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COMPREHENSIVE REVIEW
AGRICULTURAL ECONOMICS 211(d) GRANT

VIRGINIA STATE COLLEGE

MARCH 22-23, 1976

931-139

Review Team

Mr. Thomas Eliot, TAB 211(d) Grants Coordinator, Chairman
Dr. Gary Taylor, USFA/ERC
Mr. Jiryis Oweis, AIF/AA/IDC
Mr. Sheldon Cole, AFR/DS
Mr. Donald Goodwin, Consultant
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I INTRODUCTION

Virginia State College received a 211(d) Institutional grant for \$500,000 for a five year period, June 1, 1972 to May 31, 1977. This grant is one of two grants to minority institutions (the other grantee is Southern University) as part of the Agency for International Development's effort to assist in strengthening the capabilities of U.S. colleges and universities in economics, particularly agricultural economics. 211(d) Institutional Grants had been given in 1969 to Iowa State University, Michigan State University, University of Minnesota, and Cornell University. The grant to Virginia State College gives special emphasis to enhancing its competence in economics and agricultural economics to analyze and contribute to resolving problems of low income farmers and agricultural and rural business units.

This comprehensive review was undertaken in the fourth year of the grant period as called for in the Agency's Policy Determination #62 of October 30, 1974. An evaluation had been performed in September, 1974, and a Project Appraisal Report was completed in early 1976. Information and documents relating to this grant including Guidelines for Comprehensive Reviews, an Issues Paper, the Final Grant Proposal, which became the instrument for the grant in 1972, and the Third Annual Report of the grantee were made available to the Team prior to its review. The Team also received the Responses to the Issues prepared by the grantee before entering into discussions in Petersburg, Virginia, the site of Virginia State College.

The review was conducted in an atmosphere of cooperation and enthusiasm by the senior college administrators and the officials

and students directly involved in the 211(d) Grant. (See Appendix A for listing of grantee participants and Appendix B for the Agenda.) The Review Team was impressed with the sincerity and professional approach taken by the college personnel, as well as their hospitality during the two day review. The Team was pleased to learn that the newly-appointed President of the College is supportive of the international economic development work of the institution. The discussions were full, frank and responsive to the queries of the Team members.

II OVERALL DISCUSSION ON FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A. Grant Objectives and Background to Grant

To improve its competence in economics and agricultural economics with special emphasis on problems of low income farm and rural non-farm units, Virginia State College undertook to:

1. Expand its staff and provide opportunities for its professors to acquire additional competency and expertise in economics useful to AID.
2. Provide opportunities to develop new materials on LDC's useful in teacher-learner situations.
3. Provide opportunities to engage in research of both domestic and overseas low income problems of the rural population.
4. Develop workshops, seminars, and ~~conferences~~ to help the College expand its knowledge and competency in development problems and programs.
5. Strengthen formal offerings in general economics, agricultural economics and closely related disciplines.

6. Improve and expand its library resources.

7. Provide opportunities for students to become familiar with the work of other institutions.

No quantifiable or qualitative targets and measures, as well as objectively verifiable means were proposed and agreed to at the beginning of the grant, and none have yet been set. The latest Project Appraisal Report lists some general outputs again without measurable specifics. The Review Team strongly recommends the preparation by the College of detailed work plans agreeable to AID's sponsoring technical office and a logical framework matrix, in order that all parties clearly understand in objectively verifiable terms what is to be done over the final period of the grant, whether or not it is extended.

In undertaking to appraise both the College's understanding and performance relative to grant objectives and activities and AID's backstop monitoring, the Review Team dealt at some length through discussions and review of materials with the origins of the grant. The Team concluded that AID had been seeking both increased resources in agricultural economics and economics and increased participation by minority institutions in these areas. At that time (1971-1972), AID decided on the selection of Virginia State College and Southern University on the basis that their academic programs were focused on problems of the rural, small farm, low income families and business units of their respective southern states. Neither school had overseas experience in agricultural economics and economics; neither had graduate level programs in those subject areas. There was little faculty experience in overseas economic development. The Review

Team's effort was to result in some judgements based upon the evidence at hand of the increased capacity of the institutions, in this instance of Virginia State College, and at the same time of the potential for the possible short range or long term use of that capacity by AID and other donors and by LDC'S. Also to be considered was the likely impact of that capacity upon the institution and its in-state community. To do this, the Team inquired into the faculty, the students, the research program, the curricula, and supporting resources (library, publications, travel, meetings, and conferences.) The discussions during the review of the specific issues raised by the **Sponsoring Technical Office (See Appendix C) and BERD's responses** (Appendix D) were useful in bringing out the information which the Team sought and which formed the basis for its conclusions and recommendations.

B. Faculty

The central point for the 211(d) Grant at Virginia State College is the Bureau of Economic Research and Development (BERD). This Bureau, established in 1969, has received grants from the Department of Health, Education and Welfare and the Department of Labor for domestic research and economic development programs. The grant from AID gave BERD its initial international dimension. State funds are applied to domestic programs but not to BERD's international activities. Faculty appointments are normally to the regular schools and departments of the college, although faculty can and do receive joint appointments to BERD and occasionally are appointed only to BERD. Tenure is obtained only after five years and at present is with a regular school or department. Under a recent reorganization

of the College, the Bureau will become a Division of Research and Development and its staff members may then be placed in the tenure stream.

BERD now has five full-time faculty members (See p. 26, Appendix D) with expertise in economic development largely in the domestic area. At the beginning of the grant, it had only one such faculty member, although there was other faculty interest but little involvement in international development. BERD can call upon at least seven faculty staff for interdisciplinary activities from departments of economics, business administration, sociology, education and agriculture, who have worked closely with BERD on research and other economic development programs; again, they are experienced mainly in the U.S. There has been some turnover in the BERD staff with its present staff probably the best in terms of interest, professional competence, and dedication to the goals and activities of economic development. Two additional positions are to be filled shortly.

BERD has five areas of interest: marketing, manpower, management, production, and urban and ecological studies. Its "laboratory", particularly that of interest to the objectives of the grant, is the 17 rural counties of South Central Virginia. Thus, it focuses on the first four of the five interest areas, as well as upon small farmers and the small rural businesses. These are of special interest to AID and should be the basis for close observation and cooperation by several elements of AID.

Currently, the College can release its faculty members only for short consulting assignments. Otherwise, course offerings and

ongoing and proposed research would be set back. When the two additional positions are filled, it will be in a better position to respond to requests for short term consultancies in matters relating to low income farmers. Consultancies, when called for, need to be carefully planned well in advance, in order to result in the least possible disruption to the work. The Team sees no opportunity in the near future whereby professors can be spared for long-term assignments with AID (referred to in the grant as Talent Sharing).

At present, it appears that unless additional support is obtained, only two of the present five and proposed two additional full-time faculty positions can be continued beyond this grant, based on projected college funds availabilities.

C. Research

The research has been and is being done mainly in the laboratory region of South Central Virginia in agriculture, marketing, management, manpower and production. For a listing of research projects, see pp. 12-13, Appendix D. The research topics and the site of the research in rural, poverty level areas of Virginia suggest that the research is applicable to the problems and needs of LDC's. This premise has not yet been adequately tested and should be. Moreover, without additional research and the completion of research projects, including the overseas dimension, a critical mass, which can be drawn upon in addressing operational problems by donor agencies and LDC's will not be developed. The research activities should emphasize the small farmer, low income, and small rural business units aspects within the broader fields of marketing, management, manpower, and production.

Only in the past year has BERD been able to establish a linkage with an institution in an LPC. Earlier, BERD representatives visited several African countries and contacted a number of institutions for possible linkages. None was established at that time, although informal communications continue with some. Although other forms of linkages might have been pursued, BERD continued to consider and seek a direct relationship. Eventually, through the advice and encouragement of a Ghanian member of the VSC faculty, contact was made with the University of Science and Technology at Kumasi, Ghana, and a formal agreement was entered into between the two institutions for exchange of faculty, students, and research, and for conduct of seminars, training courses, and conferences. With that Link Program a faculty member of BERD has been detailed to Kumasi, students have come to the VSC campus, and research activities in Ghana have commenced. This linkage should allow the determination of relevancy of the domestic research program as well as the possibility of new and collaborative research.

With the recent arrival of a new faculty member of BERD with a strong academic background in agricultural economics and development and with the planned recruitment and arrival of two additional faculty members, there will be a solid base for the research program becoming more international in scope. The Review Team has suggested that opportunities be sought by the appropriate AID offices and the grantee for related research in countries other than Ghana and possibly with international agency programs in Africa. In essence, the Team believes that the approach used by BERD in its research and economic development in South Central Virginia probably has relevancy

to problems in LFC's and that additional and expanded research should be undertaken even within the time frame of the last year of the grant, if it is not extended and certainly if the grant is extended. The use, in combination, of faculty members and graduate students both at VSC and abroad offers great possibilities.

The Review Team takes note that it may be unusual to detail a faculty member using 211(d) funds to an overseas institution. His presence there and the agreement between the two institutions call for enhancing the capabilities and capacities of both institutions to analyze and resolve problems of low income farm and rural non-farm, business units. This could be considered technical assistance from VSC to a Ghanaian institution. It is probably better considered as a program of mutual technical assistance and exchange with the opportunity for combined research and attention on the problems of mutual concern, the low income farmer.

F. Curricula

The 211(d) Grant has been the critical factor in the establishment of a graduate (Masters) program in economics at Virginia State College. Apparently considerable effort was made by the College in obtaining approval for the graduate level program by State officials who review and approve such requests. Due credit is accorded to those involved.

Since the grant, the undergraduate program has been internationalized with an economic development coverage, and the new graduate program has considerable focus in economic development. The College is continuing to review its course offerings and is giving consideration to the establishment of a single curriculum which would

include both economics and agricultural economics. The climate and the attitudes of the appropriate Teams are favorable for the single curriculum and the merger of the economics and agricultural economics schools. Under present conditions, one can obtain ~~a degree either in~~ **Agriculture with an emphasis in agricultural economics or in business administration with emphasis in economics and agricultural economics.**

The curricula offerings, of course, depend upon the availability of faculty. One course was dropped temporarily when the faculty member was detailed to Ghana. At present and for the near future, without the 211(d) Grant support for a few faculty members and scholarships for several graduate students, the graduate program cannot be sustained. Unless a level of participation (at least three students per graduate course) is maintained over a five year period, graduate course offerings and the graduate program may have to be dropped. Thus, the principal argument of the extension of the 211(d) Grant is to provide resources to allow a period of time for maturing of the capacity in the undergraduate and graduate programs and the research related thereto. The base has been established, refinements need to take place, and alternate means of support need to be obtained so that the enhanced capacity and competence can be continued and ~~be~~ available for utilization by AIP and others during the final ~~years of~~ the grant and thereafter.

E. Students

Virginia State College has an undergraduate student body of 2500 and 1000 graduate students. Its faculty members number 325. At least 15 countries are represented in the student body. Only 22 graduate assistantships are normally available.

In the current academic year, there are 66 undergraduates, 40 in economics with concentration in economic development and 26 in agriculture with concentration in agricultural economics. There are 10 full-time economics graduate students of which eight have concentration in economic development. Five of eight agriculture graduate students are concentrating in agricultural economics.

Eight undergraduates and seven graduate students are now receiving 211(d) support. One graduate assistant, the first since the graduate program was started, has completed his work and recently joined the Tennessee Valley Authority. (The scholarships and assistantships offered by BERD with financial support from the grant are attractive to students in the fields of economics and agricultural economics.)

The Review Team had an opportunity to meet several of the assistants and the recent graduate and was most favorably impressed with their calibre and attitudes. It was apparent that a strong rapport had developed among the BERD faculty and the students. The graduate student research emphasis now appears to be better focused under the general guidance of the most recent faculty member.

The faculty and students were disappointed that none has yet been accepted in the AID intern and training programs. They have come to realize the level of competition for the relatively few international development training and job opportunities.

F. Supporting Resources and Other Considerations

Through direct purchases and good cooperation among the 211(d) grantees in agricultural economics and economics, and contacts with offices of AID and other donor agencies, the library resources

of BERD in economic development have been increased and expanded to 1500 volumes. Students and faculty rely heavily upon these resources. Additionally, they have ready access to the college library and to libraries in nearby schools in Richmond.

BERD has made and is now revising its application for grants from USDA's Cooperative State Research Service. It is also making research and grant applications to Rockefeller Foundation, National Science Foundation, Ford Foundation. It continues to seek support from the State in addition to an annual budget support of about \$50,000. BERD is also exploring the possibility of a contract for work in Ghana, relative to the USAID's program in rural development.

The Agriculture Extension services provide no financial support to the local BERD program, but the extension agents work closely and cooperate fully with the research projects of BERD. They provide leads, introductions, comments on research design, etc.

The Review Team spent considerable time in raising questions about BERD's knowledge of AID's (and, to a lesser extent, other donors') program and research interests. It was evident and readily agreed to by the BERD staff that closer ties and fuller explorations by its personnel with AID offices are essential. The Sponsoring Technical Office can serve more meaningfully as a point of contact to facilitate the introduction of BERD personnel to appropriate AID offices and to collect and forward suitable documents and materials to the College. BERD personnel should also participate in one or more of AID's training programs in project design and evaluation.

Finally, one cannot visit Virginia State College, talk with its faculty, students and administrators, review the programs,

workshops, conferences and seminars without coming to realize that an international dimension has been added to the campus and to the community. The 211(d) grant undoubtedly has made a significant contribution to this added dimension.

III SUMMARY OF FINDINGS AND CONCLUSIONS

A. The 211(d) Grant has been the major factor in the initiation and development of a graduate program in economics with an emphasis in economic development and agricultural economics by the grantee.

B. The graduate program is ~~basic~~ to the ~~increased~~ research capability focused on small farmers and rural businesses.

C. Capacity in agricultural economics and economics relative to the objectives of the grant has not yet been fully developed. The emphasis in the early period of the grant on domestic research has not moved rapidly enough into one or more LDC's to determine relevancy and applicability.

D. Collaboration with and among other 211(d) grant recipients in agricultural economics and economics has been less than might have been expected. Greater AIF leadership and initiative in facilitating inter-university relationships would have been - and still is - desirable. The collaboration that did occur has declined in recent months as the earlier grantees (Michigan State University, Cornell University, Iowa State University and University of Minnesota) moved into the final year of their grants' extensions.

IV RECOMMENDATIONS

A. The grantee should develop further its capabilities in analyzing and resolving problems of low income farmers and rural

business units. A two year grant extension, which would permit the grantee to do this, is recommended by the Review Team.

B. AID, especially the Bureau for Africa, should work more closely in developing and utilizing the grantee's capacity and in guiding its research. The College, in turn, should give greater emphasis to research in other countries, in addition to what it has undertaken in Ghana.

C. AID's Office of International Training should examine closely the training opportunities offered by the particular focus, interest and capacity of Virginia State College in its activities in the rural areas of South Central Virginia.

D. The grantee, with full cooperation of AID's Sponsoring Technical Office, should refine and improve its work plans and prepare a logical framework matrix for the final year of the current grant and for the proposed two year extension.

Both the grantee and AID, especially the Sponsoring Technical Office, should strongly encourage sustained collaboration and cooperation among the several academic institutions, the several offices of AID, other donor agencies, and USDA concerned and involved with international economic development with emphasis in agricultural development. Such collaboration should become more productive as specific programs and problems are jointly addressed, instead of the more usual exchanges of information.

APPENDIX A

VIRGINIA STATE COLLEGE CONTACTS

<u>NAME</u>	<u>POSITION</u>
William E. Terry	Interim Executive Vice President
Charles D. Whyte	Asst. Director (BERD)
Franklin C. Moore	Research Associate (BERD)
Agyapong Gyekye	Research Assistant (BERD)
Mesfin Bezuneh	Research Assistant (BERD)
Lelia W. Hudgins	Research Assistant (BERD)
William M. Walker	Research Assistant (BERD)
Neal Harmon	Research Assistant (BERD)
Rexford A. Aheme	Research Assistant
William S. Edmonds	Vice President for Academic Affairs
Emmanuel Acquah	University Fellow (Ohio State University)
Edmond W. Whitten	Dean, School of Business Administration
B.R. Woodson	Dean, School of Science and Technology
H.J. Battle	Director, BERD
Thomas J. Meeks	Chairman, Department of Economics
M.A. Field	Chairman, Department of Agriculture
Franklin Foreman	Research Assistant
T.C. Bridge	Dean, School of Human and Social Sciences
Maurice I. Godley	Coordinator of Cooperative State Research Service
M.C. Harding, Sr.	Associate Director, Cooperative Extension

TENTATIVE AGENDA
FOR AID's REVIEW OF THE 211(d) GRANT PROGRAM

VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

THE REVIEW PROCEDURES AND ACTIVITIES

Monday, March 22, 1976

8:30 A. M. Convene in Conference Room of Virginia Hall

Introductory Remarks-----Assistant Director of BERD
Chairman, Review Team

8:45 A. M. Remarks

Welcome Statement-----Chief Administrative Officer

211(d) Program & Business School----Dean, School of Bus. Admin.

211(d) Program & Agricultural Econ--Dean, School of Sci. & Tech.

General Overview-----Director, BERD

9:15 A.M. Open Session-----BERD
(Progress Report)

Graduate Students:-----Lelia Hudgins
William Walker
Agyapong Gyekye

Research Projects-----Frank C. Moore

Conferences, Publications and
Research in Ghana-----Charles D. Whyte

10:00 A.M. Coffee Break

10:15 A.M. Issue 1-----Review Team
Dr. Meeks
Dr. Fields
BERD's Staff

12:00 noon Lunch-----Jone's Dining Hall

1:15 P.M. Issue 2-----Review Team
BERD's Staff

Issue 3-----Dean, School of Bus. Admin.
Dean, School of Sci. & Tech.
Dean, School of Humanities
& Social Sciences

3:15 P.M. Coffee Break

3:30 P. M. Issue 4-----Review Team
 BERD Staff

4:45 P. M. Recess

5:15 - 6:15 P.M. Socializing at Battle's residence, 20316 Loyal Avenue,
 Ettrick, Virginia. All participants in the Review are
 invited to attend. (No arrangements are being made for
 a group dinner).

Tuesday, March 23, 1976

8:30 A. M. Continuation of Issue 4 and take
 up Issue 5-----Review Team
 BERD Staff

10:00 A. M. Coffee Break

10:15 A. M. Issues 6 and 7-----Review Team
 Director, Agri. Ext. Service
 Director, CSRS
 BERD Staff

12:00 noon Closing Remarks-----Review Team
 Vice Pres. For Academic Affairs
 Director of BERD

12:30 P. M. Lunch Jones Hall

1:30 P. M. Tour BERD Bldg, Computer Center, College
 Library

1:50 P. M. Closed Door Review Team Session----Conference Room

4:45 P. M. Review Team Departs

The 211(d) grant to Virginia State College 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 low-income agricultural and rural business units, particularly as applicable in developing countries. More specifically, the grant was to provide long-term support to enable Virginia State College 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 poor 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 College 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 to achieve these objectives included recruitment of additional staff members, release time for present faculty

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members, exchange and visiting professors, training scholarships, guest lecturers and consultants, conferences, workshops and seminars, and do. and foreign travel. Preliminary analysis of relevant documents and consul ations 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 VSC 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 Virginia State College increased its staff capacity in economics/agricultural economics to deal with the problems prevalent in LDCs?

Sub-issue: Since most staff members of the Bureau for Economic Research and Development (BERD) do not accrue tenure with their respective departments within the College, it appears difficult to attract and retain quality talent needed to increase capacity. Realistically has this affected the ability of the Departments of Economics and Agricultural Economics to increase their staff capacity to deal with economic development problems?

Issue 2^a - 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?

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

	Faculty		Undergraduate Students		Graduate Students	
	No.	Thous. \$	No.	Thous. \$	No.	Thous. \$ -
1972-73	4	22	2	3	-	-
1973-74	4	31	7	10	-	-
1974-75	6	63	9	13	4	10

Only two faculty members have received some support for two or more years. Why hasn't Virginia State used more of its funds to increase its staff capacity involved in economic development in LDCs? Is it possible that the numbers of competent staff for development work can be increased in the near future to help meet the needs of AID, LDCs, and others international donors?

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 questions concerning the utility of creating a joint Department of Economics and Agricultural Economics. Has Virginia State College considered this possibility? Would a single curriculum provide more opportunities for students in both disciplines to pursue economic development courses and also maximize utilization of faculty members in both departments?

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?

Sub-issue: To what extent are students graduating from Virginia State College working with international development agencies or on problems confronting 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. It appears 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, only one faculty member has performed grant-related research activities in a developing country. What are Virginia State College's plans in this regard for the

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... remainder of the grant period? Can the College provide any information on former faculty members and the extent to which they are presently engaged in economic development work?

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 Virginia State College has been able to enter into joint programs in economic development with the other 211(d) universities, Cornell, Iowa State, Michigan State, Southern, 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 Virginia State 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.

C. Issues and Questions Related to the Future Involvement of Virginia State College in International Development Work

Background: Most colleges and universities have argued that with the realities facing them today 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, 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 Virginia State 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

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

Issue 7 - Has Virginia State College 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 BERD and other sources such as those mentioned above be explored if funds are available?

A COMPREHENSIVE REVIEW OF THE
211-D INSTITUTIONAL GRANT OF

VIRGINIA STATE COLLEGE

PETERSBURG, VIRGINIA

MARCH 22 AND 23, 1976

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Virginia State College, through its US-AID 211(d) Grant, has increased its staff capacity in Economics/Agricultural Economics from one in the first year of the Grant to an excess of five full time equivalent in the area of Economic Development. The members of the staff with a capacity in Economic Development are primarily members of the BERD Staff and the faculty of Economics. To a lesser extent some capacity has been developed in the disciplines of Sociology, Psychology and Business Administration.

Because of the non-tenured nature of the appointments of the BERD Staff, retention of staff has been difficult. The result has been a less than desirable rate of staff turn-over. One of the reasons for this obviously has been the uncertainty of the flow of funds to continue the program,

The uncertainties of continued funds to support the program and the non-tenured nature of the appointments in BERD, however, have not been the only factors responsible for the rather high staff turn-over, especially during the last two years. Some staff turnover have been due to direct action taken by BERD to remove unproductive staff members. Of course, the uncertainty and non-tenured factors have caused some difficulty in the BERD recruiting effort for staff replacement, particularly since the remainder of the present grant period is less than two years.

Virginia State College finds it untenable to place persons hired with grant funds in the tenured stream with the uncertainty of the source of funds beyond a given date. In attempt to correct this, two years ago the institution modified its policy to permit an upward salary adjustment for persons working on (Grant) projects not in the tenured stream. To insure continuity of staff appointments, however, the College recently has established a Division of Research and Development (Attached: Organizational Chart) under which staff members of BERD and other similar staff may be placed in the tenured stream.

This recent action by the College will obviously minimize any difficulties in attracting and retaining quality talent to increase staff capacity in Economics/Agricultural Economics at Virginia State College.

It must be pointed out that the increase of staff capacity in Economic/Agricultural Economics at Virginia State College to deal with problems prevalent in LDC's has been in excess of the proposed objective (See Grant Proposal P. 11, VI. Program Implementation) under the grant. This objective required: one additional staff during the first year of the grant, and one in the second year in Economic Development and International Economics. Also, BERD was to absorb some released time for one or two existing staff members. This has been accomplished with the employment of faculty members (from the disciplines of Sociology, Psychology, Business Administration and Economics) who secured release time for research from their respective disciplines during the summer months.

ISSUE NUMBER II:

RESPONSE

Virginia State College has developed with the use of the US-AID 211(d) grant an expanded and relevant research and technical assistant staff capability which can be utilized in International Economic Development work. However, this capacity will diminish without continued support by US-AID (See: Issue VI - Comments).

Virginia State College feels that it has not reached the desired capacity for a full-fledge operation in Economic Development. It does have a strong commitment to reach this capacity and is institutionalizing a program (See: Issue VI - Comments), including a Division of Research and Development, that will provide added and much needed incentive to do this.

The College, through its BERD, has focused its Rural Development Program in four main areas: Manpower; Management; Marketing; and Production. Research work in these areas is carried out locally (South Central Virginia), in a predominantly poor rural region of Virginia, and internationally, in Ghana, West Africa. The College's international research focus is in Ghana but its operation is restricted there only because of resource limitation. With continued support by AID its research focus could extend to other African countries as well. For example, both the Ministry of Planning and Economic Affairs of Liberia, and the Department of Agricultural Management of the University of Nigeria (East Central State) have expressed interest in some kind of linkage with Virginia State College.

Virginia State College has on its BERD's staff and the Department of Economics' Faculty, five people with expertise in Economic Development. They are as follows:

(Issue Number II: cont'd)

NAME	RANK/TITLE	AREA(S) OF CONCENTRATION
1. H. J. Battle (Ph.D)	Professor	Manpower and Marketing
2. M. S. Joshua (Ph.D)	Asso. Professor	Management
3. A. N. Khan (Ph.D)	Asso. Professor	Management and Production
4. F. S. Moore (Ph.D) Candidate)	Asst. Research Associate	Marketing
5. C. D. Whyte (Ph.D)	Professor	Production, Management and Marketing

Dr. Michael Joshua is currently on a one year research/teaching assignment with the University of Science and Technology, in Ghana. Dr. Agha Khan is currently with the School of Business Administration (Department of Economics) at Virginia State College.

The Bureau of Economic Research and Development (BERD) of Virginia State College plans to employ two additional research staff by July 1, 1976. One of these has already been employed. He is Mr. Emmanuel Acquah who is completing his Ph.D in Agricultural Economics at Ohio State University. Several candidates are being interviewed for the other position.

With the two additional staff members, the College could provide at least two staff (man-year equivalent) for work in LDC without disruption to its domestic program. Currently, as indicated above, one staff member is on full-time assignment in a LDC. This, however, is with some disruption, that being domestic teaching and research (the offering of a course in Managerial Economics this year had to be cancelled; and two research projects had to be delayed).

Prior to the 211(d) grant Virginia State College did not have a capacity to carry out work in LDC, i.e. no engagement of staff in a LDC. The College's capacity was built with the grant. This was done inspite of strong competition from other institutions for the staff sought by the College; and other constraints.

(Issue Number II: cont'd)

It is important to emphasize that the capacity in Economic Development that has been developed at Virginia State College was developed within four years. What existed prior to the grant was a viable research organization (BERD) through which the present capacity has been developed. BERD and Virginia State College, though proud of its accomplishments, is by no means satisfied and, therefore, wishes to extend and expand its program in Rural Economic Development. The College recognizes, and it hopes AID also will recognize, that the five-year grant is simply not sufficient, neither in time or in funds, to accomplish (and certainly to continue what has been accomplished) the type of program that would assist AID in its development efforts.

ISSUE NUMBER III RESPONSE--PART 1

A graduate program in Economics was approved and became operative in the fall of 1974. One of its areas of concentration was Economic Development. Thus, an improved Economics curriculum was institutionalized in the third year of the grant.

The curriculum is viewed as one of great importance to Virginia State College and there is a strong desire to retain it and the graduate program beyond the current grant. However, the quality of the program and the attraction of talented students through research assistantships would be ~~seriously impaired~~ ^{seriously affected} if financial support from AID is not continued.

The Bureau of Economic Research and Development, through the 211(d) grant from US-AID, has provided quality instruction, research training and supervision for ten graduate students directly and others indirectly in Economics with concentration in Development over the last two years. These include: classroom instruction; supervision of masters' research for theses; supervision of surveys and data collection for BERD research; research seminars, and conferences. In addition, seven undergraduate students in Economics have received the US-AID scholarship; and similar to the graduate students, have received instruction and supervision from the BERD's Staff.

The BERD Library, with books journals and other publications purchased with grant funds, has provided a rich source of reference for students and staff in Economics, Agricultural Economics and related disciplines.

The institutionalized curricula and program under the grant, if not supported beyond the current grant, will be adversely affected in several ways: (1) through a loss of instruction provided by BERD's Staff who could not be retained under the current non-tenured appointment system; (2) through a loss of the supervision of research work and the training in the conduct of research; and, most importantly, (3) through the loss of support of graduate research

(Issue Number III: cont'd)

assistants who in the fall of 1975 comprise 70 percent of the full-time graduate students enrolled in the Graduate Program in Economics. (There were ten full-time and ten part-time graduate students in the program).

ISSUE NUMBER III RESPONSE--PART 2

THE NEED FOR A SINGLE CURRICULUM

This issue deals with the need for a single curriculum developed between the Departments of Economics and Agricultural Economics (these two departments are presently parts of two separate schools).

HISTORICAL BACKGROUND

At present the course offerings of Economics and Agricultural Economics are in two separate schools. Within the Economics Department, since the institution of the AID 211(d) grant, there has been developed a major in Economics with a concentration in Economic Development. While the course offering for this major has provided an additional range in the course offerings at VSC, they have not as of yet been expanded to provide an education which includes all the relevant issues necessary for the education of an individual interested in the problems of a LDC. This can only be accomplished by some sort of arrangement which allows the individual the opportunity to add courses relevant to the agricultural experiences of the LDC.

THE GOALS OF A SINGLE CURRICULUM

By combining courses from both Economics and Agricultural Economics the student's opportunities will be increased, and he or she will be exposed to a study of the total economy of a LDC (here, the agricultural experience of the LDC is most relevant). As one views the structure of the economy of a LDC, one finds the majority of the population is engaged in some aspect of primary or secondary agricultural production and tertiary agricultural services. In Ghana,

(Issue Number III: Part 2 cont'd)

where Virginia State College has its linkage, this accounts for about 60% of the population. The student of Development must be able to simultaneously study agriculture with other sectors of the economy,

A single curriculum will also serve to create more interest in the problems of development; particularly among those students in the Schools of Business and Agriculture on the periphery of Economic Development Problems. The move to a joint curriculum also would maximize the utility of the teaching/research staff with an interest in the problems of development, by allowing a more balanced approach to the solution of the problems of development.

BERD and Virginia State College recognize the need for a single curriculum and plans to give serious consideration to the establishment of one. The following is a proposed structure of the core courses for students with an interest in Development:

1. Nine credits (3 courses) are in core requirements, which include:

ECONOMICS 410, Microeconomics

ECONOMICS 411, Macroeconomics

ECONOMICS 420, Quantitative Economics

2. Fifteen credits from the following:

ECONOMICS 442, Manpower

ECONOMICS 454, Economics and Poverty

ECONOMICS 450, Economics of Underdeveloped Areas

ECONOMICS 455, International Economics and Trade

AGR. ECO. 442, Agricultural Price and Price Making

3. Six hours of thesis research;

ECONOMICS 499

(Issue Number III: Part 2 cont'd)

To this group should be added three courses in Agricultural Economics. Because of the size of the program in both students and faculty, the additional course offerings in Agricultural Economics must be designed to maximize the relevant education for students interested in Agricultural Economics, while also increasing the students exposure to the problems of Africa.

PROPOSED AGRICULTURAL ECONOMIC COURSE OFFERINGS

(1) The Role of Agriculture in Economic Development

This course will be developed around the agricultural experiences of U.S. rural areas and the problems of agriculture in Africa. This will be an international analysis of development including problems of less-developed areas of the United States. The approach should be of comparative systems between market and mixed economies, including a comparison between the methods adopted by African countries and those adopted within the United States for agricultural and rural development as mandated by the Rural Development Act of 1972 and implemented by the Agriculture Department. The course should include aspects of: (1) The composition and organization of agricultural production; (2) Agricultural policies (policies adopted by governmental, agricultural and other agencies); (3) Commodity marketing principles and practices.

(2) Seminar on the Marketing of Agricultural Products, The African Case.

This seminar will be a case study of the Ghanaian Agricultural Economy, including: The selection of an agricultural policy by the government, and its implementation by governmental, private sector, and international agricultural economic participants. It will include internal commodity marketing and international primary and secondary commodity marketing.

(Issue Number III: Part 2 cont'd)

(3) Farm Management and Production

The economics of agricultural production, and Farm Management with emphasis on the small farm.

The addition of these three courses will increase course offerings outside of theory and methods from 15 credits to 24 credits.

Many practical problems had to be overcome prior to the involvement of Virginia State College's staff and students in research on problems of LDC's. The major problem was to establish a linkage with a LDC. An exploratory mission to West and East Africa (Tanzania, Kenya, Nigeria and Sierra Leone) was made during the second year of the grant for the purpose of establishing a linkage. No favorable arrangements could be made with any of these countries but a formal linkage was completed with the University of Science and Technology in Kumasi, Ghana in January 1975, during the third year of the grant.

A second problem was to establish a graduate program in Economics with a concentration in Economic Development. This, in accordance with an objective of the grant--"to strengthen formal offerings in Economics, Agricultural Economics and closely related disciplines," was both time consuming and uncertain which made it all the more difficult to plan for student involvement at the graduate level. The program was not established until the end of the second year of the grant and did not become effective until the third year of the grant.

Attempts were made to simultaneously establish a linkage and develop a curriculum for Economic Development. Although there were positive thinking and support for combining the departments of Economics and Agricultural Economics so as to strengthen formal offerings in both areas, the time required to establish the linkage and the uncertainty of establishing the graduate program in Economics caused a delay in combining the departments. Now that the linkage and the program in Economics have been established, consideration is being given to complete this phase of our objective. Delay in doing so has been due to the temporary void of a permanent president at Virginia State College. This third problem, however, has strong support for resolution and will likely be resolved within the next several months (See: Response to Issue Number 3).

(Issue Number IV: cont'd)

Since the two major problems have been resolved, the College through the grant program has provided both faculty and student research which is focused to provide indepth knowledge and expertise relevant to urgent problems of LDC's.

The College has been focusing its research in seventeen South Central Virginia Counties which are predominantly rural and which possess problems that have some similarities to problems in LDC's. The College's objective was--"To evaluate this domestic experience for the benefit of overseas programs which have similar goals and work with people in similar situations".

The research work carried out by the staff and students (Research Assistants) has been in line with this objective. Since the establishment of the linkage and the graduate program in Economics, the following research projects have been undertaken;

1. "An Overview Of The Economic And Social Activities In
South Central Virginia"

- | | |
|---------------------------------------|---------------|
| (a) Agricultural Resources | (In progress) |
| (b) Natural Resources and Government | (In progress) |
| (c) Industrial and Service Activities | (In progress) |
| (d) Human Resources | (Completed) |
| (e) Market Structure and Activities | (Completed) |

2. "Credit Programs And Policy With Respect To Small And
Medium Size Establishment".

- | | |
|---|---------------|
| (a) An Analysis Of Bank Credit To Rural
Farmers (I) | (Completed) |
| (b) An Analysis Of Bank Credit To Rural
Farmers (II) | (In progress) |

3. "Agricultural Resources And Development Of
Small Farms in South Central Virginia".

(Data completed)

4. "Social And Economic Characteristics Of
Rural Women".

(Data completed;
working paper
completed; and
further analysis
in progress)

(Issue Number IV: cont'd)

- | | | |
|-----|--|--|
| 5. | "The Feasibility And Profitability Of
Commercial Tomato Production In Greenville
County". | (In progress) |
| 6. | "A Comparison Of Retail Grocery Prices Between
Urban And Rural Areas". | (Data collected;
analysis for
thesis uncertain) |
| 7. | "Policy Implications Of The Food Stamp Program
In Brunswick County With Emphasis On Senior
Citizens". | (Data collected;
analysis for
thesis in pro-
gress) |
| 8. | "The Economic Impact Of Highway Investment On
Development". | (Completed) |
| 9. | "Income Status In Rural Communities As In-
fluenced By Individual's Life Expectation And
Attitude Toward Community". | (Draft completed) |
| 10. | "Agricultural Marketing In South Central Virginia". | (In progress) |
| 11. | "Enterprise Combination And Capital Requirements
In Northern Ghanaian Agriculture; Case Study In
The Kumbungu Area". | (In progress) |
| 12. | "Production Of Agricultural Implements For Use In
Rice Cultivation, Harvesting And Processing--The
Socio-Economic Aspect". | (In progress) |

Except for #8, the first ten projects are being conducted with South Central Virginia as the base. The last two projects are being conducted in Ghana under our linkage program.

SUB-ISSUE: The extent to which students graduating from Virginia State College are working with International Development Agencies or on problems confronting LDC's.

On this issue the College had hoped that US-AID would have been supportive but was not. Our first Research Assistant in the program, after having completed the requirements for his Masters Degree in Economics, sought employment in the US-AID Intern Program but was not accepted. Assistance was sought through the Bureau of Technical Assistance.

The College feels that, in view of its efforts to train and develop resource capabilities, more meaningful assistance from US-AID in placing its students would lend credibility to its grant program. Although the College makes an effort to have its students placed in the employment of international agencies that are concerned with problems of LDC's, it has no way of guaranteeing such placement, particularly if attractive alternatives exist.

To date, of the three student--Research Assistants who have been trained with support of the grant: one remain as an employee of the College in the area of Home Economics; one is employed by the Tennessee Valley Land Authority in the area of Resources and Community Development; and the other is employed by the Oldsmobile Division of General Motors Corporation in the area of Economic Analysis. A fourth Research Assistant who was employed for the summer of 1975, but whose employment was extended through January of 1976, is also employed by the College in the area of Institutional Research.

One undergraduate student supported by the grant is currently enrolled as a graduate student at Iowa State University, supported by the 211(d) grant program at that institution. His area of interest is Economic Development. This student had also applied for a Summer Intern Program with the Technical Assistant Bureau but, for reasons not clear to us, did not enroll into the program.

In response to the Issue that: "It appears 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" the College feels that its efforts in this respect have been in line with the objective of the grant; and that a more rapid adapting and transferring of the domestic results has been constrained by the fact that a linkage with a LDC had not been established earlier in the program. The pace of transferability and adaptation, however, is well within the scope of our agreement with Ghana where we have our linkage,

Virginia State College plans to increase the transferability and adaptation phase of its oversea's program. At least one staff member will be stationed in Ghana during the remainder of the grant period. One additional staff member and up to two Research Assistants will be stationed in Ghana for 3--6 months, working with the Link Management Board in conducting research and other research related assignments.

In addition to what has been stated above on the issue of former faculty members, the College has maintained contact with two former staff members who are presently engaged in Economic Development work. They are Dr. Ubadigbo Okonkwo who is employed at the International Monetary Fund in Washington, D. C. and Dr. Thomas T. Durant who is employed at the Louisiana State University, in the area of Manpower Research.

ISSUE NUMBER V:

RESPONSE

BACKGROUND

That cooperative relationships among the six 211(d) schools in the form of joint programs in Economic Development would be beneficial to the individual schools and to AID is both recognized and highly desirable by Virginia State College. And, although efforts on the part of the College was made toward establishing such cooperative relationships, there were no directives by AID to bring about any meaningful cooperative relationship.

That Virginia State College has not succeeded in establishing a more progressive formal cooperative relationship with the other institutions is due to:

- (1) The failure of AID to provide the initiative;
- (2) The lack of readiness of Virginia State College (in terms of resources, and its involvement with a LDC) to engage in such cooperative relationships; and
- (3) The uncertainty of the four larger institutions (Cornell, Michigan State, Iowa State and Minnesota) of their continued participation in the 211(d) program, particularly in the last two years of their grant when Virginia State College had acquired the resources and established a linkage with a LDC.

There has been some limited cooperation between Virginia State College and Iowa State University in the training of one student. Mr. Wayne Yerby, a VSC-AID scholar, is continuing his studies in Economic Development at the graduate level at Iowa State University. Both institutions have worked out an arrangement for this student to conduct research work for his masters' thesis in Ghana where he will do so under the direction of a VSC staff member on assignment in Ghana.

The cooperative efforts between the 211(d) institutions and others can be increased by directives from AID. The Expanded Program initiated by AID will bring about greater cooperation. Although VSC has not entered this program, it did request the opportunity to do so in the coming year, 1977.

ISSUE V - RESPONSE

Both AID and LDC's can benefit from cooperative efforts between universities which are involved in different research programs involving different areas and international agricultural research organizations. This can be accomplished by establishing information networks between cooperating institutions and both AID and LDC's can take advantage of the experiences of these institutions in solving the problems each faces. Cooperation and collaboration in research and teaching is particularly useful for exchanging relevant information in the areas of:

- (1) Establishing bilateral linkages and trade between two or more LDC's;
- (2) The solution to problems which require regional approaches;
- (3) The transfer of knowledge between LDC research projects within the same ecological zone; and
- (4) The transfer of knowledge between LDC Research projects focused around a particular crop or livestock group.

For example, benefits could be derived from the exchange of research findings of a Michigan State University Team working in the Ivory Coast and a Virginia State College Team working in Ghana.

An attempt to establish information networks should be expanded beyond the present 211(d) schools when it can be demonstrated that the establishment of new linkages is beneficial to those institutions, countries and agencies involved in the cooperation. Virginia State College recognizes several International Agricultural Research Organizations, cooperation with which would prove beneficial. A few of these are:

1. International Center for Tropical Agriculture (CIAT)
2. International Center for Tropical Agricultural Research in Dry Areas (ICARDA)
3. International Maize and Wheat Improvement Center (CIMMYT)
4. International Rice Research Center (IRRI)
5. International Livestock Center for Africa (ILCA)

(Issue " cont'd)

6. International Laboratory for Research on Animal Diseases (ILRAD)
7. International Plant Genetics Resource Board (GENES)

Such efforts would clearly help Virginia State College increase its involvement in LDC Development Programs by increasing both the inflow of information relevant to projects undertaken by it, and an outflow of information gathered by these research programs.

ISSUE NUMBER VI:

RESPONSE

The background statement to performance Issue C indicates quite well our own argument on the issues and questions related to the future involvement of Virginia State College in international development work.

Without continued support from US-AID, the capacity that Virginia State College has developed to carry out international development work would most certainly diminish, a majority of its staff would probably have to find employment elsewhere, and its permanent staff would move into domestic work. The College, therefore, needs to have sustaining support for its international development thrust.

It would be unrealistic to think that Virginia State College could sustain the thrust and intensity of its development program in a manner comparable to the larger institutions which have received similar fundings to ours. I am sure that AID's experience with other institutions for a period much longer than five years will support this contention.

Virginia State College will have a limited capacity to assist AID under contract and/or cooperative arrangements in Ghana where the focus of its international research expertise lies. This capacity, however, is not limited to Ghana alone but the utilization of the expertise developed there rather than elsewhere would be more beneficial to AID.

Virginia State College plans, through the creation of a Division of Research and Development (see: organizational chart) and the already established Bureau of Economic Research and Development (of which AID supports), to institutionalize the competence built under the 211(d) grant. The linkage agreement with the University of Science and Technology at Kumasi, Ghana is an integral part of the program in which such competence built will be institutionalized.

It must be stressed, however, that Virginia State College does not have the resources to continue the program established under the present 211(d) grant.

(Issue Number VI: cont'd)

Faculty supported by grant funds, the academic program that has been institutionalized (See: Issue Number I), including support to research assistants, would be seriously reduced without continued support.

The research and staff focus of Virginia State College Vis-A-Vis problems and/or countries have been well established with a research concentration in rural development in Ghana. The specific areas of this research concentration are: Manpower, Management, Marketing, and Production.

Virginia State College has as part of its research program the USDA's Cooperative State Research Service (CSRS) and Agricultural Extension Service. The Bureau of Economic Research and Development (BERD), which administered the US-AID 211(d) Grant Program, has both these organizations, in addition to other state and local agencies and institutions, as cooperating agencies. BERD, therefore, has a close working relationship with these agencies, and has attempted to utilize money funds and funds in-kind of the two organizations mentioned.

During the 1975 fiscal year a BERD's proposal for a broad base economic program was submitted to CSRS for consideration. The proposal entitled "Determining The Economic Opportunities For Rural Families In South Central Virginia" was not accepted in view of the College's decision to concentrate on the existing program--Food Safety and Nutrition-- rather than adding a new program. Presently BERD is developing proposals for the funding of two projects under the USDA's CSRS Program at Virginia State College. They are: (1) "An Analysis of the Transportation and Communication Requirements of Rural Families in South Central Virginia"; and (2) "The Impact of High Resource Costs on Beef and Pork Production and Marketing in South Central Virginia". These projects if funded will begin in October, 1976.

Currently BERD is assisting the Agricultural Extension Service in developing a proposal for funding under the Rockefeller Foundation. The project being proposed is: "A Local and Regional Approach to Community Problem Solving--A People's Program". BERD's involvement in this project, if funded, will be the research aspect: The assembling and analysing of the data to help determine the critical, social, economic and other community problem areas and establish priority of actions to help solve identified problems. BERD receives funds in-kind from the Agricultural Extension Service in the form of assistance from its staff in surveys carried out by BERD.

ISSUE NUMBER VII (cont'd)

BERD has explored the possibility of securing funds from foundations such as the Rockefeller Foundation and the Ford Foundation. A proposal for a manpower grant from the Virginia's Government Manpower Planning Council was submitted but not funded in 1975. The title of the proposed project was: "Manpower Demand And Supply For South Central Virgini".

BERD has also explored the possibility of securing funds from The National Science Foundation. Discussion of a proposal for a project designed to investigate and implement a program for raising the standard of living of the lower income segment of our population was conducted with the NSF Staff. Channels are open for further discussion of this proposal.

In addition to the above, the College through BERD is pursuing the possibility of securing a contract with US-AID Mission in Ghana for involvement in its Rural Development Program. Also, in the conceptual stage, BERD is planning to secure funds from the USDA under the Title 12 Program for research in Rural Development.

APPENDIX

FACULTY APPOINTMENTS, TYPES, GRANT SUPPORT, AND
INVOLVEMENT, 1970-71--1975-76
(a,b,c)

1970-71

NAMES OF FACULTY MEMBER INVOLVED	TYPE OF APPOINTMENT	AMOUNT OF GRANT SUPPORT (%)	TYPE OF INVOLVEMENT
Battle	Tenured, Economics	0	Teaching, Advisory
Meeks	Economics	0	Teaching, Advisory
Oh	Economics	0	Teaching
Richie	Economics	0	Teaching
Carter	Tenured, Ag. Econ.	0	Teaching, Advisory

1970-71
Total Appointments

Tenured 1
Econ. Continued 3
Ag. Econ. Tenured 1

1971-72

Battle	Tenured, Economics	0	Teaching, Advisory
Boese	Economics	0	Teaching
Hurley	Economics	0	Teaching
Meeks	Economics	0	Teaching, Advisory
Moszer	Economics	0	Teaching
Richie	Economics	0	Teaching
Carter	Tenured, Ag. Econ.	0	Teaching, Advisory

1971-72
Total Appointments

Econ. Tenured, 1; Continued 5
Ag. Economics, Tenured 1

FACULTY APPOINTMENT, TYPES, GRANT SUPPORT, AND
INVOLVEMENT, 1970-71--1975-76
(a,b,c)

1972-73

NAMES OF FACULTY MEMBER INVOLVED	TYPE OF APPOINTMENT	AMOUNT OF GRANT SUPPORT (%)	TYPE OF INVOLVEMENT
Battle	Tenured, Economics	12	Teaching, Advisory Admin., Coordinator
Scherer	Economics	0	Teaching
Boese	Economics	0	Teaching
Parks	Economics	0	Teaching
Meeks	Economics	0	Teaching, Advisory
Moszer	Economics	0	Teaching
Richie	Tenured, Economics	0	Teaching
Carter	Tenured, Ag. Econ.	0	Teaching, Advisory
Khan	Ag. Econ./BERD	100	Teaching, Research
Durant	Sociology/BERD	50	Teaching, Research
Womble	BERD	50	Research
*Whitehurst	Psychology	0	Research

1972-73

Total Appointments

Ag. Econ. Tenured, 1; Continued 1
Economics, Tenured, 2; Continued 5
Sociology, 1

*Denotes Released Time

FACULTY APPOINTMENTS, TYPES, GRANT SUPPORT, AND
INVOLVEMENT, 1970-71--1975-76
(a,b,c)

1973-74

NAMES OF FACULTY MEMBER INVOLVED	TYPE OF APPOINTMENT	AMOUNT OF GRANT SUPPORT (%)	TYPE OF INVOLVEMENT
Battle	Tenured, Econ./BERD	12	Teaching, Advisory Admin., Coordinator
Whyte	BERD (Econ.)	100	Admin., Teaching Research
Moszer	Economics	0	Teaching
Milk	Economics	0	Teaching
Boese	Economics	0	Teaching
Meeks	Economics	0	Teaching
Parks	Economics	0	Teaching
Okonkwo	Economics	0	Teaching
Carter	Tenured, Ag. Econ.	0	Teaching, Advisory
Khan	Ag. Economics	100	Teaching, Research
Whitaker	BERD (Education)	100	Teaching, Research
Moody	BERD (Sociology)	100	Teaching, Research
*Pettus	Psychology	0	Research

1973-74

Total Appointments

Econ., Tenured 1; Continued 7
Ag. Econ., Tenured 1; Continued 1
Education, Continued 1
Sociology, Continued 1

*Denotes Released Time

(Econ) Denotes BERD Appointment and Teaching in Economics Dept.

FACULTY APPOINTMENTS, TYPES, GRANT SUPPORT, AND
INVOLVEMENT, 1970-71--1975-76
(a,b,c)

1974-75

NAME OF FACULTY MEMBER INVOLVED	TYPE OF APPOINTMENT	AMOUNT OF GRANT SUPPORT (%)	TYPE OF INVOLVEMENT
Battle	Tenured, Econ/BERD	12	Teaching, Advisory Admin., Coordinator
Whyte	BERD (Econ.)	100	Admin., Teaching Research
Jose	BERD (Econ.)	100	Teaching, Research
Moszer	Economics	0	Teaching
Milk	Economics	0	Teaching
Boese	Economics	0	Teaching
Meeks	Economics	0	Teaching
Parks	Economics	0	Teaching
Carter	Tenured, Ag. Econ.	0	Teaching
Khan	BERD/Ag. Econ.	100	Teaching, Research
Thompson	BERD	100	Research
Moody	BERD/Sociology	100	Teaching, Research
*Moak	Bus. Admin.	0	Research

1974-75

Total Appointments

Econ, Tenured 1; Continued 8
Ag. Econ, Tenured 1; Continued 1
Sociology, Continued 1

*Denotes Released Time

(Econ) Denotes BERD Appointment and Teaching in Economics Dept,

FACULTY APPOINTMENT, TYPES, GRANT SUPPORT, AND
INVOLVEMENT, 1970-71--1975-76
(a,b,c)

1975-76

NAMES OF FACULTY MEMBER INVOLVED	TYPE OF APPOINTMENT	AMOUNT OF GRANT SUPPORT (%)	TYPE OF INVOLVEMENT
Battle	Tenured Econ/BERD	12	Teaching, Advisory Admin., Coordinator
Whyte	BERD (Econ)	100	Admin, Teaching Research
Joshua	BERD	100	Research
Meeks	Economics	0	Teaching
Moszer	Economics	0	Teaching
Milk	Economics	0	Teaching
Khan	Economics	0	Teaching
Parks	Economics	0	Teaching
Boese	Economics	0	Teaching
Carter	Tenured, Ag. Econ	0	Teaching
Moore	BERD, Ag. Econ.	100	Teaching, Research
Ramsey	BERD	100	Research

1975-76

Total Appointments

Econ, Tenured 1; Continued 7

Ag. Econ., Tenured 1; Continued 1

(Econ) Denotes BERD Appointment and Teaching in Economics Dept,

TABLE D

TITLES OF INTERNATIONAL DEVELOPMENT COURSES, SEMINARS, WORKSHOPS

<u>TITLES</u>	<u>NUMBER ENROLLED OR PARTICIPANTS</u>	
	<u>Undergraduates</u>	<u>Graduates</u>
Economic Development Conference (1973)	25	0
Economic Planning and Development (1975)	22	6
Research Methodology (No credits)	0	4
Economic Development (Econ. 358)	21	1
Economic of Inequality and Poverty (Econ, 454)	0	12
Economic of Underdeveloped Countries (Eco, 450)	0	12
International Economics (Econ. 455)	0	12
Readings in Economics (Econ. 491)		4
Seminars (Selective)		
1. Labor turnover among displaced Agricultural workers.	5	5
2. Low-income farmer cooperatives and their potentials for solving problems of small producers.	60	50
3. "Food and Population, The Race to the year 2000".	50	10

TABLE E

NUMBER OF UNDERGRADUATES AND GRADUATES IN ECONOMICS AND
AG. ECONOMICS WITH A CONCENTRATION IN DEVELOPMENT
1970-71 to 1975-76

<u>YEAR</u>	<u>UNDERGRADUATES</u>		<u>GRADUATES</u>	
	<u>Economics</u>	<u>Ag. Econ.*</u>	<u>Economics</u>	<u>Ag. Econ.</u>
1970-71	0	26	0	0
1971-72	0	24	0	0
1972-73	1	24	0	0
1973-74	6	22	0	0
1974-75	6	23	4	0
1975-76	6	23	8	0

* Although there is not a major or concentration in International Economic Development, all students supported with AID funds receive training Via re- search training and courses in Agricultural Economic Development.

TABLE F

NAME, MAJOR, AND COUNTRY OF ORIGIN OF GRADUATES
AND UNDERGRADUATES RECEIVING SUPPORT

<u>NAME</u>	<u>MAJOR</u>	<u>COUNTRY OF ORIGIN</u>	<u>CLASSIFICATION</u>
A. Bradley	Economics	U. S. A.	Undergraduate
T. Cole	"	"	"
L. Davis	"	"	"
E. Harper	"	"	"
I. Randall	"	"	"
G. Williams	"	"	"
W. Yerby	"	"	"
M. Bezuneh	"	Ethiopia	Graduate
Y. Kifle	Ag, Econ.	"	Undergraduate
W. Motley	Economics	U. S. A.	Graduate
S. Burwell	"	"	"
Y. Bates	"	"	"
F. Foreman	"	"	"
R. Ahene	"	Ghana	"
A. Gyckye	"	"	"
N. Harmon	"	U. S. A.	"
Wm. Walker	"	"	"

TABLE G

NON-211(d) FUNDS IN DIRECT SUPPORT OF SPECIFIED GRANT ACTIVITIES

<u>YEAR</u>	<u>SOURCE</u>	<u>AMOUNTS</u>
1972	Manpower Administration	\$60,000
1973	Manpower Administration	\$60,000
1973	State Appropriated	\$50,000
1974	Manpower Administration	\$60,000
1974	State Appropriated	\$50,000
1975	State Appropriated	\$50,000

TABLE H

PROGRAM LINKAGES WITH LDC'S

A Rural Development linkage was formed January 1975 between Virginia State College and the University of Science and Technology in Kumasi, Ghana. A copy of the agreement is attached hereto,

V.S.C. - U.S.T. BILATERAL ECONOMIC

DEVELOPMENT LINKAGE

A G R E E M E N T

I. TERMS OF REFERENCE

The Virginia State College (V.S.C.), Petersburg, Virginia, U.S.A. and the University of Science and Technology (U.S.T.), Kumasi, Ghana, hereby jointly enter into a Linkage Program focusing on rural development. They will design and implement courses of action and programs to enhance rural development in Ghana as well as the United States. It is believed that the philosophies of the two institutions are so related that a linkage between them will strengthen their capacities and capabilities to improve the standard of living of the people they serve.

The Linkage will include:

- (1) Exchange of Staff and Faculty members with fields of concentration in the areas of manpower, management, and marketing.
- (2) Exchange of students and research in the areas of manpower, management, and marketing.
- (3) Conducting seminars, workshops, inservice training courses, conferences and on-the-job training programs and the exchange of programs on economic planning.

The Bilateral Linkage Program at U.S.T. will be directly under the Chairman of the Link Management Board but with a Liaison Officer chosen from the Faculties or Departments directly involved with the Linkage (hereafter called the Link Program). The program at V.S.C. will be directly under the Director of the Bureau of Economic Research and Development's (BERD's) Office.

II. PURPOSE AND OBJECTIVE

The Linkage is designed to provide mutual benefit to both institutions. It aims to focus on problems that continue to plague rural people and small non-farm businesses. The overall objective of the Link Program is to enhance the capacities and capabilities of both institutions to analyze and resolve problems of low-income farm and rural non-farm business units.

III. PROVISIONS AND IMPLEMENTATION

V.S.C. - U.S.T. have agreed jointly upon the following provisions:

- (1) V.S.C. shall host an Economic Development Planning Conference during the month of July, 1975. U.S.T. shall send one or two representative(s) from its Link Staff at Kumasi and up to three representatives as recommended by its Vice-Chancellor from among its Faculty Studying in the United States. The duration of the conference shall be from two to four weeks, contingent upon a mutually agreed scope of items in the conference program.
- (2) U.S.T. shall host a similar Economic Development Planning Conference during the month of July, 1976. V.S.C. shall be represented by at least one of its BERD staff members. The duration of the conference shall be determined by the U.S.T. Link Staff.
- (3) V.S.C. shall host a seminar in Economic Development during the month of September, 1976. U.S.T. shall send at least one representative of its Link Staff members. The duration of the seminar shall be four to six weeks.

- (4) Conferences, seminars, workshops and training courses taking place after September, 1976 shall be planned jointly by the two institutions.
- (5) V.S.C. shall send one of its BERD's Staff members to be stationed at Kumasi for a period of up to one academic year commensurate with the program's requirements. The Staff member shall work with the Link Staff at U.S.T. on specified research projects and teaching assignments to be determined jointly by the two institutions.
- (6) Concurrent with (5) above, U.S.T. shall send up to two students to V.S.C. to be enrolled in the graduate program in economics to pursue the M.A. Degree in Economic Development. The student(s) shall hold the rank of Graduate Research Assistant with the Bureau of Economic Research and Development and shall devote up to 20 hours per week assisting in Research work conducted by BERD's staff. The student(s) shall receive a stipend of not less than \$3,000 for one year plus full tuition. The amount of stipend shall be determined on the basis of qualification and need commensurate with the criteria used in evaluating other research assistants. Student Medical Health Insurance shall be made available to all U.S.T. students enrolled in V.S.C's graduate program.
- (7) The V.S.C. shall send up to two Graduate Research Assistants to U.S.T. for a mutually agreed upon period of time to work with the Link Staff and obtain Data for their research.

- (8) Free exchange of research findings in the Link Program with the option of joint publications to be carried out by the two institutions. Masters Thesis by students at both institutions shall be exchanged freely. Candidates for the Masters Degree shall have access to available data from both institutions in pursuing their research work.
- (9) All activities mentioned above plus additional link activities forthcoming shall be based upon mutual agreement by the two institutions.

ORGANIZATION OF VIRGINIA STATE COLLEGE

Amended July 25, 1975

