development in these countries.
4. An enhanced capacity of colleges and universities to deal with the international dimension is in the national interest. The added knowledge and experiential base would be a significant asset to A.I.D.

A University Center program to address this task in behalf of A.I.D. would be advantageous because:

1. The University Center will have the range of contacts and relationships in U.S. higher education nationally to make such a program effective.
2. In addressing this purpose on behalf of A.I.D., the Center can sustain and strengthen relationships of value to the program of the Agency.
3. The Center is in a position to select and support aspects of programs which will benefit mission and country development strategies.

Approach: There are numerous ways to serve this purpose, including the ongoing University Development Linkage Program. A principal concern is the enhancement of faculty participation because student learning depends heavily on quality instruction with an international orientation. In addition, there are six other approaches recommended. These are:

1. Supporting Internationalization Plans. On a competitive basis, the University Center annually would select and support some developing world elements of U.S. institutional plans for internationalization which include international development as a component. The predominant activity would support colleges and universities to impact squarely on internationalizing the curriculum. Upgrading faculty expertise in development programs, such as research on the development process and evaluation of development program activity, would be a special emphasis.
2. Development Specialists-in-Residence. This would involve placing A.I.D. officers at selected colleges and universities on a regular basis to teach and assist in focusing attention on development.
3. Fellowships. A number of university fellows who can contribute to A.I.D. program activity would be brought to A.I.D. for one-year assignments and return to campus better prepared to teach about development issues or developing areas as part of university internationalization goals.
4. Faculty Development. The development of a new generation of talent is imperative. Participation by faculty members in research can be a strong supportive element for the development of their international experiences and capabilities. International professional involvement of young faculty can provide initial experiences and generate interests for the development of a younger generation pool of talent.

5. Topping-up Salaries of visiting U.S. professors. This would build a system that encourages U.S. faculty to teach at developing country universities by using a special fund to "top-up" salary and related costs for the developing country institution.
6. Institution-based Initiatives. Many institutions have creative and useful ideas on activities to promote development. Opportunities to compete for resources to implement such activities would stimulate much creative work among these institutions.

C. Increasing and Sharing Expert Talent of Value to both A.I.D. and Higher Education

Purpose: Provide an expanding reservoir of expert talent to work in developing countries and teach about development in university classrooms, while enlarging attention in universities and colleges to the development process and issues.

Discussion: Expanding the number of international and U.S. experts with developing country knowledge and experience is important to both A.I.D. and higher education. Both share a need for people who can address development issues and are sensitive to developing country situations and needs. An expansion in numbers in relevant disciplines and fields would facilitate adding a developing country focus in the classroom and make expert talent more readily available as numbers of direct-hire technical staff diminish within A.I.D.

Faculty and staff members of developing country institutions should be involved directly whenever possible. Joint activity and interaction with relevant developing country professionals are crucial ingredients in developing local competency. Not only college and university faculty from developing country institutions should be involved, but also researchers and development professionals from government agencies and other kinds of research and development organizations.

A University Center effort to accomplish this expansion and provide sharing of capable experts makes good sense because:

1. The Center will have the experience and relationships with colleges and universities and in A.I.D. to put such programs efficiently into place.
2. It can be approached by the Center on a multiregional and multidisciplinary basis more efficiently than dealing with this agency-wide need on a narrower basis.

Approach: There are four initial ways suggested to accomplish this purpose. Each should be explored thoroughly. They are:

1. Shared Personnel Arrangements. Various possibilities should be examined from both college and university and A.I.D. perspectives, including expanded use of the Joint Career Corps (JCC) mechanism and of university interns, establishing fellowships of varying duration and repetitiveness, forming a reserve corps to serve development and employing other systems drawn from lessons of other agencies (such as the National Science Foundation and the U.S. Department of Agriculture).
2. Research Grants for U.S. scholars' initial sabbatical leaves in developing countries. Coming early in their careers, these experiences would help influence individual career plans toward sustained interest and greater expertise in developing country situations. Research would be on subjects of importance to development.
3. Dissertation Research Awards. These awards would bring young scholars into the development field and open career lines to them.
4. Joint Seminars. Regularly scheduled joint workshops and retreat-type seminars on selected development topics would bring college and university people, not just as resource specialists or as short-term consultants, but for serious dialogue together with people from all parts of A.I.D.

D. Accessing Higher Education Resources and Experience More Effectively

Purpose: To build on previous investments (Title XII and Title VI) and to enable A.I.D. to gain more effective access to a range of ongoing U.S. higher education institution activities (research, teaching and training, and institution-building) which would contribute to progress in developing countries. The effort in this area would be interdisciplinary, focusing on the traditional programs to utilize competence and lessons learned and on the newer areas (e.g., the environment and administration of justice) of concern in the development process.

Discussion: It is important to higher education, A.I.D. and to developing countries to increase effective access because:

1. U.S. development assistance efforts over the next decade would be more effective.

2. There are higher education-based resources that are relatively untapped and, for a modest investment, they can be accessed in ways which would both strengthen the universities' internationalization efforts and contribute to A.I.D. policy and program formulation.

A University Center program to build this access is important because it

(a) could approach universities and colleges, both individually and through consortia, on a national basis and work with them in ways sensitive to their values. The UC could approach the colleges and universities as whole institutions; and

(b) would not be limited to one field or region. Once in place, the system could serve individual country and regional bureau programs.

Approach: There are three initial approaches suggested to serve this purpose. Each is outlined below.

1. Alliances with Higher Education Resources. There are substantial resources in higher education which could be used to advantage in development programs. Included would be technical capability, such as in agriculture, education (vocational and technical), health, natural resources, and nutrition. Also included would be national resource centers and related university-based units with competence and knowledge about the developing world.
2. The IARCs and Ongoing University Research. Closer collaboration between the international agricultural research centers (IARCs) and basic research programs at colleges and universities would underpin IARC research, supplement development programs, and also serve college and university goals. Forming such networks would aid greatly in enhancing worldwide capacity in food production.
3. Centers of Excellence. Such centers already exist under Title VI of the Higher Education Act and Title XII of the Foreign Assistance Act. The addition of new centers, focusing on key development problems and opportunities, could be designed to bring together expertise from different disciplines. Such an integrated, interdisciplinary approach offers the opportunity to look at problems from a holistic viewpoint, an approach particularly suited to such complex problems as the environment.

E. Enhancing the Design and Evaluation of Development Programs

Purpose: To draw college and university attention to the design and evaluation of development programs. A.I.D.'s new emphasis on program impact evaluation should offer many opportunities and challenges to the higher education community to get involved in evaluating programs in developing countries. This emphasis also requires base line data and solid analysis up front at the program design phase. With the array of talent and experience in research and evaluation in the higher education community, it should be able to make an important contribution in assisting A.I.D. to develop sound programs and systematically appraise program effectiveness.

Discussion: Much of the U.S. talent in data collection and analysis is resident in the U.S higher education community. The basis of graduate educational activity across most disciplines is research. As A.I.D. embarks on an Agency-wide effort to shift its internal emphasis from getting new programs on-line with funds obligated to an assessment of the impact of programs on the development process, there should be multiple opportunities for colleges and universities to be of service.

The University Center should utilize this applied, problem-solving research capacity because:

1. The Center has access to the entire higher education community which has a pool of talent skilled in analysis and evaluation. It would be in a position to facilitate expert interaction between A.I.D. and higher education staffs.
2. The mission of the Center puts it in a good position to marshal this vast resource of talent for long-term collaboration with A.I.D. This would develop additional expertise through the longevity and continuity of analysis which otherwise would not be available.

Approach: There are three initial approaches to serve this purpose:

1. Issues- and Strategy-Oriented Networks. A.I.D. has a continuing need for research and analysis of development problems and constraints and of which investment strategies and priorities are most likely to result in sustained development in individual developing countries. A.I.D. historically has relied heavily on varied sources, mostly on an ad hoc basis. Coupled with the rotating nature of Foreign Service assignments, intellectual continuity is difficult to maintain on an individual country basis. The "think tank" approach, inherent in this idea of assembling networks of university experts to focus on individual countries and specific development problems on a continuing, long-term basis, has great merit.

2. Evaluation Networks. Linked to the "think tank" approach described above would be networks of evaluation experts to assist A.I.D. in making impact studies of program effectiveness on a country and/or regional basis. Using measurable, analytical indicators of progress toward development objectives established by the foreign assistance legislation and A.I.D. data would be collected and analyzed and reports developed on program effectiveness over extended periods of time.

3. Human Resource Development. The monitoring and evaluation of A.I.D.'s use of colleges and universities for training, both formal and informal, are important functions. The greatest single involvement of U.S. colleges and universities in A.I.D. programs is in the training area. The manner and the extent of the use of higher education must be monitored over time, looking particularly at the selection, placement, and evaluation processes.

GENERAL RECOMMENDATIONS

The Agency Center for University Cooperation in Development is opening new vistas of cooperation between A.I.D. and U.S. higher education in working toward development on a global scale. The Task Force views it as an exciting concept that has broad implications for the developing world as well as for the U.S. The Center has the potential to become an important instrument in U.S. foreign policy, especially in linking development planners and technological innovators.

The long-term program of the University Center should be planned and operated so as to reflect the long-term interests and agendas of both A.I.D. and the higher education community. Programs and projects should not be expected in every instance to conform to current A.I.D. development strategies in a particular country and/or program area. Since these are by nature selective of shorter-term priorities and opportunities and subject to change, the Center should be able to reflect instead the broader global priorities and needs of the Agency as a whole. Within this general framework, the following recommendations are made:

- Under the leadership of the respective associations, **the higher education community must mobilize its resources to broadly internationalize programs and activities** so that research, education and public service programs are aimed at making the U.S. understand and be competitive in the international arena. A.I.D. can help to sustain the momentum being generated through the resources of the University Center.
- Higher education is best served when it comes to the table with its own mission, commitment and resources. In order to fulfill effectively its international mission, **institutional commitment and the allocation of appropriate institutional resources need to be assured.**
- A good job must be done in the planning process for the University Center. This report outlines a general conceptual framework for the program of the Center, but a **much more detailed planning job remains** for each of the five proposed long-term initiatives. The Task Force strongly urges the BIFADEC to use **broadly representative groups from the higher education community for the detailed planning process.**
- **Close liaison must be maintained with the A.I.D. bureaus in Washington and with the USAID missions.** The concept of the Center represents a significant departure from the country-level programming philosophy, so a major effort at linkage is absolutely necessary.

- **Appropriate staff and adequate travel funds are required** in order to complete the planning process and to implement the programs. This must be worked out with the Agency before the process begins.
- **The higher education community must forge effective linkages with other players in the development community:** other government agencies, the private sector, and the private voluntary and nongovernmental organizations. It is crucial that programs and activities be coordinated and interwoven to achieve maximum impact.
- **In evaluating the performance of the University Center,** both A.I.D. and higher education criteria should be developed and applied. **The criteria should reflect the long-term agenda** as a basic standard of performance rather than a focus on single bureau, region or country contributions.

CONCLUSION

The Task Force commends highly those responsible for the initiation and implementation of the university center concept. It is truly innovative, and has the potential for transforming higher education input into the development process. Three groups of people were highly instrumental in developing the concept of the Agency Center for University Cooperation in Development, and the Task Force recommends to the BIFADEC that it formally and publicly issue commendations to them as follows:

- the Congressional leadership of the Senate Committee on Foreign Relations and the House Committee on Foreign Affairs for developing the legislative concept of a Center for University Cooperation in Development.
- the leadership of the Agency for International Development for undertaking the formation of the Agency Center for University Cooperation in Development, based on the general concept outlined in the legislation being considered by the Congress. The Administrator of the Agency, Dr. Ronald Roskens, has been a strong advocate of the formation of the Center, ably assisted by Richard Bissell and Bradshaw Langmaid, two senior officials in the Agency.
- the higher education community for cooperating fully in the the formulation of the university center concept and for its participation in the Task Force and the Advisory Committee. The representatives who were nominated participated fully and made excellent contributions.

The BIFADEC itself strongly supported the formation of the Center, initially under the leadership of the former chairman, Dr. William Lavery, and more recently under its present chairman, Wales Madden, Jr. The higher education community in the U.S. is most grateful to the BIFADEC for its leadership.

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* Members of the Task Force were nominated by the higher education associations: American Council on Education (ACE), American Association of Community and Junior Colleges (AACJC), American Association of State Colleges and Universities (AASCU), Association of American Universities (AAU), and National Association of State Universities and Land-Grant Colleges (NASULGC)

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