

COMPREHENSIVE REVIEW
AGRICULTURAL ECONOMICS 211(d) GRANT
SOUTHERN UNIVERSITY
MARCH 25-26, 1976

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Review Team:

- Mr. Thomas Eliot, TAB Grants Coordinator, Chairman
- Dr. Gary Taylor, USDA/ERS
- Mr. Jiryis Oweis, AID/AA/IDC
- Mr. Sheldon Cole, AFR/DS
- Mr. Donald Goodwin, Consultant

- Mr. Alfred Harding, TAB/AGR/ESP, Grant Project Officer

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I INTRODUCTION

Southern University received a 211(d) Institutional Grant for \$500,000 for a five year period, July 1, 1972 - June 30, 1977. The Agency for International Development, in an effort to support and encourage the development of university capacity in agricultural economics and economics, made six (6) grants, four (4) in 1970 to Michigan State University, Cornell University, Iowa State University and University of Minnesota and two (2) in 1972, one each to Virginia State College and Southern University. It is important to note that the latter grants are to minority institutions, as AID placed special emphasis on upgrading these schools for increased participation of minority institutions and their graduates in international economic development programs.

The grant to Southern University gives particular thrust to strengthening and increasing its capacity in economics/agricultural economics to enhance its capabilities to contribute to the resolution of problems of rural unemployment and underemployment in developing countries.

This comprehensive review was undertaken in the fourth year of the grant as called for in the Agency's Policy Determination #62 of October 30, 1974. The report of an earlier grant review conducted in April, 1975 by the TAB Project Officer, a Project Appraisal Report dated December, 1975, a copy of the Final Grant Proposal, a listing of issues posed by the Project Office, and issue responses by the grantee were made available to the Review Team.

The Team conducted its review on the campus of Southern University on March 25 and 26, 1976. University President, Dr. Jesse

Stone, the Honorable Lionel Johnson, Chairman of the Board of Supervisors, and other senior officials and faculty members met with the team both formally and informally. They presented information and insights into the programs of the University which focuses on the problems of the farmers in the poorest parishes (counties) of Louisiana. Information was given on programs of nutrition, population, rural sociology, agricultural extension, and community development - all impacting upon the areas of economics and agricultural economics. Background information was also given on the AID funded contract to Southern University to assist in the establishment of a Department of Agricultural Economics in the National Advanced School of Agriculture, Yaounde, Cameroon.

The discussions were frank and candid. The Team was most appreciative of the responsiveness, interest and hospitality of the university leaders and discussants.

II OVERALL DISCUSSION ON FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A. GRANT'S OBJECTIVES AND CONSIDERATIONS

The specific objective of the grant, as stated in the Final Proposal submitted by Southern University to AID on December 1, 1971, which became the basis for the Institutional Grant, was "to improve competence in Agricultural Economics and Economics, to analyze and contribute to resolving problems of rural unemployment and under-employment." Activities to achieve this objective included:

1. Increasing the quality and quantity of the agricultural economics and economics faculty.
2. Creating greater opportunities for agricultural economists to work cooperatively on applicable domestically and inter-

nationally-related research.

3. Enabling students and scholars to engage in research and training in LDCs, thus enriching their experience and their appreciation for the problems of the poor and adding to their knowledge of how to deal with them.

4. Providing opportunities and incentives to develop courses, revise existing ones, and improve the teaching materials available so as to include a greater international orientation.

5. Improving and expanding the library resources.

6. Drawing on outside lecturers and consultants to enrich the University's program.

No specific, quantifiable or qualitatively verifiable indicators of progress towards the objectives were specified by the grantee nor AID, and thus it became the task of the Review Team to make its assessment based upon what might reasonably have been expected given its understanding of 1) the situation at the time of the grant, 2) the expectations of AID and the grantee, 3) the results which have occurred, and 4) the plans for the remaining period of the grant. The Team's findings, conclusions and recommendations are drawn from the intensive discussions which took place at Southern University, and from the materials which were placed at its disposal. The issues raised by the grantee are at Appendix C. A list of the University discussants is at Appendix A, and for the agenda for the review, see Appendix E.

The Review Team, in seeking to determine if the objectives will be met during the five year grant period of which fourteen months remain, considered staff development, research, curricula, students,

supporting resources and other matters. These are discussed below.

B. STAFF DEVELOPMENT

At the beginning of the grant, the University had one faculty member in agricultural economics who had served in a developing country as a Fulbright Scholar. He remains on the faculty as Administrative Assistant to the President and Director of the 211(d) Grant. He also is Adjunct Professor to Cornell University and is an active participant and consultant on cooperatives.

Two additional Ph.D. agricultural economics faculty members were added to the staff as a result of the grant. One serves as director of the 211(d) research activities, teaches, and is in most respects, the technical director of the grant. The second is now on detail to Cameroon under an AID-Southern University Contract and has been replaced in the meantime at Southern University by a Masters Degree graduate. None of the recent faculty has acquired tenure and is eligible for tenure considerations until after the fifth year of service. It is presently expected, however, that both will later acquire it.

Two graduates of the University's undergraduate program in agricultural economics and economics have gone to other universities for advanced degree training (at least partially financed by the 211(d) Grant) and are expected to return to Southern University upon completion of their studies.

As part of the faculty development plan to increase its capacity in agricultural economics and economics, the University contemplated a rotation of faculty between the campus and the Contract Team in Cameroon. As indicated above, an Agricultural Economics professor

from the campus is now in Cameroon, where he serves as the contract team leader. It is the Team's understanding that that contract will terminate in June of this year, and, if so, the team leader will return to the stateside campus. It is not clear that the other contract team members will join the campus faculty.

Funds from the 211(d) Grant were used to support advanced degree training for members of the Southern University faculty. Fifteen (15) faculty members have received support from the grant. The total faculty employed full-time in the Colleges of Business and Agriculture, where they teach courses in Economics or Agricultural Economics in 1975-76 is 14, the highest number yet; the number has ranged between 13 in 1970 and 9 in 1974-75.

The real picture of faculty capacity, however, should not and cannot be determined by numbers solely in economics and agricultural economics. More than thirty faculty members from such disciplines as sociology, agriculture, business, and education have been involved in programs and activities sponsored or undertaken in conjunction with the 211(d) Grant. [Thus, the Team concludes that the total faculty involvement potentially in international economic development, has increased as a result of the grant. The number and professional capacity of the faculty in agricultural economics has expanded, but not yet significantly enough to be drawn upon extensively, nor for long term assignments by AID, other donors and LDCs.]

C. RESEARCH

[The research program that was discussed by the several University participants (agricultural economics, economics, sociology, agricultural extension, nutrition) is focused upon the small farmer.

A sociology research project is examining community development in rural areas and rural leadership; agricultural economics projects are looking at small farm credit, small farm financing and marketing. Other research projects are addressing acquisition of land, housing, recreation and crawfish. [The research is mainly carried out by the faculty members, in some cases as part of their advanced degree training. There is close cooperation with the University's agricultural extension program.] (Agricultural extension funds have been made available for a university agricultural extension program now involving 28 parishes with 38 agents.) The Cooperative State Research Service provides "hard money" for the University's rural research program, which is broad and multidisciplinary in nature. All of these features are attractive for AID and LDC considerations.

There are, however, [serious questions, which were raised during the Review Team's assessment. [First, the research is not really focused upon rural unemployment and under-employment as called for in the grant.] Thus, at present, if AID is expecting and awaiting meaningful research results from Southern University on rural employment, it is not yet in process. As this matter was discussed, it seemed possible that some immediate re-arranging of research activities could begin to be made to accommodate the type of research that could be more useful in the employment area.

A second question has to do with the extent appropriate offices of AID are familiar with Southern University's emphasis on the small farm financing and marketing, on the leadership roles and on community development undertakings. [The AID Sponsoring Technical Office and the Office of Rural Development should certainly explore together what might best be done by the University in its research which can be of

most use to AID, other donors and LDCs.]]

The third question on research has to do with the relevancy of the University's present and proposed research to developing countries. One might reasonably have expected that the domestic research would be closely integrated with research endeavors in Cameroon, since the University had established a linkage through its AID contract there. [Except for the fact that one faculty member from the agricultural economics department is now in Cameroon and presumably continues his research interest, there has been no integrated nor carefully structured research involving both the domestic thrust and the work which is transpiring under the University's contract project overseas. Even though four undergraduate students visited the Cameroon project, they were not engaged in significant research.]] There were undoubtedly numerous complications which would have had to have been addressed and overcome in order to have established an integrated domestic/foreign research program, whether the Cameroon contract and contacts were involved to a greater degree or arrangements made with other countries and other institutions. Regardless, [the domestic research which probably needs to be tested and validated in LDCs has not been so tested and likely will not be under present circumstances and projections.]]

[The grant does not call for specific research.] [Work plans formulated by the University and agreed to by AID could have been helpful in outlining research objectives and expectations.] The Review Team suggests that, though it is late in the grant period, it is not too late to start on research work plans drawing extensively upon AID's perception of needs of small farmers in developing countries.

D. CURRICULA

As indicated above, Southern University has only an undergraduate program in economics and agricultural economics. Through support of faculty research, travel, seminars and attendance at conferences, some of the courses have been enriched with an international economic development dimension. [Two new courses, Economic Development and Growth and International Economics have been established Courses in agricultural economics have been increased from 9 to 14.]

[Exploratory discussions have been held on establishing a graduate-level program in agricultural economics and economics.] Such a program would ^uenhance Southern University's capacity in research and increase its overall competency; yet such a step is faced with significant obstacles not the least of which is acceptance by the appropriate State officials. The head of the Contract Team in Cameroon has recently urged that the graduate program be set up as soon as possible. Others agree with him. Yet the budgetary factors as well as accreditation processes remain formidable.

E. STUDENTS

Southern University's student body is over 12,000 with more than 9500 on the Baton Rouge campus. (The University's other campuses are in New Orleans and Shreveport). Students majoring in agricultural economics have increased from 10 in 1970 to 55 in 1975-76, with a high of 60 in 1974-75. In economics, the increase has been from 15 in 1970 to 35 in 1975-76. These majors select from such courses as Resource Economics, Economic Development, Rural and Urban Development, Managerial Economics, and Applied Statistics and Operation Research.

Three students were selected for the AID/AFR Bureau Cooperative

Work Study Program this fiscal year. Two graduates of Southern University are enrolled in graduate programs in agricultural economics at Wisconsin and Michigan State. Those points indicate that the calibre of the instruction and the students is high and competitive.

[The 211(d) grant funds have been used to stimulate interest in agricultural economics and economics through the use of scholarships. Ten students are currently on scholarships.] The undergraduate scholarships are for a year at a time and are subject to high level academic performance. 211(d) funds have also supported the two graduate students in their first year at Wisconsin and Michigan State.)

F. SUPPORTING RESOURCES AND OTHER CONSIDERATIONS

[The library's resources have been expanded with books and periodicals in economic development as a result of the grant. Faculty travel, on-campus conferences on international economic development, faculty seminars, and visiting professors and consultancies have all been means to increase the awareness of the University and the community of the internationally-oriented programs of the University.]

The [University has no basic management unit primarily concerned with the development of the capacity called for in the grant.]) While there was plenty of evidence of cooperation among the several colleges and departments and among faculty members, there was less evidence that there presently exists an integrated program to accomplish the grant objectives. The observation has already been made about the lack of an integrated research program addressing international in addition to domestic problems. (Observations can also be made about the apparent inadequate interaction between the contract and the grant activities.) It was not clear whether anyone had a responsibility for

coordination between the contract and grant.

AID should have been more attentive to the development and progress of this grantee's activities in the earlier years and more helpful in calling for specific outputs from the grant and work plans which, in turn, might have brought improved response and cohesiveness. It is somewhat late to remedy, unless the remaining months of the grant are used as a period to bring about modifications and changes which would better serve AID and hopefully the institution. These points are not to suggest that a significant amount of progress has not already been made. Our findings and conclusions support the accomplishments. Our recommendations are made to support an intensive effort of refinement and change, focused directly and explicitly on the stated purpose of the grant, which could provide a base for some form for AID's continued relationships with Southern University.

III SUMMARY OF FINDINGS AND CONCLUSIONS

A. Southern University has strengthened its staff capacity in economic development teaching and research during the past four years. However, most of this increased capacity has not gained overseas exposure and experience which have helped to increase competence.

B. The focus of Southern University's activities in agricultural economics and economics has been on domestic economic development problems relative to the small farmer in Louisiana. This focus has not yet had an international dimension, and the findings of current and further research would need to be validated in order to judge their applicability to LDCs.

C. The research program has not given particular attention to the problems of the rural unemployed and under-employed, and unless

research activities are promptly and intensively undertaken, a major part of the grant objective cannot begin to be realized.

D. The faculty personnel, who have competence and capabilities in economic development, are neither prepared nor available for utilization by AID and other donors and LDCs except for short term consultancies by individual faculty members. The use of multidisciplinary teams drawn from more than one source, but with Southern University's participation, might be a means to draw upon this competence.

E. The remaining period of the grant should be used by the grantee to re-focus and sharpen some of its activities and to allow more potentially interested offices of AID to become knowledgeable about the domestic and the emerging international capabilities of Southern University. Hopefully, during this period different and more effective relationships and arrangements could be established.

IV RECOMMENDATIONS

A. On the basis of its findings at the time of the review, the Team recommends against an extension of the 211(d) Grant beyond its present expiration date.

B. However, every effort should be made by Southern University assisted by the sponsoring AID Technical Office to formulate specific grant outputs which relate directly to the original grant objectives and to prepare mutually acceptable work plans to achieve them, to the extent possible, within the final year of the grant. During this interchange, Southern University personnel would, in the Team's opinion, profit from participation in one of AID's project design and evaluation courses, and / ^{from visitations} with the several potential client offices

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of AID and other donor agencies to learn at firsthand the plans, programs, projects and their status in functional and geographic areas of mutual interest.

C. AID offices, especially the Office of International Training, Bureau for Africa, and Office of Rural Development should visit the Southern University campus and review with the faculty there the focus and AID-utilization potentials of the University's interdisciplinary programs that are directed to the rural areas of Louisiana.

ROSTER OF REVIEW PARTICIPANTS

SOUTHERN UNIVERSITY

MARCH 25, 1976

<u>NAME</u>	<u>POSITION</u>
Hezehiah Jackson	Dean, College of Agriculture
U.S. White	Dean, College of Business
T.T. Williams	211(d) Grant Director
Donald R. Andrew, Jr.	Faculty, Agricultural Economics
Milton R. McRoberts	Department of Human Nutrition and Foods
Leroy Davis	Department of Agricultural Economics
John Moland, Jr.	Center for Social Research
Frederick C. Temple	Department of Economics
Leodrey Williams	Agriculture Program Specialist Cooperative Extension
R.H. Bridges	Agricultural Economics and Economics Departments
Eula Masingale	College of Home Economics
Demetrie McJulien	Chairman, Social Welfare Department

AGENDA

ON-SITE REVIEW TEAM
FOR THE 211 (D) PROGRAM

SOUTHERN UNIVERSITY
BATON ROUGE, LA.

MARCH 25-26, 1976

March 25, 1976

8:30 - 9:45

Opening Session
Parker Hall (Blue Room)

Meet with university officials
Dr. T. T. Williams, Director of the 211 (d)
Program - Presiding

Purpose of the Review
Dr. Thomas Elliot, Chairman, Review Team

Remarks on Contribution of the 211 (d)
Program to the university community

Mr. U. L. White, Dean
College of Business
Dr. Hezekiah Jackson, Dean
College of Agriculture
Rev. Lionel Johnson, Chairman
Southern University Board of Supervisors
Dr. Jesse N. Stone, Jr., President
Southern University System

10:15 - 12:00

Discussion of Issues 1 and 2
Dr. T. T. Williams - Presiding

T. T. Allain Hall - Room 201

Issue 1: To what extent has Southern
University increased its staff's capacity
in Economics/Agricultural Economics to
deal with the problems prevalent in LDCs?

Issue 2: Is there an expanded and relevant research and technical assistance staff capability which can be utilized? If so, what is its focus in terms of subject matter and countries? Who are the people who have this expertise? What is their availability for work with the LDCs? How has it been utilized thus far compared to the period prior to the grant?

Discussants:

Dr. F. C. Temple, Chairman, Department of Economics
Dr. Leroy Davis, Chairman, Department of Agricultural Economics
Mr. Donald Andrews, Professor, Agricultural Economics
Dr. Raymond Bridges, Professor, Economics
Mr. U. L. White, Dean, College of Business
Dr. Hezekiah Jackson, Dean, College of Agriculture

12:00 - 1:00

Lunch
Parker Hall (South Wing)

1:15 - 3:15

Discussion of Issues 2 and 3 (continuation)

Issue 3: Is the curricula improvement and teaching in international development being institutionalized? Will it be retained beyond the current grant? If not, what are the constraints?

Discussants:

Dr. Hezekiah Jackson
Mr. U. L. White
Dr. Leroy Davis
Dr. F. C. Temple

3:30 - 4:45

Discussion of Issue 4
Dr. T. T. Williams- Presiding

Issue 4: Is the grant program providing for faculty and student research which is focused to provide in-depth knowledge and expertise relevant to urgent problems of LDCs and which provides for research work in the LDCs?

Discussants:

Dr. F. C. Temple
Mrs. Demetria McJulien, Chairman,
Social Welfare Dept.
Mr. Donald Andrews
Mr. Lester Scott (student)
Mr. Alvin Batiste, Jr. (student)
Dr. James Fortenberry, Professor,
Secondary Education
Dr. Jerry Cole, Jr., Director
Southern University Foundation
Dr. Harold Brown, Associate Professor
Marketing and Management

March 26, 1976

8:15 - 9:00

Breakfast
Parker Hall (Blue Room)

9:00 - 10:00

Issue 4 (continuation) and Issue 5

Issue 5: To what extent could cooperative efforts between universities benefit AID or LDCs? Should such efforts be expanded beyond the 211 (d) schools? Could such efforts help Southern University increase its involvement in LDC development programs?

Discussants:

Mrs. Demetria McJulien
Dr. Leroy Davis
Dr. F. C. Temple
Dr. Hezekiah Jackson
Mr. U. L. White
Dr. Milton R. McRoberts, Asst. Professor and
Acting Chairman - Dept. of Human Nutr. & Food

10:15 - 12:15

Discussion of Issues 6 and 7
Dr. T. T. Williams - Presiding

Issue 6: At the end of the 211 (d) grant, will Southern have the capacity to assist AID under contract arrangement or under the cooperative agreement program?

Discussants:

Mr. U. L. White
Dr. Hezekiah Jackson
Dr. McKinley Mayes

Dr. F. C. Temple
Dr. Leroy Davis
Dr. John Moland, Director,
Social Research
Dr. Eula Masingale, Acting Dean,
College of Home Economics

Issue 7:

Has Southern University attempted to utilize funds available for research work under USDA's Cooperative State Research Service (CSRS) and Agricultural Extension Service or other sources?

Discussants:

Mrs. Demetria McJulien
Dr. John Moland
Dr. McKinley Mayes
Mr. A. O. Williams, State Agent, Cooperative
Extension Service
Dr. Leroy Davis
Dr. F. C. Temple
Dr. Milton R. McRoberts

12:15 - 12:30

Closing Remarks

12:30 - 1:45

Lunch
Parker Hall (Blue Room)

1:45 - 4:45

Closed Door Review
Team Session

4:45 -

Review Team Departs

ISSUES PAPER
Southern University
Comprehensive Review 211(d) Grant
March 25-26, 1976

The 211(d) grant to Southern University was made to strengthen its competence and increase its capacity in economics/agricultural economics so as to enhance its ability to contribute to the resolution of problems of rural unemployment and underemployment, in developing countries. The French tradition of Louisiana and language abilities of the faculty were to be integral parts of the University grant program. More specifically, the grant was to provide long-term support to enable Southern University to:

1. Increase the capacity and strengthen the competence of staff members engaged in teaching and research activities in the fields of economics and agricultural economics by evaluating domestic experiences focused on the rural unemployed and underemployed for the benefit of international programs which have similar goals and exhibit similar characteristics.

2. Train its students in the economics of development and to create more interest in these problems among its total student body and the University community.

3. Increase its existing library resources and develop expanded capabilities to provide technical and advisory services in developing countries.

4. Provide opportunities for faculty and students to become familiar with the work of other international development institutions, through workshops, seminars and conferences as well as practical field

experience.

Techniques which were to be utilized in achieving these objectives included recruitment of additional staff members, release time for present faculty members, exchange and visiting professors, training scholarships, guest lecturers and consultants, conferences, workshops and seminars, and domestic and foreign travel. Preliminary analysis of relevant documents and consultations with the Grantee, sponsoring technical office and others have delineated selected issues that are critical elements within the framework of the review purpose. The agenda for the on-site review is based on these issues and the discussions that take place are expected to develop information from which the review team can make recommendations and formulate conclusions relevant to:

1. Administration and management of the grant by Southern and TA/AGR;
2. AID decisions on expiration, phase-out or extension/revision of the grant.

Selected Key Issues for the Agenda are:

A. Performance Issues

Issue 1 - To what extent has Southern University increased its staff capacity in economics/agricultural economics to deal with the problems prevalent in LDCs?

It is acknowledged that Southern has recruited and sponsored the training of several economics/agricultural economics faculty members. But to what extent are these and other individuals pursuing work relating directly to LDC problems?

Response:

The capacity of Southern to deal with the problems prevalent in less developed countries represents the major thrust of the 211(d) program. The presence of the 211(d) program at Southern University has been used as a vehicle to focus attention of the commonality of economic development ^{at} ~~and~~ home and abroad.

Presently there are three faculty members serving with the Cameroon project in that country. Their physical presence in the Cameroon and their temporary visit to the campus has served to stimulate interest on the part of the University community relative to international issues. Just as important, the President's visit to this country along with students and the director of the Cameroon project has placed the University in a positive posture of supporting international involvement. Such exposures to students, faculty members and officials of the University to the international arena enables them to understand and articulate the similarity of economic development in Louisiana and ~~LDC~~'s.

Issue 2 - Is there an expanded and relevant research and technical assistance staff capability which can be utilized? If so, what is its focus in terms of subject matter and countries? Who are the people who have this expertise? What is their availability for work with the LDCs? How has it been utilized thus far compared to the period prior to the grant?

Sub-Issue: To our knowledge, there have been no attempts by the Southern University faculty to adapt, transfer or test the findings from

domestic research directly in LDCs. Why hasn't Southern moved out of the stage of evaluating its domestic research and into the stage where it can test these findings in LDCs exhibiting similar characteristics?

Even though this grant contains no specific talent sharing provisions, the grant was designed to increase staff capacity in economics/ agricultural economics which could be utilized by AID, LDCs and other donors through various mechanisms and arrangements. In the case of Southern, the problem seems to be failure to increase its staff capacity to the point where it can enter into these arrangements. However, our records show that grant funds have been primarily utilized to support faculty and undergraduate students as follows:

	Faculty		Undergraduate Students	
	No.	Thous. \$	No.	Thous. \$
1972-73	7	58	7	3
1973-74	6	60	11	8
1974-75	6	45	14	15

Six faculty members have received some support for two or more years. Why hasn't Southern used more of its funds to purchase release time for mid-career and senior staff so that they can gain the experience of working directly in LDCs? Is it possible that the number of competent, experienced staff for economic development work can be increased in the near future to help meet the needs of AID, LDCs, and other international donors?

Response:

There is an expanded and relevant research and technical assistance

staff with capabilities which can be utilized. However, the initial focus of the 211(d) program has been to strengthen its economic development capacity through scholarships to faculty members for graduate study. While Southern has the faculty nucleus for economic development and while there are similarities between domestic and international economic development, there are limited professional resources which can be released for international development only. Southern operates under the rationale that a strong domestic economic development program is the first prerequisite to a strong international development program. Just as important, the growing interest on the part of the faculty for involvement in development activities in the domestic and international areas supports the validity of this rationale. As more faculty members received their terminal degrees and return to the University, we will be in a position to provide release time for the growing number of professors who are desirous of testing their hypothesis in developing countries. All of these individuals who have been directly or indirectly involved in the 211(d) program have demonstrated their proficiency in problems of less developed people and/or countries. Such interest was reflected in their teaching, research and outreach activities. However, their availability for work with the LDCs is predicated on several factors including the nature of involvement and the extent to which their absence from the University will compliment their commitment to domestic development. These and other individuals have been directly involved in institutionalizing the international thrust of the University research and outreach activities at the University both in the classroom and research. They have served

as resource persons in assisting various departments to more directly orient the curricula reflecting stronger development thrust for the clientele Southern serves. Instruction, research and outreach activities are developed to assist people outside of the mainstream of economic life. What is significant about the instruction, research and outreach programs at Southern is that they complement each other. The growing interest of the University community (students, teachers and administrators) in the international implication of its domestic thrust to international development, will have a multiplying effect upon the realization of this commitment.

So while Southern has used its 211(d) funds to support faculty and undergraduate students, the underlying rationale was based upon the fact that the supply of terminal degree holders possessing the needed orientation are limited. Southern envisions a time in the near future when it will be in the position to provide AID with Talent Sharing expertise without causing too much of a strain on its limited resources for development at the domestic level.

The return of faculty members to the University presently on study leave will strengthen the capacity of Southern to carry out the intent of the 211(d) program. In addition, the return of faculty members presently serving with the Cameroon program will undergird and accelerate the international orientation of the University in both the domestic and LDCs activities. Southern is still in the process of expansion in the area of economic development and the need for future financial support will not diminish. Continuation of financial support

from AID is necessary if the returning members with the Cameroon program are to be fully utilized. The growing number of professors at Southern University possessing experience abroad and having economic development involvement at home should be utilized cooperatively by AID and Southern University.

Issue 3 - Is the curricula improvement and teaching in international development being institutionalized? Will it be retained beyond the current grant? If not, what are the constraints?

Related to this issue are the questions concerning the utility of creating a joint Department of Economics and Agricultural Economics. Has Southern considered this possibility? Would a single curriculum provide opportunities for students in both disciplines to explore course offerings in each discipline and also maximize utilization of faculty members in both departments?

Response:

The curricula improvement and teaching in international development have been institutionalized and hopefully will be retained beyond the current grant. There are financial restraints which the University cannot absorb at the duration of the first five years of the 211(d) grant.

Today, almost every degree offering program at Southern University has a course dealing with some aspects of development in LDCs. This range from agriculture, law, political science and sociology. When visiting foreign officials from LDCs are on the campus, students and faculty members request conferences with them in an effort to learn more

about each individual's country. The graduate program in Economic Development has been officially requested by the two departments and the University administrators are presently pursuing this request with the governing board for higher education in Louisiana. It should be pointed out that the unique clientel served by the department of Economics (College of Business) and the department of Agricultural Economics (College of Agriculture) have separate clientel. The department of Economics is primarily concerned with small businesses other than farmers while the Agricultural Economics department works closely with the rural sector particularly small farmers. At present, there is no logical justification for combining the two departments, but time could alter the situation.

Issue 4- Is the grant program providing for faculty and student research which is focused to provide in-depth knowledge and expertise relevant to urgent problems of LDCs and which provides for research work in the LDCs?

There has been some expectation by AID that the grantees would be able to sufficiently organize and focus in-depth research programs with respect to problems and/or countries so that at some point there would be identifiable and recognized expertise which was ready and able to work on country or worldwide problems. We are of the opinion that the current research program has been focused too closely on domestic research and not enough on the adaptation, testing and transferability of the domestic research results directly in developing countries. To date, no faculty member has performed grant-related research activities in a developing country. It is also not clear how many students have been afforded the opportunity to pursue research work directly in LDCs. What are Southern University's plans with regard to providing

faculty members with the opportunity of pursuing action-oriented research in developing countries? Can the University provide any information on former faculty members and the extent to which they are presently engaged in economic development work?

Response:

Yes the 211(d) grant program is indirectly providing faculty and students research designed to provide in-depth knowledge and expertise relevant to urgent problems of LDCs and which provides for research work in the LDCs. Two of the faculty members originally employed with 211(d) funds have approved research projects dealing with problems related to LDCs. In addition, several students supported with 211(d) scholarship funds have spent some time in a LDC undertaking research.

It is true that the current research program at Southern has been focused on domestic research however, this additional professional resource hired with 211(d) funds have strengthened the long term capacity of the University to take the second step; adaptation, testing and transferability of the domestic research results directly in developing countries. Again, the primary prerequisite to a strong international program is a viable domestic program. Southern is of the opinion that we are pursuing activities to realize the former and gradually making advancement in the realization of the latter.

The Cooperative Research and Extension Programs at Southern University complement each other. Throughout the year, identified indigenous leaders are brought to the campus to dialogue with faculty

and students concerning specific problems. Based upon the results of such dialogues, faculty members develop proposals for submission to CSRS for funding. In the conduct of such research, faculty and students work cooperatively.

As research findings are ascertained, the Extension staff along with indigenous leaders are brought to the campus and the researchers share their findings with them. Such research findings serve as the focus for action extension activities at the local level. The faculty and students serve as resource people for the extension staff in program development and implementation.

During the past three years several faculty members at Southern University have been directly involved in the research and extension activities enumerated above:

Dr. Raymond Bridges	Dr. F. C. Temple
Mr. A. O. Williams	Dr. L. Williams
Dr. T. T. Williams	Dr. John Moland
Dr. E. C. Lucas	Mrs. D. McJullien
Dr. Jaswant Jindia	Mr. Donald Andrews
Mr. Larry Morris	Dr. Leroy Davis
Dr. Alfred Parks	Dr. Harold Brown

Dr. Jerry Cole

In addition, all of the students supported with 211(d) scholarship funds have been involved in such activities either as research assistants, workshop participants or group leaders during meetings with indigenous

leaders. It should be noted that all faculty members and undergraduate students presently receiving 211(d) scholarship funds are engaged in economic development activities.

B. Issues and Questions Related to the Six Agricultural Economics 211(d) Grantees

Background: Although there are no specific grant requirements which bind the six universities together in a common program, through informal negotiations it was AID's intent that these institutions would cooperate and collaborate in research and teaching; that they would develop research programs which would neither overlap nor compete with each other for scarce resources and together attempt to maximize the utilization of those resources.

AID recognizes a significant effort during the last two years to develop cooperative relationships among the six schools. Prior to that time, however, AID had failed to recognize that it must take the initiative to begin cooperative efforts.

We are interested in the extent to which Southern University has been able to enter into joint programs in economic development with the other 211(d) universities, Cornell, Iowa State, Michigan State, Virginia State, and Minnesota. How can cooperative efforts between these institutions and others be increased?

Issue 5 - To what extent could cooperative efforts between universities benefit AID or LDCs? Should such efforts be expanded beyond the 211(d)

schools? Could such efforts help Southern University increase its involvement in LDC development programs?

Although in theory the cooperative/coordinative efforts appear to be desirable, it is held by some that such efforts will develop more naturally by themselves out of a specific need; that attempts to coordinate any work of the 211(d) schools can only affect a fraction of the agricultural economics community; that a broad based information exchange system regarding curricula, research, technical assistance and student work would be more productive use of resources.

Response:

Southern University has entered into joint arrangements with all of the other 211(d) universities. In addition to the exchange of visits to each campus to participate in planned workshops and seminars, the 211(d) grantees with graduate programs have accepted our students for graduate study.

The other 211(d) grantees have been very helpful in assisting Southern with (1) addition to its reading materials for the library, (2) development of the proposed Master's program in Economic Development and (3) suggestions on research methodology. We are presently exploring the exchange of senior faculty members during sabbatical leave.

The visit of senior professors and department chairmen from the 211(d) universities having a graduate program has exposed them to the research and outreach activities underway at Southern. It also provided our students to meet face-to-face with some of the professors who will be teaching and advising them during their graduate study.

Visit of faculty members from Southern to other universities enabled them to meet with other university officials in an effort to gain graduate scholarships for students in areas other than agricultural economics and economics. Several non-economic professors from Southern have been recommended for graduate support and received same from the other 211(d) universities.

All of the above activities are beneficial to AID or LDCs in that exposure to alternative opportunities are very much prevalent. The other four 211(d) universities have a broader professional orientation than Southern in economic development. However, Southern's unique thrust of working with a specific clientele (the poor) provides these institutions another dimension to domestic development with international adaptability. The cooperation between the universities instigated as a result of the 211(d) program should continue.

C. Issues and Questions Related to the Future Involvement of Southern University in International Development Work

Background:

Most colleges and universities have argued that with the realities facing them today 1) it is unrealistic to preceive that it is possible to build and increase staff capacity which can be utilized in LDCs within a five-year period, 2) that it would be impossible to maintain the increased staff capacity and individual capabilities without additional grant funding, 3) that the short range nature of technical assistance contracts is not sustaining enough to assure continuing support to the various aspects of the college's international

development thrust, 4) that funding gaps between such contracts are disruptive to the overall college program, 5) that without continuing support, the staff capacity devoted to international development work will diminish and permanent staff will move into domestic work.

Issue 6 - At the end of the 211(d) grant will Southern have the capacity to assist AID under contract arrangements or under the cooperative agreement programs?

--What plans have been developed to institutionalize the competence built under the 211(d) grant?

--When the present 211(d) grant is concluded, what will be the impact on staff levels, curricula, stipends and student research opportunities?

--What research and staff focus vis-a-vis problems and/or countries would Southern need to make in order to be prepared to assist AID under contract or cooperative agreement arrangements?

Response:

Southern University is presently in a position to assist AID under contract arrangements or the cooperative agreement program approach but with strain on its professional resources. Certainly the university is becoming more and more concerned with economic development in LDCs but of primary concern is the realization of the commonality between domestic and international developments by the university community (students, faculty and administrators). There is no doubt in the minds of the University community that the 211(d)

grant to Southern University has contributed tremendously to the realization of this concept. However, it would be an exercise in financial folly to expect that at the end of a five year grant period the University has arrived at the stage whereby it could assure the total costs necessary to maintain the domestic and international thrust. By the same token, it must be recognized that domestic rather than international development is the primary prerequisite for Southern being. It so happens that the similarities between domestic and international developments are such that one complements the other. Thus the acceleration of Southern's involvement in the international thrust goes hand and hand with the domestic involvement.

The five points raised in the background statements are generally correct. (1) It is unrealistic to perceive that it is possible to build and increase staff capacity which can be utilized in LDCs within a five year period. This is particularly the case at Southern since the original point of reference was such that internal faculty development was given high priority. However, at this point in time, it is impossible for Southern to maintain the increased staff capacity and individual capabilities without additional grant funding. Certainly, AID could bid away the professional expertise presently located in the Southern University System but in the longrun both the University and AID would suffer. AID would not have the potential for additional expertise in that the core of these individuals will have been recruited leaving the university with a lower base from which to continue its development efforts.

That the short range nature of technical assistance contracts is not sustaining enough to assure continuing support to the various aspects of the colleges international development thrust. Southern has utilized the Technical Assistance Program in the Cameroon to undergird the 211(d) thrust. Together these two programs offer students and faculty members with opportunities to rotate between service at home and abroad. This is a type of arrangement that offers great possibilities as Southern expands its international involvement.

Funding gaps between AID contracts are disruptive to the overall college program. This might not be the case provided prior planning and understanding are agreed upon. Without such planning it would be most difficult for a university to absorb the returning professors without a drain upon other activities.

Without continuing support to Southern, the staff's capacity devoted to international development work will diminish and the permanent staff will move into non-university employment. There is a growing interest on the part of faculty members in international development and it would be realistic to guesstimate that an increasing number of faculty members will option for international careers either on a short or long term arrangement. What is needed is a well thoughtout arrangement whereby faculty members can be involved in development activities at home and in LDCs during their professional career.

Southern is convinced that with limited revision, economic development activities underway in this state have adaptability for most LDCs. This concept is already being institutionalized through activities

of the 211(d) program. However, without continuation of support after the conclusion of the present 211(d) contract, the University will experience some financial problems for the University in terms of staff, curricula, stipends for students and faculty. Just as important, there is a strong need to build upon the multidiscipline approach presently being utilized to ameliorate problems common in LDCs and the clientel Southern University serves at home and abroad (Cameroon). There will be a serious need at the end of the present five year funding. Continuous support from AID, at a level of \$203,200, is needed annually for five years totaling \$1,016,000. Such support from AID will be necessary if the present international thrust is to be maintained at Southern University.

<u>Salaries</u>	<u>Amount</u>
Dr. Leroy Davis	\$25,000
Dr. Alfred Parks	22,000
New Positions	
Two in Economics	44,000
Two in Agriculture Economics	44,000
Secretary	9,200
Communication	500
Computer Time	500
Materials and Supplies	5,000
Library	3,000
Travel	10,000
Scholarships	40,000
<u>Undergraduates</u>	
Ten @ \$1,500 each	15,000
<u>Graduates</u>	
Ten @ \$2,500 each	25,000
Total	\$203,200
Grand Total for five years	\$1,016,000

With the above level of support, Southern will have the necessary resources to take on contract or cooperative agreements with AID without

dismantling its domestic program. At the end of the next five year period the graduate program should be well underway.

Compiling data and the analysis of the comprehensive domestic and international economic development thrust will be one of the proposed research activities to be accomplished during the second funding cycle of the 211(d) program. Frequently, officials at Southern receive requests from LDC's for such information. Release of faculty time to undertake this research will benefit AID and Southern University.

Issue 7 - Has Southern University attempted to utilize funds available for research work under USDA's Cooperative State Research Service (CSRS) and Agricultural Extension service or other sources?

If not, should the possibilities of similar research interests between Southern and other sources such as those mentioned above be explored if funds are available?

Response:

Southern University has utilized such funds to undergird its economic development thrust.

Responses prepared by:

Dr. Leroy Davis, Chairman
Department of Agricultural Economics

Dr. F. C. Temple, Chairman
Department of Economics

Dr. H. Jackson, Dean
College of Agriculture

Mr. U. L. White, Dean
College of Business

Dr. T. T. Williams, Director
211(d) Program

211 (D) ON-SITE REVIEW

SOUTHERN UNIVERSITY
MARCH 25-26, 1976

RESPONSE TO ISSUES

A. NUMBER AND TYPES OF APPOINTMENTS TO APPROPRIATE FACULTIES:

The following professors have been or still are faculty members at Southern University. All these individuals are employed full-time in the Colleges of Business and Agriculture where they teach courses in Economics.

1970

Dr. Jaswant Jindia
Ms. Krishna Agnihotri
Dr. F. C. Temple
Mr. Charles Williams
Dr. Roosevelt Steptoe
Dr. E. C. Lucas
Dr. T. T. Williams
Dr. Raymond Bridges
Dr. Dewitt Jones
Dr. Lonnie Bridges
Dr. B. S. Garcha
Mr. James K. Moyo
Ms. Mary Oyeledum

1972-73

Dr. Jaswant Jindia
Ms. Krishna Agnihotri
Dr. F. C. Temple
Dr. Roosevelt Steptoe
Dr. Raymond Bridges
Mr. James K. Moyo
Mr. Harold Joseph
Dr. E. C. Lucas
Mr. Dewitt Jones
Dr. Benjamin Cheng
Mr. Harold Breaux
Dr. Leroy Davis

1973-74

Dr. Jaswant Jinda
Ms. Krishna Agnihotri
Dr. F. C. Temple
Dr. Roosevelt Steptoe
Dr. Raymond Bridges
Dr. Benjamin Cheng
Dr. Leroy Davis
Dr. Alfred Parks
Dr. T. T. Williams

1974-75

Dr. Jaswant Jinda
Ms. Krishna Agnihotri
Dr. F. C. Temple
Dr. Roosevelt Steptoe
Dr. Raymond Bridges
Dr. Benjamin Cheng
Dr. Leroy Davis
Dr. T. T. Williams
Mr. Donald Andrews

1975-76

Dr. Jaswant Jindia
Ms. Krishna Agnihotri
Dr. F. C. Temple
Dr. Roosevelt Steptoe
Dr. Raymond Bridges
Dr. Benjamin Cheng
Dr. Leroy Davis
Dr. T. T. Williams
Ms. Claudette S. Raphael
Mr. Harold Brown
Mr. Paul Waller
Mr. J. W. Terry
Ms. Mary Stutts
Mr. Donald Andrews

B. NAMES OF FACULTY MEMBERS WHO HAVE EVER BEEN DIRECTLY INVOLVED IN THE GRANT ACTIVITIES--TYPE OF APPOINTMENT (TENURE, NON-TENURE). AMOUNT OF GRANT SUPPORT FOR EACH AND THE KIND OF INVOLVEMENT, e.g., TEACHING, RESEARCH ADVISORY, etc:

<u>Name and Involvement</u>	<u>Total</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Leroy Davis	\$68,434	\$13,950	\$19,570	\$20,746	\$14,168
Teaching	27,374	5,580	7,828	8,298	5,667
Research	13,686	2,790	3,914	4,149	2,834
Administration	27,374	5,580	7,828	8,298	5,667
Alfred Parks	32,753	14,318	18,434	-0-	-0-
Teaching	13,101	5,727	7,374	-0-	-0-
Research	19,652	8,591	11,060	-0-	-0-
Administration	-0-	-0-	-0-	-0-	-0-
Donald Andrews	11,102	-0-	-0-	8,585	2,517
Teaching	6,661	-0-	-0-	5,151	1,510
Research	4,441	-0-	-0-	3,434	1,007
Administration	-0-	-0-	-0-	-0-	-0-
T. T. Williams	18,676	4,473	5,100	5,350	3,753
Teaching	1,866	447	510	534	375
Research	8,404	2,013	2,295	2,408	1,689
Administration	8,404	2,013	2,295	2,408	1,689
Mary Stutts	7,767	-0-	-0-	-0-	-0-
Teaching	7,767	7,767	-0-	-0-	-0-
Research	-0-	-0-	-0-	-0-	-0-
Administration	-0-	-0-	-0-	-0-	-0-
Harold Breaux	14,192	12,000	2,192	-0-	-0-
Teaching	-0-	-0-	-0-	-0-	-0-
Research	14,192	12,000	2,192	-0-	-0-
Administration	-0-	-0-	-0-	-0-	-0-
U. L. White	5,954	3,000	2,954	-0-	-0-
Teaching	-0-	-0-	-0-	-0-	-0-
Research	5,954	3,000	2,954	-0-	-0-
Administration	-0-	-0-	-0-	-0-	-0-
Harold Brown	9,844	6,920	2,924	-0-	-0-
Teaching	-0-	-0-	-0-	-0-	-0-
Research	9,844	6,920	2,924	-0-	-0-
Administration	-0-	-0-	-0-	-0-	-0-

<u>Name and Involvement</u>	<u>Total</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Arthur Ward	\$ 395	395	-0-	-0-	-0-
Teaching	-0-	-0-	-0-	-0-	-0-
Research	395	395	-0-	-0-	-0-
Administration	-0-	-0-	-0-	-0-	-0-
Jerry Cole, Jr.	10,000	-0-	10,000	-0-	-0-
Teaching	-0-	-0-	-0-	-0-	-0-
Research	10,000	-0-	10,000	-0-	-0-
Administration	-0-	-0-	-0-	-0-	-0-
Demetria McJulien	495	-0-	-0-	495	-0-
Teaching	-0-	-0-	-0-	-0-	-0-
Research	495	-0-	-0-	495	-0-
Administration	-0-	-0-	-0-	-0-	-0-
Leodrey Williams	6,500	-0-	-0-	-0-	6,500
Teaching	-0-	-0-	-0-	-0-	-0-
Research	6,500	-0-	-0-	-0-	6,500
Administration	-0-	-0-	-0-	-0-	-0-
Harold Joseph	11,982	-0-	2,689	4,339	4,954
Teaching	-0-	-0-	-0-	-0-	-0-
Research	11,982	-0-	2,689	4,339	4,954
Administration	-0-	-0-	-0-	-0-	-0-
Larry Morris	600	-0-	-0-	600	-0-
Teaching	-0-	-0-	-0-	-0-	-0-
Research	600	-0-	-0-	600	-0-
Administration	-0-	-0-	-0-	-0-	-0-
Mary Oyeledum	800	-0-	-0-	-0-	800
Teaching	-0-	-0-	-0-	-0-	-0-
Research	800	-0-	-0-	-0-	800
Administration	-0-	-0-	-0-	-0-	-0-
GRAND TOTAL	\$199,493	\$62,823	\$63,863	\$40,115	\$32,692

C. NAMES OF FACULTY MEMBERS FROM OTHER SCHOOLS OR DEPARTMENTS OF THE UNIVERSITY DIRECTLY INVOLVED IN THE GRANT ACTIVITIES. THOSE RECEIVING GRANT SUPPORT AND AMOUNTS:

1. Involved and receiving support:

<u>Name</u>	<u>Department</u>	<u>Amount</u>
Ms. Demetria McJulien	Social Welfare	\$ 495
Dr. Arthur Ward	Education	395
Dr. Jerry Cole, Jr.	Education	10,000
Dr. Leodrey Williams	Education	6,500

Support to these professors was provided while they were enrolled in graduate school.

2. Involved and receiving no support:

<u>Name</u>	<u>Department</u>
Dr. John Moland	Sociology
Mr. Mitchell Albert	Business
Mr. James Terry	Business
Mr. Charles Bryant	Housing
Dr. Raymond Lockett	History
Dr. Henry Cobb	History
Dr. Alonzo Chappell	Agriculture (Animal Science)
Dr. F. A. Christian	Biology
Dr. G. E. Robinson	Agriculture (Animal Science)
Mr. Clarence Davis	Biology
Dr. McKinley Mayes	Agriculture (Animal Science)
Dr. E. C. Lucas (New Orleans campus)	Agriculture
Dr. Walter Austin (New Orleans campus)	Agriculture Economics
Dr. Kokabi Taj	Home Economics (Population)
Dr. Eula Masingale	Home Economics (Child Development)
Dr. J. B. Bryant	Biology
Dr. Sidney McNairy	Chemistry
Dr. Rosalie Ardoin	Biology
Dr. A. W. Smalley	Biology
Dr. D. P. Thompson	Agriculture (soils)
Dr. W. E. Moore	Chemistry
Mr. A. O. Williams	Extension
Dr. James Fortenberry	Education
Dr. Hezekiah Jackson	Agriculture (Horticulture)
Dr. Milton R. McRoberts	Home Economics (Nutrition)
Mr. Samuel Donald	Agriculture Economic USDA -Liason
Mr. Charles White	US Navy Visiting Scholar
Dr. Freddie Hill	Sociology
Ms. Gloria Braxton	Political Science
Dr. Arthur L. Tolson	History
Ms. Princess Bowen	Geography

These professors are directly involved in research and outreach activities in keeping with the Extension and the CSRS programs.

Since 1972 when Southern University's request for USDA funds for research and extension were approved, an interdisciplinary thrust to economic development was instituted. The interdisciplinary approach mirrors the plan of operation for these two programs. Faculty members from several disciplines as noted above are involved directly in research and extension designed to ameliorate the problem of low-income people.

D. TITLES OF INTERNATIONAL AGRICULTURE ECONOMIC DEVELOPMENT COURSES, SEMINARS, WORKSHOPS, etc., AND NUMBERS OF UNDERGRADUATE STUDENTS ATTENDING EACH:

Prior to 1972 there were no international courses offered in either the department of economics or agriculture economics.

Beginning in 1973 two such courses were added to the curriculum:

- (1) Economic Development and Growth and (2) International Economics.

<u>Year</u>	<u>Number of Students</u>	
	<u>Development Econ.</u>	<u>International Econ.</u>
1973	18	25
1974	21	27
1975	27	28
1976	30	35

The above courses have served to institutionalize the international thrust at the university in that students from several disciplines are enrolled. These courses have provided students with an opportunity to conceptualize the relevancy of sociology, education, home economics and other disciplines to economic development at home and in LDCs.

E. NUMBER OF UNDERGRADUATE STUDENTS MAJORING IN THE ECONOMICS OF AGRICULTURAL DEVELOPMENT:

As per se, there are no students majoring specifically in economics or agricultural development. However, the economics and agricultural economic majors by the vary nature of the curriculum are proficient in this area. For example, majors are required to select from such courses as: (1) Resource Economics, (2) Economic Development, (3) Rural and Urban Development, (4) Managerial Economics, (5) Applied Statistics and Operation Research and (6) Special Problems. These courses would undergird our proposal for a graduate program.

The number of undergraduate students majoring in economics and agricultural economics are as follows:

<u>Department</u>	<u>Year</u>					
	1970	1971 1972	1972 1973	1973 1974	1974 1975	1975 1976
Agriculture Econ.	10	17	34	48	60	55
Economics	15	33	35	34	33	35

F. NAMES, MAJOR AND COUNTRY OF ORGIN OF UNDERGRADUATE STUDENTS RECEIVING GRANT SUPPORT:

<u>Name</u>	<u>Major</u>	<u>Year</u>	<u>Country</u>
Anthony Pabum	Ag. Economics	1972-75	Cameroon
Bernard Idoing	Ag. Economics	1972-74	Nigeria
Too Seng Tan	Economics	1974-76	Malaysia
Bobby Fountain	Ag. Economics	1972-73	U. S.
John Nelson	Ag. Economics	1972-73	U. S.
Lester Scott	Ag. Economics	1972-76	U. S.
Perry Smith	Ag. Economics	1973-76	U. S.
Willie McDaniel	Ag. Economics	1973-75	U. S.
Joe E. Conley	Ag. Economics	1973-74	U. S.
Marlyn Cook	Ag. Economics	1973-74	U. S.
Terrance Abraham	Ag. Economics	1974-76	U. S.
Daisy Brass	Ag. Economics	1974-76	U. S.
Roderick Lawrence	Ag. Economics	1974-76	U. S.
Leotha Eaglin	Economics	1974-75	U. S.
Eva Skannal	Economics	1974-75	U. S.
Rennetha Jones	Economics	1974-75	U. S.

<u>Name</u>	<u>Major</u>	<u>Year</u>	<u>Country</u>
Cassandra Goodwin	Economics	1975-76	U. S.
Roger McGee	Ag. Economics	1973-75	U. S.
Lester Stewart	Economics	1974-76	U. S.
Hamp Norman	Economics	1974-76	U. S.
Kenneth Jones	Ag. Economics	1974-76	U. S.
Theresa Wilson	Ag. Economics	1975-76	U. S.
Sonita Albert	Economics	1975-76	U. S.
Alvin Batiste, Jr.	Economics	1975-76	U. S.
Charles Pleasant	Ag. Economics	1975-76	U. S.
Margarett Boley	Ag. Economics	1974-75	U. S.
April Hall	Economics	1974-76	U. S.
Ralph Christy	Ag. Economics	1975-76	U. S.
Rufus Williams	Economics	1975-76	U. S.

G. NON 211 (D) FUNDS BY SOURCE IN DIRECT SUPPORT OF SPECIFIC GRANT ACTIVITIES:

Since 1970, funds from the United States Department of Agriculture have been used to support research and outreach activities. The amount of these funds to Southern University are as follows:

<u>Source</u>	<u>Year</u>					
	1970	1972	1973	1974	1975	1976
Extension	-0-	\$185,028	\$277,772	\$277,722	\$297,283	\$313,49
CSRS	\$16,250	445,036	537,570	537,570	537,570	682,13

H. KINDS AND SUBJECTS OF ALL CONTINUING PROGRAM LINKAGES WITH LDC's, e.g., THROUGH DONOR, CONTRACT ARRANGEMENTS, FACULTY EXCHANGES, DIRECT CONSULTING WITH LDC, COOPERATIVE DEGREE PROGRAMS, etc.

1. Agency for International Development African Program:

Three junior students (Economic and Agriculture Economics) were selected to participate in the 1976 AFR/AID Cooperative Work Study Program. This program is designed to provide AID with a systematic means for recruitment. The three students from Southern University have been involved in research.

The experience in Africa should provide them with an opportunity to apply their training to development issues.

2. Contract with the Cameroon Government:

The Cameroon contract is a five year program that started in 1970. The major objective of this project is to assist with the establishment of a department of Agricultural Economics at the National Advanced School of Agriculture, Yaounda, Cameroon.

3. Caribbean Studies Program:

This is an international interdisciplinary program. Professors having special interest in the Caribbean region are provided with support to dialogue with scholars from that region. In addition, professors from various universities in the Caribbean visit the states to dialogue with their counterparts. Two professors from Southern University have participated in this program.

4. International Educational Exchange Program (Bureau of Educational and Cultural Affairs).

During the past two years, Southern has participated in a consortium including other universities in Louisiana (Dillard and Louisiana State). The International Exchange Program is designed to achieve greater understanding of international relations among the students from the participating universities. The three major components of this program are: (1) seminars, (2) visiting scholars and (3) scholars in residence.

5. Visiting Foreign Officials who have served in professional capacities in LDC:

Each year several foreign officials participate in dialogue sessions with students and faculty on the Southern University campus.

6. Linkages with Universities, Agencies and other 211 (d) activities:

Several students have served as interns with the USDA during the summer. Four students from Southern have visited the Cameroon program. Members of the faculty continue to serve on various national and international organizations including the IAAE, Farm Foundation and the Cooperative League of the USA.

Several universities including Cornell have assisted the university in library and curriculum development. Over 300 volumes have been contributed by institutions and individuals. These references have helped to augment and strengthen the teaching and research program at Southern University.

The 211 (d) director serves as a Fulbright Faculty Advisor, Adjunct Professor at Cornell University and has been selected to give the Kellogg Lecturers at South Carolina State University this academic year.

Faculty members from the department of music have traveled to LDC's as good-will ambassadors. Travel for the professors and the band members was supported by funds made available by the state and/or federal governments.

7. Proposed Consortium to develop an International Health Education Center for Selected Countries in Central/West Africa.

This program is in the initial stage of discussion, The University of Illinois Medical College has taken the leadership to formalize a consortium representing the following universities: (1) Vanderbilt, (2) Tuskegee Institute, (3) Meharry Medical College and (4) Southern University. The major objective of the consortium is to develop a Model Area Health Education Center in developing African countries.

The Health Center would have the potential of recruiting and coordinating resources from many areas to impact upon the health of persons living in one or more of the following countries:

(1) Liberia, (2) Nigeria, (3) Ghana, (4) Ivory Coast, (5) Zaire and (6) Camerons.

8. Economics Program for Minority Students:

This is a program sponsored by Yale University designed to supplement the undergraduate training in Economics whose program of study at their home institution is limited by the availability of courses necessary to pursue graduate training in Economics. The program is primarily intended for students who are completing their junior year.

9. American Forum for International Study:

The American Forum is a private, nonprofit, educational organization established to develop innovative educational programs in the fields of african studies and comparative cultures. The forum conducts intensive academic seminars and field study programs in african studies within Africa. Participants in the program are eligible for up to six graduate or undergraduate credits. Several faculty members from Southern University have applied to participate in this program.

PREPARED BY

Dr. Leroy Davis, Chairman
Department of Agriculture Economics

Dr. F. C. Temple, Chairman
Department of Economics

Dr. Hezekiah Jackson, Dean
College of Agriculture

Mr. U. L. White, Dean
College of Business

Dr. T. T. Williams, Director
211 (d) Program