

Remarks of
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**"INTERNATIONAL EDUCATION AND THE LAST FRONTIER:
AMERICAN LEADERSHIP IN THE GLOBAL VILLAGE"**

at the fall 1991 meeting of the
Office of Federal Program Liaison Officers
American Association of State Colleges and Universities
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I would like to speak to you this morning about what I call "International Education and the Last Frontier: American Leadership in the Global Village." I shall cover four main topics:

- 1) internationalizing U.S. colleges and universities;
- 2) enlarging the responsibilities of the Board for International Food and Agricultural Development (BIFAD) to include all aspects of development and to represent all colleges and universities;
- 3) the creation of the Agency Center for University Cooperation in Development in the Agency for International Development; and
- 4) the University Development Linkages Project.

First, however, let me try to put the overall task in perspective.

The world is rapidly changing into a truly global society. Advances in communication and transportation technology are shrinking the physical world faster than we realize.

Research, education, the proliferation of the printing press, and the Xerox machine have resulted in a flood of information; personal computers, however, have given us new hope of mastering that great flood and using it to our advantage.

Local politics have been internationalized. What happens in one country affects us all. One petty dictator can disrupt global prosperity and upset world stability and peace. The world is less tolerant of the tyranny of small elite groups over the many, especially when it increases human misery and deprivation in a world capable of plenty for all.

The world economy is already integrated far more than most Americans realize. Our own continued prosperity depends on international financial, commodity and service markets, on special-

ized production, and on free trade, as well as on economic stability both at home and abroad. In a free market economy the welfare of the whole society depends on the welfare of its component parts. The continued existence of low productivity and poverty, whether within pockets of the United States or in those countries we call less developed, diminishes the welfare of us all. Free trade is mutually beneficial, whether domestic or international, and one cannot trade much with those who are unproductive and poor.

The spread of disease knows no political boundary, one has only to mention the current worldwide plague of the AIDS virus as an example. The public health profession long ago developed international research and outreach linkages for both scientific and humanitarian reasons.

Finally, let me mention the role of education in this emerging global village. It should be the most important element in improving our ability as a nation to deal with the shrinking globe, with its expanding, demanding population, and with the political, social, economic, and environmental problems--and the opportunities--that we face. However, the American academic community has been very slow in responding to these challenges.

Our citizens must learn to live in an increasingly complex, interdependent world. We must learn to be competitive in the production of goods and services and to trade profitably with producers and consumers in more than a hundred other countries. To do so, we must come to understand their politics, cultures and social values, not to mention their languages. We must develop a greater respect and tolerance for human diversity both at home and abroad, recognizing and utilizing the unique talents and experiences of every individual.

Americans pride themselves on being a nation of immigrants, and some of us are more recent immigrants than others. We come from all over and we have useful language and area skills within our own society from all over the world. Then let me ask you, why are we so well known for our ethnocentricity, our racial and ethnic bigotry, our ignorance of other languages and our intolerance of other cultures and customs?

The answer lies, in part, in the failure of our locally-based education system to recognize the importance of international education, despite its other strengths. Instead of being part of the answer to international problems, most of our colleges and universities--and also our elementary and secondary schools--are still a big part of the problem.

American isolationism, bigotry and ethnocentricity must go. Never appropriate, in today's world they are severe handicaps. No more can courses in "world history" and "world literature" confine themselves to the East Mediterranean and West European civilizations. No more should our young people feel ill at ease when meeting a contemporary from another land because they don't know anything about where he or she is coming from.

This is the context of our work today.

The Internationalization of U.S. Education

Last year I participated in a conference on "Internationalizing U.S. Universities: a Time for Leadership." One hundred

sixty-one participants represented 82 universities, state government, federal government, private sector and educational organizations. The program focused on four themes: 1) Why internationalize? 2) What to internationalize? 3) How to enhance internationalization? and 4) A national agenda for internationalizing universities.

In his keynote address, Governor Booth Gardner of the State of Washington dealt with the first two themes--the why and the what--by emphasizing three points:

First, internationalizing higher education is not sufficient but must contribute to the internationalization of the entire public school system, including K thru 12.

Second, the fundamental goal of American education is to produce citizens who will carry our tradition of constitutional democracy and our pluralistic values into the next century. These values rest upon the belief that every human being is important. A successful pluralistic democracy thus requires an understanding knowledge and an appreciation of other countries, cultures, and political systems.

Third, there is a direct relationship between international education and domestic cultural pluralism.

The Governor postulated that these three connections--between the internationalization of universities and that of public school education, between knowledge and values, and between global and domestic cultural diversity--all three are essential to the future of our country.

On how to internationalize, Ohio University President Charles J. Ping emphasized the importance of leadership from the top which must not only provide supportive rhetoric, but must also translate the rhetoric into decisions and resource allocations to implement those decisions.

Indeed, our colleges and universities must lead the way. They are the generators and storehouses of knowledge, they train and employ our teachers, and their faculties shape and lead public opinion. They train our future citizens.

State colleges and universities play a special role, with your long tradition of public service. Your expertise in the knowledge and skills needed for state and local development is very relevant, not only for the economic, political and social health of the United States, but also for the developing countries abroad. Many of the problems you are helping our own states solve are similar to those in developing countries. In fact, many of your institutions already are helping developing country institutions solve their problems and are bringing back experience and knowledge useful to our own communities.

The number of foreign students in the United States increased to a record 386,000 in 1989-90. Education is a key service export for the United States, earning much needed foreign exchange as we use our comparative advantage in higher education to develop human resources for our neighbors.

This brings us to the subject of development and what I call the "last frontier"--the untamed wilderness of human poverty, hunger, disease, ignorance and political impotence. Those of us working to conquer this wilderness do not want to conserve any part it. Its continued existence is an affront to the sensibili-

ties of civilized society and will continue to be a moral issue in an era of potential plenty, as well as evidence of lost opportunities for the betterment of mankind.

We need all the help we can get on this frontier. The task is larger than all of us together, and the opportunities and potential benefits are even greater. It should be an all-American effort, sharing our technologies with less fortunate neighbors and explaining the reciprocal opportunities and benefits to the American public, co-opting the skeptics to join us in this grand human enterprise.

There is a convergence, as I see it, of academic needs to internationalize curricula, course content, campus activities, and faculty and student experience, on the one hand, and, on the other hand, the need for greater efforts to tame this last frontier through economic, social and political development, both at home and abroad.

BIFADEC

Within the federal government the Board for International Food and Agricultural Development (BIFAD) was a seven-member, Presidentially-appointed board established in 1975 by Title XII of the Foreign Assistance Act to advise the Administrator of the Agency for International Development (A.I.D.) on

- 1) how to bring an end to the scourge of famine and hunger in the world by increasing food and agriculture production and improving its distribution in developing countries and
- 2) how to involve more effectively in this process American universities with substantial agricultural research and training capacity.

The BIFAD recently changed its charter and its name to add all the other aspects of international development to its legislated focus, and it is now known as the Board for International Food and Agricultural Development **and Economic Cooperation**, or BIFADEC. The new BIFADEC will seek to understand and provide advice on the whole spectrum of development problems and to involve all interested colleges and university faculties, including your own, that are relevant to development abroad.

The University Center

Meanwhile, A.I.D. has created an Agency Center for University Cooperation in Development to design and manage programs that can involve more effectively all American colleges and universities in the work of international development. The staff of the University Center provides support to the expanded BIFADEC, and its executive director is selected from the academic community by the Board. The BIFADEC, representing the American academic community, will play a significant role in determining the functions and programs of this center. Organizationally, the new Center is part of the A.I.D. Bureau for Research and Development (formerly the Bureau for Science and Technology).

I have given you as a handout an "Initial Program Outline" for the Center. This document suggests several program areas for the Center that are presently under active consideration by a BIFADEC Task Force on the University Center Program, composed of college and university representatives, most of whom are deans or

directors of international programs on their home campuses, and by its Advisory Committee, composed of 10 college and university presidents, six senior A.I.D. officials and a few senior representatives of other government agencies. People from institutions associated with AASCU are members of both the Task Force and the Advisory Committee, and a representative from your association's Washington office has been attending Task Force meetings regularly. The final report and recommendations to the BIFADEC, and through it to A.I.D., is expected in December.

The University Center will 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 developing countries. This should include an adequate flow of information, a point of contact or liaison for interested parties, and assistance in matching A.I.D. program needs and college and university resources. Longer term Center programs are expected to fall under the following five broad categories:

1. Sustaining the progress of developing country colleges and universities and related institutions.
2. Cooperating in the internationalization of American colleges and universities.
3. Expanding and sharing expert personnel resources of value to both A.I.D. and American institutions of higher education.
4. Helping A.I.D. and other development assistance organizations gain more effective access to university resources and experience.
5. Strengthening and broadening the commitment of American colleges and universities to international development.

I think, as this program is designed and implemented, many of you will find activities of interest to your own institutions. The next year will be one of rather intensive program design, which will involve close consultations with the academic community, including your associations at One Dupont Circle here in Washington. We have every expectation of a respectable budget beginning in Fiscal Year 1993 to implement the activities so designed. The University Center has the personal interest and strong support of the A.I.D. Administrator, Dr. Ronald W. Roskens, himself a former president of the University of Nebraska System.

The University Development Linkages Project

The first program the Center will manage is the University Development Linkages Project. This project is expected to facilitate the development of permanent linkage arrangements between American colleges and universities and similar institutions in developing countries, focused on the development research, education, training and extension needs of the latter, but providing long-term benefits to both and enhancing the internationalization of American colleges and universities. It is open to all colleges and universities, and to small consortia thereof, that have an interest and capability in any aspect of international development work.

A short description of this project and a list of the first awardees, which were just announced last week, is included in your handouts. Funding from A.I.D. will be for up to \$100,000

per year per institution for a maximum of 5 years, with a matching requirement from the awardee. Interest in this program has been high. We received over 400 inquiries after the Request for Application was published in the Commerce Business Daily in March 1991; 164 preapplications were received in April; and 79 responsive full applications were submitted in June. A peer review process conducted by the National Research Council resulted in the selection of the first 13 awardees. These awards cover a number of diverse fields of development including health, nutrition, education, agriculture, rural/community development, forestry, environment, and business management. These programs will receive about \$7.0 million over the 5-year period of the agreements, and this will be matched by \$13.3 million from the awardees themselves, for a total of \$20.3 million. We are planning to initiate a second round of competition in December or January.

Concluding comments

I have spoken about internationalizing American education, about expanding the purview of BIFAD to BIFADEC, about the establishment of a new University Center at A.I.D., and about the first program of that Center, the University Development Linkages Project. These are exciting developments.

Economic and social development occurs mainly through the growth and development of individuals and institutions. Colleges and universities have much to contribute, as they educate future leaders, conduct research, and create and adapt new technology. In the December 1990 issue of the Foreign Service Journal, Robert J. Muscat, a retired A.I.D. economist presently with the East Asian Institute at Columbia University, summarized his extensive research on the successful development of Thailand. He concluded that U.S. foreign assistance was a significant factor in that success and that "the most pervasive and long-lasting contribution was the creation of human capital and the development of a wide array of Thai institutions. While U.S. aid was marginal in size, these institutions, manned and often directed by U.S.-trained participants, have been central to the planning and management of Thai development policy and programs. The training and institutional linkages with the United States have also cumulated into a rich legacy of good will that affects other dimensions of U.S.-Thai relations."

In conclusion, let me emphasize that our goal is to establish a new partnership between A.I.D. and American colleges and universities, recognizing their vital role in leading America into the global village of tomorrow and, indeed, in helping to shape that village and to steer its development in desirable directions. Together we can conquer the "last frontier" and build a better world: a world without poverty, hunger, ignorance or preventable disease, a world in which people choose their own leaders, peacefully, have productive jobs, and share a global prosperity in a sustainable environment.

The Agency Center for University Cooperation in Development

INTRODUCTION

The Agency Center for University Cooperation in Development was announced by Administrator Ronald Roskens of the Agency for International Development (A.I.D.) on September 20, 1990, in order to "take full advantage of the development-related resources available in the university community."

The Center began to take shape in March 1991 with the arrival of Ralph H. Smuckler, the first Executive Director. Located in A.I.D.'s Bureau for Research and Development, the Center itself and its program initiatives are intended to support the Agency mission across the board. This will be accomplished by effecting future quality and quantity of available technical personnel, attitudes toward development, and stronger and more productive alliances with higher educational institutions in the United States and developing countries.

The Board for International Food and Agricultural Development and Economic Cooperation (BIFADEC) has appointed a task force and related advisory committee, whose memberships include both university and A.I.D. people, to help develop program priorities for the Center. Suggestions and guidance also have been drawn from various other individuals and organizations, including the higher education associations.

BACKGROUND FACTORS

Certain background factors and other considerations have influenced the creation of the Center and suggest lines of program development. A key factor is that there are numerous existing university relationships with the developing world, many of which serve the cause of development. They have

resulted in transactions, flows of people and other activities which reflect the high esteem in which U.S. higher education is held widely in the developing world.

Universities and other higher educational institutions are key in the development process, contributing in numerous ways. For example, by increasing the pool of trained and knowledgeable people, universities contribute not only high-level manpower and leaders for government, industry and the professions, but also leadership for the vital forces which move nations toward democratic governance and respect for human rights.

There has developed over the years a broad pattern of university-A.I.D. relations, both in the United States and in developing countries. As a result, A.I.D. and its predecessor agencies have engaged universities in training, research, institution-building, and various technical assistance activities. The tendency has been for A.I.D. to work with individuals and segments of institutions and less with universities as a whole.

Another factor is a growing emphasis on internationalization in U.S. higher education, which is evident in curricular offerings and campus activities across the country. This new emphasis seeks to affect overall programs of teaching, research and public service.

While the role of universities is very different from that of A.I.D., nevertheless, they have shared goals and interests — for example, in human resource development, science and technology, and cultural concerns in the identification, creation and use of institutions and infrastructure which provide needed services. They share also a concern for such global issues as the environment, water resources, food and famine, and democratic governance. A.I.D. and

the universities are not dependent on each other, but both stand to benefit from stronger relationships.

OPERATING PRINCIPLES

Given the purpose of the Center and these background considerations, the following qualities and operating principles should characterize the Center's program:

- The Center will not attempt to replace the important and historical relationships in which universities are now engaged with A.I.D. It will help improve the processes and policies through which university participation can continue.
- The Center will provide short-term service and long-term programming, being a catalyst for expanded college and university participation.
- The Center will focus mainly on total institutional involvement, using the institution's full range of abilities, contacts and resources in A.I.D. programs.
- The programs and projects of the Center will be of mutual benefit to A.I.D. and higher education institutions, as a reflection of the shared costs in these activities.
- The Center projects and A.I.D. projects involving colleges and universities will adhere to broadly acceptable processes of peer review, panel appraisals and objective evaluations.

ILLUSTRATIVE TYPES OF SERVICES

The Center will 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 developing countries. This should include an adequate flow of information, a point of contact or liaison for interested parties, and assistance in matching A.I.D. program needs and university resources.

The Center also will facilitate the work of BIFADEC and assist in assembling special advisory and review panels from the university community to assist A.I.D. on request.

Longer term Center programs are expected to be found in the following five broad categories (not listed in order of priority):

- Sustaining the progress of developing country universities and related institutions.
- Cooperating in the university internationalization process.
- Expanding and sharing expert personnel resources of value to both A.I.D. and the universities.
- Helping A.I.D. and other development assistance organizations gain more effective access to university resources and experience.
- Strengthening and broadening the commitment of universities in development.

LOOKING TO THE FUTURE

The BIFADEC task force and advisory committee will make their reports in December 1991. Their recommendations and observations will be important additional contributions to shaping the content and direction of the Center's program.

The year ahead will be devoted to intensive and specific program planning, leading to new activities in FY 1993. The University Development Linkages Project is the first new program of the Center. Others will follow.

It is hoped that the Center will be the means by which to take full advantage of what Administrator Roskens has called "extraordinary opportunities for productive collaboration between A.I.D. and U.S. universities."

Agency Center for University Cooperation in Development

Bureau for Research and Development - Agency for International Development

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University Development Linkages Project

A Program of the
Agency for International Development
Center for University Cooperation in Development

Purpose

The purpose of the University Development Linkages Project (UDLP) is to promote and support the collaboration of U.S. colleges and universities with developing country institutions of higher education to:

- Further the internationalization objectives of U.S. universities, and
- Strengthen developing country institutions to more effectively meet the development needs of their societies.

This project will expand the role of U. S. colleges and universities in the international development process, thereby tapping one of the most effective resources available to the U.S. foreign assistance program administered by the Agency for International Development (A.I.D.).

Description

The UDLP provides a method by which U.S. universities can develop and implement a variety of long-term, sustainable relationships with developing country institutions. All linkages must be based on implementation of one or more specific, well-defined objectives with time-limited accomplishments defined for each objective.

The project is open to all U.S. public and private universities in all sectors of international development of interest to A.I.D. Annual awards are envisioned over a five-year period. Funding from A.I.D. is up to \$100,000 per year for a maximum of five years with a matching fund

requirement of 100% or more. The awards are made by the Agency Center for University Cooperation in Development on a competitive basis.

First Round of Competition

Interest in the UDLP has been very high in the university and college communities with over 400 inquiries for the Request for Application document announced in the Commerce Business Daily in March 1991. In April, 164 Pre-applications were received, and in June, 79 responsive Full Applications were submitted. Thirteen were successful and selected for cooperative agreement awards in 1991. A two-tiered peer review process conducted by the National Research Council was used.

1991 Awards

A list of the U.S. and developing country institutions involved in the first year's 13 cooperative agreements is given on the back of this page. The awards involve 17 developing country institutions, 11 U.S. institutions and 13 developing countries. The 13 awards cover a number of diverse fields of development including health, nutrition, education, agriculture, rural/community development, forestry, environment, and business management. Over the five-year terms of these agreements, A.I.D. will award approximately \$7.0 million. This will be matched by \$13.3 million from the U.S. and linked institutions, making a total investment of \$20.3 million.

UNIVERSITY DEVELOPMENT LINKAGES PROJECT FY 1991 COOPERATIVE AGREEMENT AWARDS

AGENCY FOR INTERNATIONAL DEVELOPMENT
CENTER FOR UNIVERSITY COOPERATION IN DEVELOPMENT

U.S. INSTITUTIONS	DEVELOPING COUNTRY INSTITUTIONS	COUNTRIES	FIELDS OF ACTIVITY
· Boston University	· Tribhuvan University	· Nepal	· Health
· Central State University (HBCU)	· University of Science and Technology	· Ghana	· Environment · Management · Engineering
· Harvard University	· Instituto Nacional de Salud Publica · Eduardo Mondlane University	· Mexico · Mozambique	· Health
· Johns Hopkins University	· El Colegio de Mexico	· Mexico	· Health · Population
· Johns Hopkins University	· University of Maidugari · University of Ilorin · University of Benin	· Nigeria	· Health
· Morgan State University (HBCU)	· Jahangirnagar University	· Bangladesh	· Rural Development · Population
· University of California-Davis	· Instituto de Nutricion de Central America y Panama (INCAP) at the University of San Carlos	· Guatemala	· Nutrition · Health
· University of Massachusetts	· Tribhuvan University	· Nepal	· Literacy related to Rural and Community Development
· University of Montana	· University College of Belize	· Belize	· Environment · Forestry · Management
· University of North Carolina	· Indian Institute of Health Management Research	· India	· Health · Management
· University of North Carolina (lead) · University of Pennsylvania	· University of Javeriana	· Colombia	· Health
· University of Pennsylvania	· University of Botswana · University of Ibadan · University of Tunis	· Botswana · Nigeria · Tunisia	· Literacy related to Agriculture and Health
· Worcester Polytechnic Institute	· Escuela Superior Politecnica del Litoral	· Ecuador	· Environment · Business · Management



BOARD FOR INTERNATIONAL FOOD AND AGRICULTURAL DEVELOPMENT AND ECONOMIC COOPERATION
INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Agency for International Development
Washington, D.C. 20523

A STATEMENT OF ORIGIN AND PURPOSE

Congress created the Board for International Food and Agricultural Development in December 1975 with the enactment of Title XII of the Foreign Assistance Act of 1961, as amended. In January 1991 the Board's mandate was broadened and its name was changed to include economic cooperation generally. BIFADEC is the only Presidentially-appointed board to advise and assist the Administrator of the Agency for International Development on policy, procedures and activities which develop and implement the official U.S. foreign assistance program.

The Board's seven members are drawn from various fields and professional backgrounds and serve without compensation. A majority is from the university community, including three presidents. The Board meets at least five times each year.

BIFADEC helps mobilize and utilize university resources in food and agriculture (as did the predecessor BIFAD) and in other fields which are important to A.I.D. programs. Its work is supported by committees, whose members are drawn from universities, A.I.D. and other sources, and by a special staff.

Meetings of the Board are announced in the Federal Register and are open to the public. The agenda usually includes reports and presentations, which bring new insights and perspectives to international cooperation, and discussion of policy issues affecting the U.S. development assistance effort. These deliberations often result in Board action and recommendations to the A.I.D. Administrator and other leaders, including Congress.

A principal feature of the past year has been the work of a special BIFADEC task force which examined issues and alternative strategies affecting the U.S. international development effort, with special reference to food and agricultural programs. BIFADEC also took a leading role in helping A.I.D. create the Agency Center for University Cooperation in Development. The Center is the focal point for bringing universities and A.I.D. together in support of development and programs of mutual benefit. Support of long-term linkages between U.S. and developing country institutions is the Center's first new activity.

September 1991

D R A F T
July 31, 1991

**The Agency Center for University
Cooperation in Development**

**Initial Program Outline
(Revised)**

INTRODUCTION

The Agency Center for University Cooperation in Development was established by the Administrator of the Agency for International Development on September 20, 1990. With the arrival of the Center's first Executive Director in early March, 1991 the University Center began to take shape and explore program possibilities to fulfill the broad purposes announced in September. This paper sets forth considerations which initially influence the Center and suggest several lines of program development.

The Center is working with a Task Force and Advisory Committee structure, established by the BIFADEC, which includes university people and will help to sort out priorities and report to BIFADEC by the end of the year. As a unit within the S&T Bureau, the Center has been drawing suggestions and guidance from office directors and the leadership of the Bureau; and it has reached out for comment and advice to other Bureaus with which it will be working in view of its broadly defined role within the Agency.

BACKGROUND FACTORS

I. Numerous U.S. University Contacts with Developing Countries

A key factor in Center program considerations is that there are many university relationships with the developing world, many of which serve the cause of development. Some are financed by A.I.D. or another U.S. government agency; others are funded by private sources or the universities themselves.

There are numerous examples of such developing world relationships including visiting professors sponsored by departments in U.S. institutions, sabbatical and leave arrangements, foreign advanced degree students, alumni in foreign settings (only a small portion of whom have studied under A.I.D. auspices), U.S. graduate student dissertation research, and visiting faculty members and university administrators who spend time at institutions abroad in which their universities have an interest or they, as individuals, have relationships.

Another broad example of these relationships is the set of transactions and flow of people which occur as a result of university-based National Resource Centers, funded annually on a competitive basis by the U.S. Department of Education but supported mainly by university resources. Each year National Resource Centers or other area study units report a large number of foreign visitors, travel by faculty to the geographic area covered by the Center, graduate student programs related to the area and other activities. For example, some of the larger centers on Africa may have as many as one hundred faculty members in numerous disciplines whose teaching and writing careers are tied to Africa.

These widespread relationships, particularly the alumni, foreign students and visiting scholars reflect the high esteem for U.S. advanced degree education which is widely held in the developing world.

In a broad definition of assets available to the United States, specifically to A.I.D., in the developing world, some of these activities and relationships should be considered as significant in dealing with the people, institutions and governments of developing countries.

II. Importance of Developing Country Universities

Universities and other higher educational institutions are key institutions in the development process. While there are exceptions, in country after country where there is sustained progress in productivity and in economic and political freedom there are universities emerging as important institutions, contributing in numerous ways.

First, higher education institutions contribute to the pool of people with advanced knowledge and skills in agriculture, science and technology, in management and professional fields. Although at the outset most developing countries depend on U.S. and other foreign institutions for advanced education, as they progress, local or regional institutions become vastly more important.

Universities contribute more than high level manpower. They are frequently vital forces as nations move toward democratic government and respect for human rights. In practically all countries which have made the turn toward pluralism, universities as institutions have contributed substantially, frequently through university educated graduates who insist on a greater degree of freedom.

Universities are a major source of leaders for the next decade, whether they be in government or industry, in the professions or politics. There are other institutions also contributing, but with few exceptions, the leaders of developing countries in the next few decades will have had university experience, at home or abroad, as part of their formative years.

And as developing countries become increasingly a part of the global economy and contribute in the next century to advancement in various fields of science and technology, universities will be a locus of the creative talents and energies which spark these advances. Because of this, they can be assets as collaborators with U.S. institutions and be helpful to A.I.D. as well.

So for a number of reasons, a focus on development progress leads us to be concerned with higher educational institutions in developing countries. In some countries, universities have been difficult to deal with, but this is changing. In many countries they will not be an important focus of USAID mission assistance projects because of other immediate priorities. But in all but a few they will continue to be very important and deserving of sustained attention, particularly true in view of large U.S. aid investments in them in past decades. The University Center should be in a position to form new patterns of relations, at lower cost, and to sustain mutually useful relations for the future.

III. Broad Pattern of University - A.I.D. Relations

Through the University Center, A.I.D. is building on long-standing relations with higher education institutions both in the U.S. and in the developing countries. Even before the Agency existed, its predecessors had contracted with U.S. universities for training, research and institution-building activities contributing to progress in countries of Asia, Africa and Latin America. And abroad, A.I.D. has sponsored over the years numerous projects in developing countries which built capacities locally, frequently a part of higher educational or research institutions.

At the present time, there is a wide ranging relationship between universities and university people, on the one hand, and various parts of A.I.D., on the other. Title XII tends to define relationships in agriculture and related fields, but there are many cooperative agreements, grants and contracts with 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 university sub-contracts with private firm contractors. Whatever form, it is clear that there presently are many relationships between agency units and university people. Community and junior colleges are also actively involved in training and in A.I.D. programs in some parts of the world.

"Universities" as referred to in these relationships take on various meanings. They can be seen as whole institutions or as segments thereof, such as a college or school or department, or individuals who normally make their home at a college or university. A.I.D. has tended to work more with individuals and segments of institutions and less with universities as a whole.

IV. Internationalization Trend in Higher Education

It is evident today that many U.S. universities and colleges seek to become more international in their overall programs - teaching, research and public service. They have moved in this direction under the guidance of some higher educational leaders, but faculty leaders have accepted this move, now a growing trend in the college and university world, because of their sense of the contribution a broadly international education may make to the future work and lives of their graduates. Business schools can hardly ignore the need for an international dimension in their educational programs; the same is true of certain other professional schools in the university. Of great importance, many institutions are also adding a non-western dimension to the educational programs of liberal arts graduates and others who are not in fields directly applicable to the development process.

Universities and colleges are accepting this additional dimension in curriculum-building and general programming, and it is generally acknowledged that this move is much to the advantage of the U.S. as the nation seeks to be more competitive in the world economy and in a better position to cooperate with other nations toward solutions to global problems.

This emphasis on internationalization can be seen in the activity of national higher education associations (e.g. the American Council on Education is placing internationalization at the center of its next annual meeting); in the number of university-wide committees now operating to help define the job of an international program leader on campus or the university's international direction generally; and the holding of special conferences such as that in Spokane, Washington in 1990 and the annual meetings of the Association for International Education Administrators (AIEA) and of "NAFSA - An Association of International Educators" which has traditionally focused on foreign student affairs.

V. A.I.D. and University Shared Interests

It should be acknowledged that the central role of universities is very different from that of A.I.D. The mission of universities and colleges is to educate, to expand knowledge through research and to extend knowledge to the public, generally as part of providing public service in various forms. While teaching is common to all colleges and universities and research is frequently included, public service is not universally acknowledged within all departments of even the land grant universities.

A.I.D. is clearly field mission-oriented within the framework of the foreign policy of the U.S. and operates with different time tables, personnel career lines, measures of accomplishments, and with the administrative constraints placed on any public agency.

Having acknowledged their essential difference, one must also identify those elements where both A.I.D. and university and college communities share goals and program interests. There is, in fact, substantial overlap and, in this area productive, mutually beneficial activity can occur most easily.

A number of examples are apparent. Some members of university and college faculties are interested in and capable of performing well as a part of A.I.D.-sponsored programs in the developing world. Similarly some A.I.D. personnel sustain interest in their technical fields and follow closely the work going on at universities in them.

A second area of overlap relates to knowledge in science and technology generally (and in certain areas particularly), including the health fields, education, and agriculture. Both universities and A.I.D. attempt to operate at the "cutting edge" in science and technology, in research and other activities. In the case of the university, of course, activity in any substantive field also extends to the classroom; at A.I.D., application of a research product receives higher priority.

Both universities and A.I.D. have a sustained interest in changes and trends in the developing world, but from different perspectives. Although universities and colleges are interested in a wide array of other areas and subjects, certainly a part of many institutions and their faculties are dedicated to knowing more about the developing world and about the development process, and to teaching in related subjects. Some are committed to working in support of A.I.D. or other development programs. Within universities specific schools and departments - e.g. agriculture, schools of business, public health - have a large interest in the work of A.I.D. and what the nation is trying to accomplish in the developing world.

Both A.I.D. and university people are concerned with global issues, such as the environment, water resources, issues related to poverty, food and famine, and with differences in culture which impede cooperative efforts to solve global issues. Such subjects figure in courses and curricula at universities, and, at some, also in lines of research.

It is important to realize that just as A.I.D. turns to many sources for the services and expertise it needs, so, too, universities turn to many sources for support of research, training and other programs. Most receive the vast bulk of their external research budget, for example, from the National Science Foundation, the National Institutes of Health, the U.S. Departments of Agriculture and Energy, and other non-A.I.D. sources. A.I.D. and the universities are not dependent on the other, but both sides stand to benefit from a proper relationship.

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?

I. Relation to Traditional Programs

The University Center should not attempt to replace the large and historically important relationships and contract activities which now engage many U.S. universities directly in specific developing country assistance programs. The Center intends, however, to help improve the processes and policies - both at universities and in A.I.D. - through which this important university participation will continue.

II. 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.

III. Total University Involvement

The University Center should focus mainly on total institutional 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 total institutions - with their full range of abilities, contacts, and resources - in A.I.D. programs.

IV. Mutuality

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

V. 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

I. 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 and advising on optimum modalities or instruments for cooperation.

The University Center should facilitate the work of special advisory boards and panels including the work of the BIFADEC at the top of the Agency and its subsidiaries. At the operating level, the Center can assist by assembling special university review panels and advisory activities as requested by A.I.D. and assisted by a University Center knowledge base.

II. Longer-term program initiatives

Longer-term Center programs are suggested in abbreviated form in the following five broad categories (not listed in order of priority):

- A. Sustaining progress of developing country universities and related institutions. This program should be pursued through such activities as:
- Building Networks among universities in developing countries, including U.S. institutions, so that quality can be encouraged after the conclusion of more intensive institutional development projects. These might be regional in nature (or country specific) and focus on specific fields, involve visiting professors, seminar activity, easy exchange of information.
 - Providing external examiners for developing country institutions, perhaps integrated into the network concept.
 - Encouraging sustainable ties between U.S. and foreign institutions through the UDLP activity directly applied to this purpose.
 - Topping up salaries or benefits for U.S. professors to enable them to teach at selected developing country institutions. This might also be done for on-going university research to add a development dimension.

B. Cooperating in the university internationalization process.
Possible examples include:

- The University Development Linkages Project, now in operation, through which sustainable long term and mutually beneficial ties between U.S. and developing country institutions will be encouraged.
- Support of portions of college and university college and university plans to internationalize. Grants for this purpose would assure a developing world focus which would clearly be in A.I.D.'s interest. This might involve various aspects of university internationalization such as curriculum change, faculty and student exchanges, and study abroad.
- A Development Specialist-In-Residence program in U.S. universities. This would bring the expertise of specific A.I.D. people to university campuses for various lengths of time to add to the developing world focus within institutional plans.
- Fellowships in specific fields of interest to both A.I.D. and universities.

C. Expanding and sharing expert personnel resources of value to both A.I.D. and the universities. This might be accomplished through:

- More effective use of Joint Career Corps, Intergovernmental Personnel Act, fellowships and internships and similar programs and devices. This might include the possible creation of a Reserve Corps in which certain individuals would expect to serve with developing country projects or in A.I.D./Washington for varying periods of time and on a repetitive basis.
- Research grants made to faculty planning their first sabbatical leaves. These would be available at a critical time in the career development of a young professor and assure a sustained professional interest in a developing world situation of interest to A.I.D.
- A program of fellowships which will support dissertation research in the developing world. Perhaps, some of these could be tied to U.S. professors of proven track records in the development field and awarded on a competitive basis nationally. Some might be tied to foreign institutions or professors or to foreign graduate students who are also at the dissertation level.
- Joint seminars to expand A.I.D./University interaction and staff contacts.

- D. Accessing university resources and experience more effectively. This purpose might be served through:
- More effective access to National Resource Centers (NRC) which have been created at universities under Title VI of the Higher Education Act and with other university centers. This could involve use of NRC talent for special reviews and appraisals of A.I.D. country or regional programs. It might encourage more involvement of professional schools in NRC activity and planning.
 - Better ties between the International Agriculture Research Centers and U.S. university agricultural scientists.
 - Collaboration with universities to facilitate a broader relationship with thousands of American university alumni who have now returned to their countries of origin and frequently to positions of responsibility. Most will not have studied under A.I.D. auspices. This might involve summer programs, experiences prior to departure, conferences and seminars abroad, newsletters, and visiting lecture tours to selected countries.
- E. Strengthening and broadening the commitment of universities in development. Examples might include:
- In connection with the democratization theme now embraced by the Agency and the other new initiatives. University participation in well designed projects would add long term strength.
 - Evolving new modalities for "contracting" moving from the experience in one field, such as population, to the needs in others, such as agriculture. This would include studying experiences of universities, and other government agencies (e.g. the U.S. Department of Agriculture and the National Science Foundation) as they have related to U.S. colleges and universities and the experience in other industrialized countries.
 - Participation in evaluation of university contract projects. This would increase understanding of how best to use universities for various types of technical assistance and analytical activities abroad.
 - Helping U.S. universities to be more competitive for projects funded by host countries, multilateral funding agencies, World Bank, and others through - information flow, field support, and financial backup such as an Overseas Private Investment Corporation (OPIC) type of organization.